



VERNON TOWNSHIP
SCHOOL DISTRICT

**ELA Accelerated Grade 8
Curriculum Map**

Adapted from:
Understanding By Design

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Adopted:
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Course Description

The Vernon Township eighth-grade Language Arts program has been constructed within a structured literacy philosophy grounded in the Science of Reading.

Based upon the following list of proficiencies, each student must demonstrate a minimum competency level of 65%. Competencies will be measured by way of an evaluation program consisting of teacher observations of student performance, tests, quizzes, classwork, homework, projects, and class participation, as well as class attendance in accordance with the high school's attendance policy.

Language Arts 8 will focus on synthesizing and evaluating analysis of literature and informational texts; writing text-based formally organized, multi-paragraph compositions that reveal a developed voice and follow established literary conventions. Vocabulary development, including determining meaning from context clues as well as understanding academic vocabulary, is also a key focus area during our intense exploration of literature and informational texts, while grammar is a focus area when students author narrative, informational, argumentative, and literary analysis compositions. Students will learn to decipher the meanings of words through context; interpret, analyze, and synthesize information and ideas; evaluate and make judgments; develop perspectives and points of view with textual evidence support; display behaviors of life-long readers; develop oral language and listening skills; evaluating story elements and their importance; respond to types of literature through analysis; understand and appreciate literary language and author's crafts; read cross-curricular texts; develop and support personal insights from reading; organize information; and develop creative/dramatic skills. Students will focus on decoding and word recognition, fluency, reading strategies, vocabulary and concept development, comprehension skills, essay writing, narrative writing, literary analysis, as well as inquiry and research.

New Jersey learning Standards covered throughout the course

In conjunction with the New Jersey Student Learning Standards, students enrolled in the **Language Arts** courses will demonstrate the ability to:

ANCHOR STANDARDS

Language: System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

- (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Reading: Text complexity and the growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- (TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- (AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- (CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing: Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- (NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- (WR) Writing Research: By the end of grade 12, 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.
- (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- (RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<https://www.nj.gov/education/standards/ela/Index.shtml> (as of 7/15/24)

Grading Criteria	Diagnostic & Benchmark Assessments: Comprehension, Early Reading & Dyslexia
● 15% Participation ● 40% Major Grades (Essays, Tests & Projects) ● 30% Quizzes ● 15% Homework	3x yearly: Fall, Winter, Spring ● Comprehension: iReady benchmarks (online: adaptive above/on/below grade level) ○ With ongoing above/on/below grade level tutoring support via the iready personalized instruction pathway based on benchmark results ● Early Reading Screeners & Dyslexia Screener: (only for students in Tier 3 Reading Lab for multisensory instruction) ○ Amira (online: adaptive above/on/below grade level) ■ With ongoing online personalized reading tutoring above/on/below grade level as needed based on benchmark results (above/on/below) ■ Monthly progress monitoring assessments (on grade level) ○ DIBELS (1:1 with teacher, on grade level) ■ Monthly progress monitoring assessments (on grade level)

Course Resources
Core Text: Common Lit Technologies ● Personal computer with Internet access, a web browser and word processing, presentation software for both teacher and student use ● Software and web-based presentation resources Supplemental Materials ● Learning Plans and UBD Units of Study ● Homework ● Learning Stations, Differentiated Center Activities ● Guided Reading, Guided Writing ● Scholastic Scope

- Independent reading materials
- Online supplemental resources: NoRedInk, ReadWorks, Newsela, and other emerging websites

Various Levels of Text: Lexile levels are indicated for on grade level and above grade level texts, while below grade level texts are marked as such.

**Students in Accelerated classes are expected to be on or above grade level so lower level texts have been excluded.*

Scope and Sequence- Topical Outline			
Unit <i>(links to unit below)</i>	Title <i>(links to common lit curriculum online)</i>	Time	Marking Period(s)
<u>1</u>	<u>The Art of Suspense</u>	6 Weeks	1
<u>2</u>	<u>Conveying Courage</u> (Holocaust Mandate)	5 Weeks	1/2
<u>3</u>	<u>Twelve Angry Men (Novel Study)</u>	6 Weeks	4
<u>4</u>	<u>Contact Sports: Worth the Risk</u>	6 Weeks	2
<u>5</u>	<u>Not That Different</u>	6 Weeks	3
<u>6</u>	<u>The Debate Over School Start Time</u>	5 Weeks	3
<u>climate</u>	Climate Change	1 week	4
<u>Diversity Equity and Inclusion Mandate (DEI)</u>	Diversity Equity and Inclusion Mandate (DEI)	1 week	4

The timeline is only an approximation. The inclusion of a classroom project in any one of the above units would extend the time allotment.

Subject Area: ELA**Grade Level: 8**[\(Return to top - scope & sequence\)](#)

Unit	Unit 1- The Art of Suspense
Timeframe	6 Weeks
Established Goals	● (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. ● (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. ● (TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ● (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text. ● (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. ● (RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NJSLS	Reading Literature ● RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. ● RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RL.IT.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.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RL.PP.8.5. 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.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Reading Informational

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

Writing

- W.IW.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.WP.8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

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

	○ A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ● L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. ○ A. 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 ● L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. Speaking & Listening ● SL.PE.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 ○ B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ● SL.II.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.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Essential Question	● How do authors create suspense, and why are we drawn to it?
Content Knowledge	<i>Students will learn:</i> ● Reading Informational Text ● Reading Literature ● Explanatory Writing ● Grammar - Verb Forms ● Academic Vocabulary ● Speaking and Listening
Skills	<i>Students will be able to:</i> ● Identify and analyze how dramatic irony affects readers ● Examine how authors use point of view, conflict, and setting to build suspense ● Write paragraphs that include strong claims and have a clear structure ● Write a cross-textual essay that focuses on authors' techniques ● Reading: ○ Dialogue and events that propel action or reveal character ○ Point of view and suspense

	○ Development of key concepts ● Writing: ○ Explanatory writing ○ Writing a strong claim ○ Writing a complete paragraph ○ Peer review ● Language: ○ Verb forms: gerunds, participles, and infinitives ○ Grade-appropriate academic vocabulary ● Speaking and Listening: ○ Referring to evidence in discussion to build on or challenge others’ ideas ○ Expectations for discussion
Performance Tasks & Assessments	CommonLit Assessments Unit 1: ○ Baseline Writing Assessment, ○ Vocabulary, Grammar ○ Culminating Task - Literary Analysis Essay ○ Class Discussion ○ Related media exploration ○ Narrative Prompt ○ Additional unit writing options Summative Unit 1 Skills assessments: ○ Pre-assessment “Stale Bread” ○ Post-assessment “The Patron” Benchmark Assessments: ● iReady A- C Formative Assessment: ● Exit tickets ● Polls ● Class discussion ● Think Pair Share ● Quick Writes Alternative Assessments:

	● Writing Samples ● Scaffolded Chapter Assessments ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● Linkit - Single Standard Progress-Monitoring Assessments ● Drama, reader's theatre, skits ● Posters, drawings, etc.
Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice ● Leveled Independent Practice/Classwork ● Homework ● Check for Understanding ● Padlet, Flipgrid, SeeSaw ● Kahoot, quizz, quizlet ● Online games: SmartLab, vocab, ● Speaking and debates ● Reading/Writing conferences ● Scope activities ● Noredink.com ● Student created audio, video, other multimedia projects ● Newsela, readworks, read/write/think activities ● Essay and story Final drafts, published writing
Resources/ Materials	CommonLit Online Resources: ● Unit Introduction Activity ● 7 Reading Lessons ○ "Button, Button" by Richard Matheson (Short Story) 420L ○ "Lamb to the Slaughter" by Roald Dahl (Short Story) 730L ○ "Ruthless" by William DeMille (Short Story) 790L ○ "Lather and Nothing Else" by Hernando Téllez (Short Story) 640L ○ "The Tell-Tale Heart" by Edgar Allan Poe (Short Story) 830L

- “The Cone” by H.G. Wells (Short Story) 900L
- “The Psychology of Suspense” by R.J. Jacobs (Nonfiction) 960L

Unit 1 Accelerated Extension Activity: Analyzing Suspense in Literature

Grade Level: 8

Duration: 60 minutes

Objective: Students will analyze how authors create suspense using literary techniques and apply these techniques in their own writing.

Materials:

- A suspenseful excerpt from a novel or short story (e.g., *The Tell-Tale Heart* by Edgar Allan Poe, *The Most Dangerous Game* by Richard Connell, *And Then There Were None* by Agatha Christie).
- Chart paper or graphic organizers
- Highlighters and pens

Lesson Breakdown

1. Hook (10 minutes) – "Suspense in Action"

- **Activity:** Play an audio clip or video of a suspenseful scene (without showing the visuals, if possible).
- **Discussion Questions:**
 - What emotions did you feel while listening?
 - What specific elements created suspense?
 - How do authors achieve the same effect in writing?

2. Direct Instruction (15 minutes) – "Breaking Down Suspense"

- Introduce key suspense-building techniques, such as:
 - **Pacing** (short vs. long sentences)
 - **Foreshadowing** (hints about future events)
 - **Uncertainty & Delayed Answers** (keeping readers guessing)
 - **Sensory Details** (heightening tension)
 - **Dramatic Irony** (the reader knows more than the character)
- Distribute an **excerpt from a suspenseful text** and ask students to read silently.

3. Group Analysis (15 minutes) – "Suspense Detective Challenge"

- **Task:** In groups, students will act as "suspense detectives" and identify at least **three** techniques used in the excerpt.
- **Steps:**
 1. Highlight words/phrases that create tension.
 2. Label each technique and explain its effect.
 3. Rank the techniques from most to least effective and justify their reasoning.

4. Application (15 minutes) – "Write Your Own Suspense Scene"

- **Challenge:** Each student writes a **short suspenseful paragraph** (5-7 sentences) using at least **two techniques** discussed.
 - **Optional Twist:** Swap paragraphs with a partner and try to identify the techniques used.
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5. Exit Ticket (5 minutes) – Reflection

- Students answer:
 - What is one suspense technique you found most effective?
 - How will you use suspense in your own writing?

Unit 1 Accelerated Extension Activity: Independent Reading of Literature

Objective: Students will choose an independent reading book at or above grade level to read independently and produce one writing that explores one of the following:

1. Character Analysis Beyond the Surface

Challenge: Choose a character and explore how their internal conflicts are represented through their actions, dialogue, and relationships with other characters. Argue how this internal conflict drives the plot forward and discuss whether the character's arc reflects any broader societal or moral themes.

Example: In *The Outsiders*, how does Ponyboy's struggle with his identity and his place in society reflect broader social tensions of the time?

2. Themes and Symbols Interpretation

Challenge: Analyze how a key symbol in the story represents the theme of the book. Consider whether the symbol has multiple

meanings or if its interpretation changes throughout the novel.

Example: In *Lord of the Flies*, what does the conch shell symbolize, and how does its meaning shift as the novel progresses? How does this relate to the breakdown of civilization on the island?

3. Literary Devices and Their Impact

Challenge: Examine the author's use of a specific literary device (like foreshadowing, irony, or metaphor) and explain how it shapes the reader's understanding of the plot or characters. Consider how this technique deepens the meaning of the story.

Example: In *To Kill a Mockingbird*, analyze how Harper Lee uses the motif of the mockingbird to explore innocence and the loss of innocence.

4. Narrative Perspective and Its Effect

Challenge: Discuss how the story's narrative perspective (first-person, third-person, etc.) influences the reader's understanding of events. Argue how the chosen perspective limits or enhances the reader's connection to certain characters or themes.

Example: In *The Giver*, how does Jonas's first-person perspective influence the way we understand the society he lives in? What does this reveal about the theme of conformity vs. individuality?

5. Historical and Cultural Context

Challenge: Explore how the historical or cultural context of the story influences the events or characters. Argue how an understanding of this context can lead to a deeper interpretation of the text.

Example: In *Anne Frank: The Diary of a Young Girl*, how does the historical context of World War II and the Holocaust shape Anne's experiences and worldview?

6. The Role of Setting in Shaping Character Development

Challenge: Analyze how the setting of a novel contributes to the development of its characters or themes. Consider how the physical environment, time period, or cultural backdrop influences the story's direction.

Example: In *The Hunger Games*, how does the setting of Panem, particularly the contrast between the Capitol and the districts,

contribute to the development of Katniss as a character and the book's larger commentary on power and inequality?

7. Moral Dilemmas and Ethical Choices

Challenge: Examine a key moral dilemma faced by a character and evaluate the choices they make. Discuss the ethical implications of their decisions and whether you agree or disagree with their actions.

Example: In *The Diary of Anne Frank*, how do Anne's reflections on her identity and her relationships challenge our understanding of human rights and morality in times of oppression?

8. Critical Reflection on an Author's Message

Challenge: Reflect on the author's intended message or commentary on society. Do you believe the author successfully conveys this message? Why or why not? Provide examples from the text that support your argument.

Example: In *Fahrenheit 451*, Bradbury critiques censorship and the suppression of free thought. How does the novel's portrayal of a dystopian society act as a warning to the reader about the dangers of censorship?

9. Character vs. Society

Challenge: Focus on a character who faces a conflict between individual desires and societal expectations. Analyze how this conflict impacts the character's decisions and ultimate fate. Discuss how this tension reflects broader societal issues.

Example: In *The Catcher in the Rye*, how does Holden Caulfield's rejection of societal norms impact his mental health? How does his character challenge the expectations placed on him by society?

10. The Power of Choice and Free Will

Challenge: Investigate how free will and the power of choice are presented in the text. Do the characters in the book have control over their fate, or are they influenced by forces beyond their control? How does this exploration of choice contribute to the novel's themes?

Example: In *Romeo and Juliet*, discuss how the characters' decisions contribute to their tragic ends. To what extent do they have control over their destinies?

By exploring these deeper angles of literature, eighth-grade students can engage more critically with the text, improve their analytical skills, and develop thoughtful, well-supported arguments in their responses.

Assessment & Extensions:

Formative: Group discussions, highlighted excerpts, and short writing samples.

Extension: Assign a suspenseful short story and have students create a **visual suspense arc** mapping out tension levels.

- Independent Reading and Book Club Resources
- 5 Writing Lessons
 - Baseline Assessment
 - Writing a Strong Claim
 - Writing a Complete Paragraph
 - Exemplar Essay Review
 - Planning the Culminating Task: Literary Analysis Essay
 - Peer Reviewing the Culminating Task: Literary Analysis Essay
- Vocabulary activity set
- Grammar and usage activity set
- Discussion skill lesson
- Additional Resources/Materials
 - Extra Practice Homework
 - Enrichment
 - Scholastic Scope
 - Online literary practice: noredink, readwrite, etc.

**Use of AI to generate versions of text at various complexity levels to meet students' needs.*

** Students in Accelerated Classes are expected to work on or above grade level so lower level texts have been excluded.*

**Use text to speech such as Read and Write for Google to allow students to listen to texts that are above their readability level.*

Learning Activities

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|---|----------------------------------|----------------------------|
| ● Recall prior knowledge, | ● Quick write journal topic | ● Poetry analysis |
| ● Quick checks | ● Games for review | ● Creative writing |
| ● Writing Workshop | ● Graded discussions | ● Analytical writing |
| ● Secondary writing: poetry, literary analysis, research simulation | ● PowerPoint presentation | ● Research writing |
| ● Academic Word work/word study walls | ● Student presentations | ● cope magazine activities |
| ● Interactive vocabulary activities | ● Student research work/projects | ● PARCC prep exercises |
| ● Vocabulary word walls | ● Active reading | ● Role playing, skits |
| | ● Timed writing assignment | ● Double-entry journal |
| | ● Study guide notes | ● Marzano vocab strategies |
| | ● Notes on informational videos | ● Graphic organizers |

	● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction ● Close reading of informational texts ● Annotation of texts ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B
Interdisciplinary Connections	● “Amigo Brothers” (Short Story) - Multicultural ● “Lather and Nothing Else” by Hernando Téllez (Short Story) - Social Studies ● “The Psychology of Suspense” by R.J. Jacobs (NonFiction) - Health, Science Students will analyze the psychological and physiological aspects of suspense, understanding how narratives evoke emotional and cognitive responses. Subjects Integrated: Science (Biology), English Language Arts, Psychology MS-LS1-8: "Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories." <i>Application:</i> Students explore how suspenseful stimuli activate sensory receptors, leading to physiological responses and memory formation. Grade Level: 8-10 Engage students by exploring the psychological mechanisms behind suspense and their biological underpinnings. This approach aligns with the New Jersey Student Learning Standards (NJSLS), which encourage interdisciplinary connections throughout the K–12 curriculum.

Subject Area: ELA**Grade Level: 8**[\(Return to top - scope & sequence\)](#)

Unit	Unit 2 - Conveying Courage including Holocaust Mandate
Timeframe	5 Weeks
Established Goals	• (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas • (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. • (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. • (TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. • (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
NJSLS	Reading Literature • RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. • RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. • RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums,

including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Reading Informational

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

Language

- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - B. Use the relationship between particular words to better understand each of the words.
 - C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - B. Form and use verbs in the active and passive voice.
 - C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - B. Analyze the impact of specific word choices on meaning and tone.

- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - C.Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
 - B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
- W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.II.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.PE.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.
 - C.Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Essential Questions	What is courage? How do writers share their messages of courage?
Content Knowledge	<i>Students will learn:</i> - Reading Informational Text - Reading Literature - Explanatory Writing - Grammar - Verbs in Conditional Mood - Academic Vocabulary - Speaking and Listening
Skills	<i>Students will be able to:</i> - Articulate how rhyme, rhythm, and poetic structure create meaning in a poem - Analyze how word choice and figurative language develop a speaker's message - Include context and reasoning to support a claim - Collaboratively create a presentation that includes clear visuals and effective delivery Reading - Theme development - Figurative language and word choice - Impact of text structure on meaning and style - Central idea development - Figurative language and word choice - Text structure and idea development Writing - Add strong reasoning - Explanatory writing - Introduce evidence with context about an author or speaker - Peer review Language - Use verbs in the conditional mood - Grade-appropriate academic vocabulary Speaking and Listening - Connect other speakers' ideas

	● Presentation and delivery ● Multimedia components
Performance Tasks & Assessments	● CommonLit Assessments Unit 2 ○ Baseline Writing Assessment, ○ Vocabulary, Grammar ○ Culminating Task - Literary Analysis Essay ○ Class Discussion ○ Related media exploration ○ Narrative Prompt ○ Additional unit writing options Summative Unit 2 Skills assessments: ○ Pre-assessment “Defeat” ○ Post-assessment “This Student Helped Desegregate America's Schools” Benchmark Assessments: ● iReady A- C Formative Assessment: ● Exit tickets ● Polls ● Class discussion ● Think Pair Share ● Quick Writes Alternative Assessments: ● Writing Samples ● Scaffolded Chapter Assessments ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● Linkit - Single Standard Progress-Monitoring Assessments ● Drama, reader’s theatre, skits ● Posters, drawings, etc.

Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice ● Leveled Independent Practice/Classwork ● Homework ● Check for Understanding ● Padlet, Flipgrid, SeeSaw ● Kahoot, quizz, quizlet ● Online games: SmartLab, vocab, ● Speaking and debates ● reading/writing conferences ● Scope activities ● Noredink.com ● Student created audio, video, other multimedia projects ● Newsela, readworks, read/write/think activities ● Essay and story Final drafts, published writing ●
Resources/M aterials	CommonLit Online Resources Grade 8 Lexile Range ● 7 Reading Lessons ○ “Letter from Frederick Douglass to Harriet Tubman” by Frederick Douglass (Letter) 1220L ○ “Invictus” by William Ernest Henley (Poem) ○ “Sonnet” by James Weldon Johnson (Poem) ○ “General Eisenhower’s Order of the Day” by General Dwight D. Eisenhower (Historical Document) 860L ○ “JFK’s ‘Race to Space’ Speech” (excerpted) by President John F. Kennedy (Speech) 1350L ○ “A Litany for Survival” by Audre Lorde (Poem) ○ “Still I Rise” by Maya Angelou (Poem) ● Choice Board Multimedia: ○ “The Miracle of Morning” by Amanda Gorman (Poem) ○ “The Danger of Silence” by Clint Smith (Poem) Unit 2 Accelerated Lesson Plan Activity:

Lesson Plan: Unveiling Meaning Through Poetic Devices

Grade Level: 9-12

Duration: 2 class periods (50 minutes each)

Objective: Students will critically analyze how rhyme, rhythm, and structure in poetry enhance and convey meaning.

Materials:

- Copies of selected poems (e.g., "The Road Not Taken" by Robert Frost, "Do Not Go Gentle into That Good Night" by Dylan Thomas)
 - Whiteboard and markers
 - Handouts with poetic terms and definitions
 - Audio recordings of the selected poems (optional)
 - Access to online poetry resources
-

Session 1: Introduction to Poetic Devices

1. Warm-Up Activity (10 minutes):

- Begin with a class discussion:
 - What makes poetry different from prose?
 - Can you recall any poems where the sound or structure impacted your understanding or enjoyment?
- Introduce key poetic devices:
 - **Rhyme:** The repetition of similar sounding words occurring at the end of lines.
 - **Rhythm:** The pattern of stressed and unstressed syllables in a line.
 - **Structure:** The arrangement of lines, stanzas, and overall organization of a poem.

2. Group Analysis (20 minutes):

- Divide students into small groups.
- Assign each group a poem to analyze, focusing on:
 - Identifying the rhyme scheme (e.g., ABAB, AABB).
 - Determining the meter (e.g., iambic pentameter).
 - Observing the poem's structure (e.g., sonnet, free verse).
- Each group will chart their findings and prepare to present them.

3. Class Discussion (15 minutes):

- Each group presents their analysis.
- Discuss as a class how these elements contribute to the poem's overall meaning and emotional impact.

Homework Assignment:

- Students will write a brief reflection (1-2 paragraphs) on how the poetic devices discussed influence their personal interpretation of the poem.

Session 2: Deepening Analysis and Creative Application

1. Review and Discussion (10 minutes):

- Discuss insights from the homework reflections.
- Address any questions about rhyme, rhythm, and structure.

2. Comparative Analysis (15 minutes):

- Introduce a new poem with a contrasting structure or rhythmic pattern.

- As a class, analyze how the differences in poetic devices alter the poem's meaning or tone.

3. Creative Writing Exercise (20 minutes):

- Students will compose their own poems, deliberately employing a specific rhyme scheme, meter, and structure to convey a chosen theme or emotion.
- Encourage experimentation with different forms (e.g., sonnet, haiku, free verse).

4. Sharing and Feedback (5 minutes):

- Volunteers share their poems.
- Classmates provide constructive feedback focusing on how the poetic devices used enhance the poem's meaning.

Assessment:

- Participation in group and class discussions.
- Quality of analysis in the homework reflection.
- Creativity and application of poetic devices in the original poem.

- Independent Reading and Book Club Resources
- 5 Writing Lessons
 - Baseline Assessment
 - Including Context about the Author or Speaker
 - Adding Strong Reasoning
 - Planning the Culminating Task: Literary Analysis Presentation
 - Drafting the Culminating Task: Literary Analysis Presentation
 - Peer Reviewing the Culminating Task: Literary Analysis Presentation
- Creative Writing
 - Poem Writing Prompt
- Vocabulary activity set
- Grammar and usage activity set

	• Discussion skill lesson Additional Resources and Materials • Extra Practice Homework • Enrichment • Scholastic Scope • Online literary practice: noredink, readwrite, etc. <i>*Use of AI to generate versions of text at various complexity levels to meet students' needs.</i> <i>* Students in Accelerated classes are expected to work on or above grade level so lower level texts have been excluded.</i> <i>*Use text to speech such as Read and Write for Google to allow students to listen to texts that are above their readability level.</i>		
Holocaust/ Genocide Mandate	• Holocaust Mandate Lesson https://butterflies.hmh.org/about/lesson-plan/ • Materials Copy of the non fiction book: <i>I Never Saw Another Butterfly: Children's Drawings and Poems from the Terezin Concentration Camp, 1942-1944</i> edited by Hana Volavkova (1994) Class set of copies of the poem “I Never Saw Another Butterfly” by Pavel Friedman (p. 39 of the above text). Materials to make butterflies: sheets of colorful paper, glue, scissors and string. • Student Activity Assign a poem to each student to read from “I Never Saw Another Butterfly.” After several silent readings, ask students to see if they can find any examples of hopes, dreams and/or fears in their child’s poem. After the students have read the poems and feel comfortable with it, each student should discuss his or her poem with another classmate. Give the students many sheets of colorful paper, glue, scissors and string.. Have the students create a butterfly that is a representative of the author of their poem. Students should write the name of their child on the butterfly if the child’s name is available. Display all butterflies. • Assessment of Student Learning In addition to creating the butterflies per the above directions, have students journal about the butterfly they created – why they chose the decorations they did, what the poem meant to them and how this poem relates to one child’s experience during the Holocaust. It is usually helpful for students to reflect on the following quote.		
Learning Activities	• Recall prior knowledge, • Quick checks • Writing Workshop • Secondary writing: poetry, literary analysis, research simulation	• Quick write journal topic • Games for review • Graded discussions • PowerPoint presentation • Student presentations • Student research work/projects	• Poetry analysis • Creative writing • Analytical writing • Research writing • cope magazine activities • PARCC prep exercises

	● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B
Interdisciplinary Connections	● “Letter from Frederick Douglass to Harriet Tubman” by Frederick Douglass (Letter) - Social Studies Analyze <i>Frederick Douglass' letter to Harriet Tubman</i> as a primary source document. Standards Alignment: Social Studies Standards (Example: U.S. History & Civics) ● SS.8.A.4.7 – Examine the causes, course, and consequences of the abolitionist movement. ● SS.8.C.2.1 – Evaluate how individuals and groups have influenced constitutional democracy. ● SS.8.A.4.5 – Analyze individuals' roles in the Underground Railroad and abolitionist movements. ● “General Eisenhower’s Order of the Day” by General Dwight D. Eisenhower(Historical Document) - Social Studies ● “JFK’s ‘Race to Space’ Speech” (excerpted) by President John F. Kennedy(Speech) - Social Studies LGBTQ Mandates: ● Discussion of historical figures: Colette, Oscar Wilde N.J.S.A. 18A:35-28, Holocaust/Genocide Education The law indicates that issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide, shall be included for all children from K-12th grade https://nj.gov/education/holocaust/about_us/mandate.html

Subject Area: ELA**Grade Level: 8**[\(Return to top - scope & sequence\)](#)**Unit****Unit 3 - Twelve Angry Men****Timeframe**

6 Weeks

**Established
Goals**

- (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- (TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- (RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

NJSLS

Reading Literature

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
- RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Reading Informational

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

Writing

- W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - C.Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D.Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

	● W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Language ● L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking. ○ B. Form and use verbs in the active and passive voice. ● L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. ○ B. Analyze the impact of specific word choices on meaning and tone. ● L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ○ C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Speaking & Listening ● SL 8.1 D 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 ○ D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. ● SL.II.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.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Essential Questions	● What are the benefits and challenges of a Jury System?
Content Knowledge	<i>Students will learn:</i> ● Reading Literature ● Reading Informational Text ● Expository Writing ● Academic Vocabulary ● Active and Passive Voice

	• Speaking and Listening
Skills	<i>Students will be able to:</i> • Articulate how rhyme, rhythm, and poetic structure create meaning in a poem • Analyze how word choice and figurative language develop a speaker’s message • Include context and reasoning to support a claim • Collaboratively create a presentation that includes clear visuals and effective delivery Reading • Theme development • Impact of dialogue • Author’s point of view • Development of central idea Writing • Expository writing • Clarifying the relationships among ideas • Using precise language • Revising for purpose and audience Language • Active and passive voice • Grade appropriate academic vocabulary Speaking and Listening • Acknowledge new information
Performance Tasks & Assessments	• CommonLit Assessments Unit 3 ○ Baseline Writing Assessment, ○ Vocabulary, Grammar ○ Culminating Task - Literary Analysis Essay ○ Class Discussion ○ Related media exploration ○ Narrative Prompt ○ Additional unit writing options ○ Summative Unit 3 Skills assessments: ○ Pre-Assessment “Excerpt from Strife: Act I, Scene I”

	○ Post-Assessment “Gideon v. Wainwright (1963)” Benchmark Assessments: ● iReady A- C Formative Assessment: ● Exit tickets ● Polls ● Class discussion ● Think Pair Share ● Quick Writes Alternative Assessments: ● Writing Samples ● Scaffolded Chapter Assessments ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● Linkit - Single Standard Progress-Monitoring Assessments ● Drama, reader’s theatre, skits ● Posters, drawings, etc.
Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice ● Leveled Independent Practice/Classwork ● Homework ● Check for Understanding ● Padlet, Flipgrid, SeeSaw ● Kahoot, quizz, quizlet ● Online games: SmartLab, vocab, ● Speaking and debates

	● reading/writing conferences ● Scope activities ● Noredink.com ● Student created audio, video, other multimedia projects ● Newsela, readworks, read/write/think activities ● Essay and story Final drafts, published writing
Resources /Materials	CommonLit Online Resources ● Unit Introduction Activity ● 9 Reading Lessons ○ Twelve Angry Men by Reginald Rose (Drama) - (Lessons 1, 3, 4,6,8,9) ○ “Presumption of Innocence” by New York Courts (Informational) (Lesson 2) 1020L ○ “What is Confirmation Bias?” by Shahram Heshmat (Informational) (Lesson 5) 1040L ○ “False Memories and How They Form” by Kendra Cherry (Informational) (Lesson 7) 960L ● Unit 3 Accelerated Extension Activity: ● Accelerated Lesson Plan Activity: Independent Reading of Literature ● Objective: Students will choose an independent reading book at or above grade level to read independently and produce one writing that explores one of the following: 1. Character Analysis Beyond the Surface ● Challenge: Choose a character and explore how their internal conflicts are represented through their actions, dialogue, and relationships with other characters. Argue how this internal conflict drives the plot forward and discuss whether the character’s arc reflects any broader societal or moral themes. 2. Themes and Symbols Interpretation ● Challenge: Analyze how a key symbol in the story represents the theme of the book. Consider whether the symbol has multiple meanings or if its interpretation changes throughout the novel. 3. Literary Devices and Their Impact ● Challenge: Examine the author’s use of a specific literary device (like foreshadowing, irony, or metaphor) and explain how it shapes the reader’s understanding of the plot or characters. Consider how this technique deepens the meaning of the story.

4. Narrative Perspective and Its Effect

- Challenge: Discuss how the story's narrative perspective (first-person, third-person, etc.) influences the reader's understanding of events. Argue how the chosen perspective limits or enhances the reader's connection to certain characters or themes.

5. Historical and Cultural Context

- Challenge: Explore how the historical or cultural context of the story influences the events or characters. Argue how an understanding of this context can lead to a deeper interpretation of the text.

6. The Role of Setting in Shaping Character Development

- Challenge: Analyze how the setting of a novel contributes to the development of its characters or themes. Consider how the physical environment, time period, or cultural backdrop influences the story's direction.

7. Moral Dilemmas and Ethical Choices

- Challenge: Examine a key moral dilemma faced by a character and evaluate the choices they make. Discuss the ethical implications of their decisions and whether you agree or disagree with their actions.

8. Critical Reflection on an Author's Message

- Challenge: Reflect on the author's intended message or commentary on society. Do you believe the author successfully conveys this message? Why or why not? Provide examples from the text that support your argument.

9. Character vs. Society

- Challenge: Focus on a character who faces a conflict between individual desires and societal expectations. Analyze how this conflict impacts the character's decisions and ultimate fate. Discuss how this tension reflects broader societal issues.

10. The Power of Choice and Free Will

- Challenge: Investigate how free will and the power of choice are presented in the text. Do the characters in the book have control over their fate, or are they influenced by forces beyond their control? How does this exploration of choice contribute to the novel's themes?

By exploring these deeper angles of literature, eighth-grade students can engage more critically with the text, improve their

analytical skills, and develop thoughtful, well-supported arguments in their responses.

Unit 3 Advanced Lesson Plan: Writing with Intention in *12 Angry Men*

Grade Level: 8

Duration: 1-2 class periods

Objective: Students will analyze *12 Angry Men* using precise academic language to construct well-supported arguments in writing.

Standards Addressed:

- CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims with clear reasoning and relevant evidence.
 - CCSS.ELA-LITERACY.L.9-10.6: Acquire and use accurate academic and domain-specific words and phrases.
 - CCSS.ELA-LITERACY.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferentially.
-

Lesson Components:

1. Do Now (10 minutes):

Prompt: Read the following quote from *12 Angry Men*:

"It takes a great deal of courage to stand alone even if you believe in something very strongly."

Write a brief response explaining what this means in the context of the play.

2. Mini-Lesson: Academic Language & Writing with Intention (15 minutes)

- Discuss the importance of academic language in constructing clear, intentional arguments.
- Provide a handout with academic transition words, sentence starters, and analytical verbs (e.g., "demonstrates," "illustrates," "juxtaposes").
- Model revising a weak response by incorporating academic language and textual evidence.

3. Close Reading & Discussion (20 minutes)

- Assign groups different jurors and key moments of the play.
- Each group analyzes their assigned section, identifying how the dialogue, tone, and reasoning influence the jury's decision.
- Groups share their findings using academic language.

4. Writing Task: Argumentative Response (30-40 minutes)

Prompt: Choose one juror and evaluate how their reasoning impacts the jury's decision. Use precise academic language and at least two textual examples to support your claim.

- Require students to use a minimum of five academic phrases from the handout.
- Provide a peer-editing checklist that focuses on argument clarity, evidence integration, and language precision.

5. Wrap-Up & Reflection (10 minutes)

- Exit Ticket: What is one new academic phrase you used today? How did it strengthen your writing?
- **Unit 3 Lesson Plan Activity**

- 5 Writing Lessons
 - Baseline Assessment
 - Writing with Academic Vocabulary
 - Introducing Evidence with Context
 - Exemplar Essay Review
 - Planning the Culminating Task: Literary Analysis Essay
 - Peer Reviewing the Culminating Task: Literary Analysis Essay
- Optional Essay
 - Narrative Writing Prompt
- Vocabulary Activity Sets
- Grammar and Usage Activity Set
- Discussion Skill Lesson
- Class Discussion
- Related Media Exploration

Additional Resources and Materials

- Extra Practice Homework
- Enrichment
- Scholastic Scope
- Online literary practice: noredink, readwrite, etc.

**Use of AI to generate versions of text at various complexity levels to meet students' needs.*

** Students in Accelerated Classes are expected to work on or above grade level so lower level texts have been excluded.*

**Use text to speech such as Read and Write for Google to allow students to listen to texts that are above their readability*

	<i>level.</i>
Learning Activities	● Recall prior knowledge, ● Quick checks ● Writing Workshop ● Secondary writing: poetry, literary analysis, research simulation ● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction ● Quick write journal topic ● Games for review ● Graded discussions ● PowerPoint presentation ● Student presentations ● Student research work/projects ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts ● Poetry analysis ● Creative writing ● Analytical writing ● Research writing ● cope magazine activities ● PARCC prep exercises ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B
Inter-disciplinary Connections	● “False Memories and How they Form” by Kendra Cherry - Social Studies ● “What is Confirmation Bias?” by Shahram Hesmat (Informational) - Social Studies ● “Presumption of Innocence” by New York Courts (Informational) - Social Studies Lesson Title: Understanding the Presumption of Innocence Subjects Integrated: Social Studies and Language Arts Students will understand the concept of the presumption of innocence and its importance in the American legal system. Students will analyze historical and contemporary cases where this principle was challenged or upheld. Students will develop argumentative writing skills by constructing essays on the significance of civil liberties. Standards Addressed: ● Social Studies: ○ 6.1.8.CivicsPI.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

- 6.3.8.CivicsHR.1: Construct an argument as to whether or not civil liberties and civil rights are essential for the functioning of American democracy.

N.J.S.A. 18A:35-28, Holocaust/Genocide Education

The law indicates that issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide, shall be included for all children from K-12th grade

<https://www.nj.gov/education/holocaust/curr/materials/grades5-8.shtml>

Subject Area: ELA**Grade Level: 8**[\(Return to top - scope & sequence\)](#)

Unit	Unit 4 - Contact Sports: Worth The Risk
Timeframe	6 Weeks
Established Goals	• (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text. • (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text. • (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text. • (WR) Writing Research: By the end of grade 12, 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. • (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. • (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. • (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. • (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
NJSLs	Reading Informational • RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. • RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. .

- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
- RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Writing

- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A.Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Speaking & Listening

- SL.PE.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.
 - C.Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.II.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.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Essential Questions	Are contact sports worth the risks? How can we provide a clearer picture of the benefits and risks of contact sports to prospective players and their parents?
Content Knowledge	<i>Students will learn:</i> - Reading Informational Text - Research Writing - Grammar - Sentence combining and punctuation - Academic Vocabulary - Speaking and Listening
Skills	<i>Students will be able to:</i> - Observe how authors draw connections and distinctions between ideas - Identify authors' point of view and purpose within a text - Establish an audience and utilize evidence to support their claims - Integrate visuals to present ideas persuasively Reading - Development of central idea - Connections among and distinctions between ideas - Author's point of view and purpose Writing - Research Writing Language - Sentence combining and punctuation - Grade appropriate academic vocabulary - Speaking and Listening - Incorporate others into a discussion
Performance Tasks & Assessments	CommonLit Assessments Unit 4: - Baseline Writing Assessment, - Vocabulary, Grammar - Culminating Task - Literary Analysis Essay - Class Discussion - Related media exploration - Narrative Prompt - Additional unit writing options

	Summative Unit 4 Skills assessments: ○ Pre-Assessment "It doesn't take a concussion for head hits to harm young brains" ○ Post - Assessment "Young athletes are training too early, too hard, and with too little variety" Benchmark Assessments: ● iReady A- C Formative Assessment: ● Exit tickets ● Polls ● Class discussion ● Think Pair Share ● Quick Writes Alternative Assessments: ● Writing Samples ● Scaffolded Chapter Assessments ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● Linkit - Single Standard Progress-Monitoring Assessments ● Drama, reader's theatre, skits ● Posters, drawings, etc.
Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice ● Leveled Independent Practice/Classwork ● Homework ● Check for Understanding ● Padlet, Flipgrid, SeeSaw ● Kahoot, quizz, quizlet

	● Online games: SmartLab, vocab, ● Speaking and debates ● reading/writing conferences ● Scope activities ● Noredink.com ● Student created audio, video, other multimedia projects ● Newsela, readworks, read/write/think activities ● Essay and story Final drafts, published writing ●
Resources/ Materials	CommonLit Online Resources ● 5 Reading Lessons ○ “What a lifetime of playing football can do to the human brain” by Brian Resnick (Informational Text) 1230L ○ “The Concussion Gap: Head Injuries in Girls Soccer Are An Epidemic” by Lee van der Voo (Informational Text) 1280L ○ “The American Academy of Pediatrics on Tackling in Youth Football” by The American Academy of Pediatrics (Press Release) 1490L ○ “Heads Up Football Program Flourishing” by Associated Press (News Article) 1170L ○ “The Social and Academic Benefits of Team Sports” by Paige Maslen (Informational Text) 1240L Unit 4 Accelerated Extension Activity: Grade 8 Lesson Plan: Identifying Author’s Point of View and Purpose in a Debate on Contact Sports Lesson Title: Are Contact Sports Worth the Risk? Grade Level: 8 Subject: English Language Arts Time Duration: 60 minutes Objective: Students will be able to: 1. Identify the author’s point of view and purpose in a debate about contact sports.

2. Analyze how an author supports their argument with evidence.
3. Compare and contrast different perspectives on the issue.

Materials:

- Copies of two contrasting articles:
 1. **"The Benefits of Contact Sports: Building Character and Resilience"**
 2. **"The Dangers of Contact Sports: Is the Risk Too High?"**
- Graphic organizer (for comparing viewpoints)
- Highlighters
- Chart paper and markers
- Exit tickets

Lesson Procedure:**1. Warm-Up (10 minutes)**

- **Quick Write:** Ask students to write a short response to the question:
"Should kids and teens be allowed to play contact sports? Why or why not?"
- Discuss responses in pairs, then have a few students share their thoughts.

2. Introduction to Author's Point of View & Purpose (10 minutes)

- Define **Point of View (POV)**: The author's perspective or stance on an issue.

- Define **Purpose**: The reason the author wrote the text (to persuade, inform, or entertain).
- Give examples of different POVs and purposes in various texts.

3. Guided Reading & Analysis (20 minutes)

- **Divide the class into two groups.** One group reads the article supporting contact sports, and the other reads the article against them.
- As they read, students:
 - Highlight words/phrases that indicate the author's opinion.
 - Identify at least two pieces of evidence the author uses to support their argument.
- Use the **Graphic Organizer** to track:
 - The author's main argument
 - Key supporting details
 - The author's purpose (persuade, inform, entertain)

4. Group Discussion & Debate (15 minutes)

- Each group presents their article's argument and evidence.
- As a class, discuss:
 - What strategies did each author use to convince the reader?
 - How does word choice affect tone and persuasion?
 - Do you agree with either argument? Why?
- **Mini Debate:**

- Assign students to small debate teams (some pro-contact sports, some against).
- Have them use evidence from the articles to defend their stance.

5. Exit Ticket (5 minutes)

- Students write a response:
 - *Which article was more persuasive? Why?*
 - *Did your opinion change after reading both sides?*
- Choice Board Multimedia:
 - “Why the Latest Efforts to Make Youth Football Safer Could Fail” by Ryan Swanson (Informational Text)
 - “13 Concussions” by Casey Cochran (Informational Text)
 - "Control the Head: Combating Concussions in Wrestling" by WOUB Public Media (Informational Text)
 - “The Concussion Gender Gap: Why Girls Suffer More Head Injuries” by Kim Elsesser (Informational Text)
 - “Playing Teen Sports May Protect From Some Damages of Childhood Trauma” by Susie Nielson (Informational Text)
 - “The Pros and Cons of Youth Sports Aren’t Only Physical” by Dr. Marika Lindholm (Informational Text)
- 4 Writing Lessons
 - Discussing and Outlining your Research Paper
 - Writing about a Counterclaim
 - Works Cited Formatting
 - In-Text Citations
- ☐ Vocabulary Activity Sets
- ☐ Grammar Usage and Activity Set
- ☐ Discussion Skill Lesson
- ☐ Related Media Exploration

Additional Resources and Materials

- Extra Practice Homework
- Enrichment
- Scholastic Scope
- Online literary practice: noredink, readwrite, etc.

	<i>*Use of AI to generate versions of text at various complexity levels to meet students' needs.</i> <i>* Students in Accelerated Classes are expected to work on or above grade level so lower level texts have been excluded.</i> <i>*Use text to speech such as Read and Write for Google to allow students to listen to texts that are above their readability level.</i>		
Learning Activities	● Recall prior knowledge, ● Quick checks ● Writing Workshop ● Secondary writing: poetry, literary analysis, research simulation ● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction ● Quick write journal topic ● Games for review ● Graded discussions ● PowerPoint presentation ● Student presentations ● Student research work/projects ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts ● Poetry analysis ● Creative writing ● Analytical writing ● Research writing ● cope magazine activities ● PARCC prep exercises ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B		
Inter-disciplinary Connections	● ““What a lifetime of playing football can do to the human brain” by Brian Resnick (Informational Text) - Health ● “The Concussion Gap: Head Injuries in Girls Soccer Are An ‘Unpublicized Epidemic’” by Lee van der Voo (Informational Text) Health ● “The American Academy of Pediatrics on Tackling in Youth Football” by The American Academy of Pediatrics (Press Release) Health ● “Heads Up Football Program Flourishing” by Associated Press (News Article) - Health ● “The Social and Academic Benefits of Team Sports” by Paige Maslen (Informational Text) - Health Connection Objective: Research and present on local team sports opportunities, emphasizing how involvement can benefit students' social and academic lives. 2.2.8.SLS.2: Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. 2.2.8.SLS.4: Develop a personal health goal and track progress.		

Subject Area: ELA**Grade Level: 8**[\(Return to top - scope & sequence\)](#)**Unit****Unit 5 - Not That Different****Timeframe**

6 Weeks

Established Goals

- (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
- (TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- (RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

NJSLS**Reading Literature**

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different

perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

- RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Reading Informational

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

Language

- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Analyze the impact of specific word choices on meaning and tone.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

	○ D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic. ● W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ● W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. ● W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Speaking & Listening ● SL.PE.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.II.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.
Essential Questions	● How does “othering” affect individuals and humanity in general? What does the way a person treats others reveal about them?
Content Knowledge	<i>Students will learn:</i> ● Reading Literature ● Reading Informational Text ● Explanatory Writing ● Academic Vocabulary ● Speaking and Listening
Skills	<i>Students will be able to:</i> ● Analyze how an author develops mood ● Explain how a speaker’s diction develops tone ● Analyze the impact of character interactions and point of view on a text’s meaning ● Draft written responses that include precise and clear reasoning ● Revise their writing for more focused organization Reading ● Theme development

	● Character interaction and development ● Impact of word choice on mood and tone ● Impact of text structure ● How point of view develops dramatic irony and characterization ● Connections among and distinctions between ideas ● Impact of word choice on mood and tone Writing ● Explanatory Writing ● Introduce and organize evidence and reasoning ● Use precise language ● Produce clear and coherent writing ● Revise writing for clarity Language ● Revise writing for concision ● Grade appropriate academic vocabulary Speaking and Listening ● Refer to text evidence in discussion ● Participate in collaborative class discussions ● Build on and connect ideas within a discussion
Performance Tasks & Assessments	● CommonLit Assessments Unit 5: ● Baseline Writing Assessment, ● Vocabulary, Grammar ● Culminating Task - Literary Analysis Essay ● Class Discussion ● Related media exploration ● Narrative Prompt ● Additional unit writing options Summative Unit 5 Skills assessments: ● Pre-Assessment “In this California classroom, students teach each other their home languages — and learn acceptance” ● Post- Assessment "Amnesty" Benchmark Assessments: ● iReady A- C

	Formative Assessment: ● Exit tickets ● Polls ● Class discussion ● Think Pair Share ● Quick Writes Alternative Assessments: ● Writing Samples ● Scaffolded Chapter Assessments ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● Linkit - Single Standard Progress-Monitoring Assessments ● Drama, reader's theatre, skits ● Posters, drawings, etc.
Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice ● Leveled Independent Practice/Classwork ● Homework ● Check for Understanding ● Padlet, Flipgrid, SeeSaw ● Kahoot, quizz, quizlet ● Online games: SmartLab, vocab, ● Speaking and debates ● reading/writing conferences ● Scope activities ● Noredink.com ● Student created audio, video, other multimedia projects

	• Newsela, readworks, read/write/think activities • Essay and story Final drafts, published writing
Resources/ Materials	CommonLit Online Resources • Unit Introduction Activity • 6 Reading Lessons ○ “The Star Beast” by Nicholas Stuart Gray (Short Story) 1030L ○ “What is Othering?” by Kendra Cherry (Nonfiction) 1220L ○ “McCarthy, Communists, and ‘Enemies from Within’” by Adrienne Favors (Nonfiction) 1310L ○ “A Short Note to My Very Critical and Well-Beloved Friends and Comrades” by June Jordan (Poem) ○ “The Neighbor’s Wife” by Susan Palwick (Poem) ○ “Hamadi” by Naomi Shihab Nye (Short Story) 800L Unit 5 Accelerated/Advanced Lesson Lesson Plan: Analyzing How an Author Develops Mood Grade Level: 8 Subject: English Language Arts Duration: 60 minutes Unit: Literary Analysis – Mood Development Objective: By the end of the lesson, students will be able to analyze how an author develops mood through word choice, imagery, and setting by closely reading excerpts from a short story or novel. Standards: • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.8.6: Analyze how differences in points of view create effects such as suspense or humor.

Materials:

- Copies of a short story or novel excerpt (e.g., Edgar Allan Poe's *The Tell-Tale Heart*, Shirley Jackson's *The Lottery*, or excerpts from *Of Mice and Men*)
 - Mood analysis graphic organizer
 - Chart paper or whiteboard
 - Highlighters and sticky notes
-

Lesson Activities:

1. Hook (10 minutes)

Activity:

- Display a series of images depicting different moods (e.g., a dark, stormy night; a bright, cheerful morning; a deserted street).
- Ask students to describe the mood of each image and identify what elements (colors, lighting, setting) contribute to it.
- Discuss how authors use similar techniques in writing through word choice and setting.

2. Direct Instruction (15 minutes)

Mini-Lesson:

- Define mood: the overall feeling or atmosphere that a writer creates.
- Explain three key techniques authors use to develop mood:
 1. Word Choice – The use of specific, descriptive, and connotative words.
 2. Imagery – Vivid descriptions that appeal to the senses.
 3. Setting – The time and place can heavily influence mood.
- Provide examples of different moods in literature and discuss how the author achieves them.

3. Guided Practice (15 minutes)

Text Analysis Activity:

- Distribute a short story excerpt.
- Read aloud as a class, stopping to annotate key words, phrases, and descriptions that contribute to mood.

- Have students fill in a graphic organizer identifying examples of word choice, imagery, and setting that create the mood.
- Discuss findings as a class.

4. Independent Practice (15 minutes)

Mood Analysis Writing Task:

- Students choose a short passage from the text and write a paragraph analyzing how the author develops mood.
- Encourage the use of textual evidence and proper literary analysis structure.
- Pair-share: Students exchange paragraphs with a partner to provide feedback.

5. Closure and Reflection (5 minutes)

- Exit Ticket: "Describe the mood of today's excerpt in one word and explain in one sentence how the author created it."
 - Quick class discussion on how mood affects a reader's experience.
-

Assessment:

- Informal assessment through class discussions and annotations.
- Formal assessment of written paragraph for use of textual evidence and analysis.
- Exit tickets for a quick check of understanding.

- Independent Reading and Book Club Resources

- 4 Writing Lessons

- Using Precise Verbs in Your Reasoning
- Introducing Evidence with Reasoning
- Planning the Culminating Task: Literary Analysis Essay
- Revising the Culminating Task: Separating One Paragraph into Two

- Vocabulary Activity Sets

- Grammar and Usage Activity Set

- Discussion Skill Lesson

- Class Discussion

- Related Media Explorations

	Additional Resources and Materials ● Extra Practice Homework ● Enrichment ● Scholastic Scope ● Online literary practice: noredink, readwrite, etc. <i>*Use of AI to generate versions of text at various complexity levels to meet students' needs.</i> <i>* Students in Accelerated Classes are expected to work on or above grade level so lower level texts have been excluded.</i> <i>*Use text to speech such as Read and Write for Google to allow students to listen to texts that are above their readability level.</i>
	● Recall prior knowledge, ● Quick checks ● Writing Workshop ● Secondary writing: poetry, literary analysis, research simulation ● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction ● Quick write journal topic ● Games for review ● Graded discussions ● PowerPoint presentation ● Student presentations ● Student research work/projects ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts ● Poetry analysis ● Creative writing ● Analytical writing ● Research writing ● cope magazine activities ● PARCC prep exercises ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B
Inter-disciplinary Connections	● • “The Star Beast” by Nicholas Stuart Gray (Short Story) ● “What is Othering?” by Kendra Cherry (Nonfiction) ● “McCarthy, Communists, and ‘Enemies from Within’” by Adrienne Favors (Nonfiction) ● “A Short Note to My Very Critical and Well-Beloved Friends and Comrades” by June Jordan (Poem) ● “The Neighbor’s Wife” by Susan Palwick (Poem) ● “Hamadi” by Naomi Shihab Nye (Short Story) Social Studies Connection: Provide a brief overview of immigration patterns to the United States, highlighting Arab-American experiences. Research Activity: Divide students into small groups to research different aspects of the immigrant experience, such as cultural assimilation, preservation of heritage, and contributions to American society. Standards:

	6.1.8.D.4.b: Describe the experiences of immigrants and the challenges they faced. 6.1.8.D.4.c: Analyze the impact of immigration on American society.
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Subject Area: ELA**Grade Level: 8**[\(Return to top - scope & sequence\)](#)

Unit	Unit 6 - The Debate Over School Start Time
Timeframe	5 Weeks
Established Goals	● (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ● (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● (WR) Writing Research: By the end of grade 12, 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. ● (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. ● (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ● (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. ● (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
NJSLs	Reading Literature ● RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Reading Informational

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

Writing

- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
 - A.Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
- W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Speaking & Listening

- SL.PE.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.II.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.

Essential Questions	What is the ideal school start time?
Content Knowledge	<i>Students will learn:</i> - Reading Informational Text - Argument Writing - Academic Vocabulary - Speaking and Listening
Skills	<i>Students will be able to:</i> - Analyze statistics, expert knowledge, and scientific knowledge from diverse sources - Design their own survey for gathering research - Synthesize information and draw conclusions to answer a research question - Directly address and use compelling evidence with their audience Reading - Central Idea Writing - Argument writing - Argument structure - Addressing a specific audience - Revising for purpose and audience - Conducting research to answer a question - Gathering and integrating information from multiple sources Language - Grade appropriate academic vocabulary Speaking and Listening - Collaborative discussion and debate
Performance Tasks & Assessments	CommonLit Assessments Unit 6: - Baseline Writing Assessment, - Vocabulary, Grammar - Culminating Task - Literary Analysis Essay - Class Discussion - Related media exploration

	○ Narrative Prompt ○ Additional unit writing options ● Summative Unit 6 Skills assessments: ○ Pre-Assessment “The Science Of Sleep” ○ Post - Assessment "Schools in the U.S. start too early. A later start would improve attendance, graduation rates, and academic performance." Benchmark Assessments: ● iReady A- C Formative Assessment: ● Exit tickets ● Polls ● Class discussion ● Think Pair Share ● Quick Writes Alternative Assessments: ● Writing Samples ● Scaffolded Chapter Assessments ● Independent reading summaries with project (choices) ● Projects: posters, presentations, videos, etc. ● Vocabulary: sentences, synonyms, antonyms, definitions, vocabulary posters, vocabulary drawings ● Writing: writer's workshop journals, prewrites, graphic organizers, rough drafts, peer revision ● Linkit - Single Standard Progress-Monitoring Assessments ● Drama, reader’s theatre, skits ● Posters, drawings, etc.
Other Assessment Evidence	● Pre-assessment ● Exit slips ● Learn/Lesson ● Guided Practice

	• Leveled Independent Practice/Classwork • Homework • Check for Understanding • Padlet, Flipgrid, SeeSaw • Kahoot, quizz, quizlet • Online games: SmartLab, vocab, • Speaking and debates • reading/writing conferences • Scope activities • Noredink.com • Student created audio, video, other multimedia projects • Newsela, readworks, read/write/think activities • Essay and story Final drafts, published writing
Resources/ Materials	CommonLit Online Resources • Unit 6 Introduction Activity • 6 Reading Lessons (Students Choose at least 3) ○ “Among Teens, Sleep Deprivation an Epidemic”by Ruthann Richter (informational)1330L ○ “Lack of Sleep can Turn Teens into Zombies” by Stephen Ornes (informational) 1000L ○ “Study: Later School Start Would Benefit Economy” by Kealey Bultena (informational) 1250L ○ “Fairfax Montgomery officials share experience delaying school start times” by Cindy Huang (news article)1140L ○ “Changing School Start Times Has Ripple Effects --And Those Ripples Could Sink Many Families” by Johannah Haney (opinion) 1140L ○ “Impact of Later School Start Times on Athletics Reviewed by West Hartford Board of Education” by Ronni Newton (News Article) 1320L • Unit 6 Accelerated/Advanced Lesson Advanced Lesson Plan: Writing an Engaging Thesis on the Debate Over High School Start Times Objective: Students will learn how to craft a strong, clear, and engaging thesis statement to support their stance on the debate regarding high school start times. By the end of the lesson, students should be able to develop a well-structured thesis that presents their opinion clearly while considering counter arguments and supporting evidence.

Materials:

- Whiteboard and markers or projector for note-taking
 - Sample thesis statements (both strong and weak)
 - Articles, research studies, and expert opinions on the topic (can be provided or sourced)
 - Handouts on thesis structure, writing tips, and common pitfalls
 - Access to digital devices or writing materials
-

Lesson Duration:

60 minutes

Lesson Breakdown:**1. Introduction (10 minutes)**

- **Objective:** To introduce the topic of high school start times and set the stage for crafting a thesis.
- Start with a brief discussion of the debate over high school start times. Ask students:
 - "What are the main arguments for and against later start times for high school?"
 - "Why do you think the topic of high school start times is controversial?"
- Highlight the importance of a clear stance when participating in a debate or argumentative writing.

- Explain the purpose of a thesis statement as the central idea or argument of a paper, which guides the reader and sets the direction of the essay.
-

2. Understanding the Debate (10 minutes)

- **Objective:** To ensure students understand both sides of the debate on high school start times.
 - Provide a brief overview of the key arguments:
 - **Pro-later start times:** Improved student health (sleep, mental health), better academic performance, reduced tardiness.
 - **Against later start times:** Disruption to family schedules, potential conflicts with after-school activities, logistical challenges.
 - Break students into pairs or small groups and ask them to quickly brainstorm the main points for each side. Each group should come up with 2-3 key arguments for and against.
 - Share findings with the class, ensuring everyone is aware of both sides of the issue.
-

3. What Makes a Strong Thesis? (10 minutes)

- **Objective:** To teach students the characteristics of an effective thesis statement.
- **Characteristics of a strong thesis:**
 - **Clear:** States a position and provides a preview of the supporting arguments.
 - **Arguable:** Presents an opinion that can be supported with evidence, but that others may disagree with.
 - **Specific:** Avoids vague language and generalizations. It should pinpoint a particular stance on the topic.

- **Concise:** Usually one sentence, capturing the essence of the argument without being overly complex.
 - Write a few sample thesis statements on the board (both good and weak). For example:
 - **Weak Thesis:** "School start times are important."
 - **Strong Thesis:** "Starting high school later in the morning is crucial to improving student health, academic performance, and overall well-being."
 - Discuss why the strong thesis is more specific, clear, and argumentative.
-

4. Modeling the Process (10 minutes)

- **Objective:** To model how to generate a thesis statement based on the debate.
- Using the information from the previous section, demonstrate how to create a strong thesis statement. Walk through these steps:
 1. **Choose your stance:** Do you support later start times, or do you believe they are impractical?
 2. **Consider the counterarguments:** What challenges or drawbacks might exist? How will you address these in your essay?
 3. **Create a claim and preview reasons:** A clear claim that expresses your position, followed by a brief preview of the reasons that will support it.

Example:

- **Stance:** Support later start times.
- **Claim:** "Delaying high school start times until 9 a.m. will enhance students' academic performance, improve their mental

health, and reduce absenteeism."

- Show how this thesis provides a roadmap for the essay, setting up the points that will be discussed in the body paragraphs.

5. Guided Practice (10 minutes)

- **Objective:** To allow students to practice crafting thesis statements.
- Give students the task of writing their own thesis statements. They should:
 1. Take a clear stance on the issue.
 2. Include reasons or evidence that will be discussed in the body paragraphs.
- Walk around and assist students as they write their thesis statements, providing feedback and guidance when necessary.
- Allow students to pair up and exchange their thesis statements for peer review. Each student should provide constructive feedback on whether the thesis is clear, arguable, and specific.

6. Independent Practice and Sharing (10 minutes)

- **Objective:** To give students the opportunity to refine their thesis and receive additional feedback.
- Ask students to revise their thesis statements based on peer feedback. They can refine their argument and add specificity if needed.
- Have a few volunteers share their revised thesis statements with the class. As a group, evaluate the effectiveness of these thesis statements, focusing on clarity, argumentation, and specificity.

Homework/Extension:

- **Objective:** To practice writing a more comprehensive outline.
 - For homework, ask students to write a detailed outline of their argumentative essay on high school start times, including their thesis statement and bullet points for each supporting argument.
 - This will allow them to further develop their argumentation skills and start organizing their ideas
-

Assessment:

- **Formative Assessment:** Throughout the lesson, monitor student understanding through class discussions, peer reviews, and the thesis-writing process.
- **Summative Assessment:** Evaluate students' final thesis statements for clarity, specificity, and argumentative strength.
- Choice Board Texts
- 8 Writing Lessons
 - Conducting Research
 - Giving Your Survey
 - Analyzing Data and Drawing Conclusions
 - Exemplar Essay Review
 - Planning Your Research-Based, Argumentative Essay
 - Revision: Addressing Your Audience Directly
 - Revision: Hooking Your Reading with Compelling Evidence
 - Review: Formatting your Works Cited Page
- Student Survey
- Vocabulary Activity Set
- Unit Debate
- Related Media Exploration

	Additional Resources ● Extra Practice Homework ● Enrichment ● Scholastic Scope ● Online literary practice: noredink, readwrite, etc. <i>*Use of AI to generate versions of text at various complexity levels to meet students' needs.</i> <i>* Students in Accelerated Classes are expected to work on or above grade level so lower level texts have been excluded.</i> <i>*Use text to speech such as Read and Write for Google to allow students to listen to texts that are above their readability level.</i>		
Learning Activities	● Recall prior knowledge, ● Quick checks ● Writing Workshop ● Secondary writing: poetry, literary analysis, research simulation ● Academic Word work/word study walls ● Interactive vocabulary activities ● Vocabulary word walls ● Small group stations / center work ● Pre-writing activities ● Interactive read a louds ● Shared reading ● Partner work / peer models ● Explicit instruction ● Quick write journal topic ● Games for review ● Graded discussions ● PowerPoint presentation ● Student presentations ● Student research work/projects ● Active reading ● Timed writing assignment ● Study guide notes ● Notes on informational videos ● Close reading of informational texts ● Annotation of texts ● Poetry analysis ● Creative writing ● Analytical writing ● Research writing ● cope magazine activities ● PARCC prep exercises ● Role playing, skits ● Double-entry journal ● Marzano vocab strategies ● Graphic organizers ● Notice & Note fiction and nonfiction signposts ● Multi-part analytical questions: Part A, Part B		
Inter-disciplinary Connections	● “Among teens, sleep deprivation an epidemic” by Ruthann Richter (Informational) ● “Lack of sleep can turn teens into ‘zombies’” by Stephen Ornes (Informational) Health and Physical Education: Recognizing the health implications of sleep deprivation and strategies for improvement. Students will explore the physiological, psychological, and societal effects of sleep deprivation, understand its impact on adolescent health and learning, and develop strategies to promote healthy sleep habits. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. ● “Study: Later School Start Would Benefit Economy” by Kealey Bultena (Informational) ● “Fairfax, Montgomery officials to share experience delaying school start times” by Cindy Huang (News Article) ● “Changing School Start Times Has Ripple Effects — And Those Ripples Could Sink Many Families” by Johannah Haney (Opinion) ● “Impact of Later School Start Times on Athletics Reviewed by West Hartford Board of Education” by Ronni Newton (News Article)		

Additional Information

21st Century Skills and Career Readiness, Life Literacies, and Key Skills	● 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. ● 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. ● 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. ● 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. ● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. ● 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. ● 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. ● 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. ● ARTSTANDING is a district-wide event that allows all "Special" areas to be highlighted -- of which CTE programs and Career Pathways are included.
Use of Technology	● All students are one-to-one with Chromebooks for day-to-day use in the classroom ● A variety of literacy websites are used daily to engage and track student progress ● Schoology is used to upload assignments, post links, administer assessments, post daily agendas, discussions, and a messaging tool. ● All classrooms have access to an interactive Smart Board with speaker system so lessons can include video, sound, and interactive lessons for all learners. ALL Units: ● context clues: read online story and make offline definition predictions ● online dictionaries and thesaurus: determine accurate definitions after predictions are made using context clues ● Sadlier online interactive review: online games such as hangman, online flashcards, word search, matching greek/latin roots, etc. ● online practice: completing the sentences, choosing the right word, synonyms, antonyms... ● online assessment: online beginning of year assessment, unit assessments, end of year assessment ● Google Slides: vocabulary slides including word, definitions, sentences, images, symbols Writing and Conventions ● Schoology Discussions - online closed blog system that allows students to collaboratively share ideas regarding instructional materials and independent reading. ● Noredink.com - grammar practice online ● Nanowrimo - online writing story competition

	• Scholastic Scope - online writing contests, interactive texts with paired texts, interactive modules, online assessments, extension activities • Google Slides: presentation of information/research in concise format including multimedia aspects Reading Comprehension: Assigned texts and independent reading • Schoology and Google Drive - online portal to provide opportunities to showcase reading comprehension through online discussions, summaries, literary analysis, and questioning; common multiple choice assessments • Schoology Discussions - online closed blog system that allows students to collaboratively share ideas regarding instructional materials and independent reading. • Learning Ally - allows struggling students access to audio and text-audio books online to aid in comprehension • Students create comic strips, posters, videos and other multimedia projects to show comprehension and analysis of texts • Scholastic Scope - online interactive texts with paired texts, interactive modules, online assessments, extension activities • Google Slides: presentation of information in concise format including multimedia aspects
Technology Integration	• 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. • 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies • 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. • 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time
Career Education with Diversity, Equity and Inclusion	• Maya Angelou Career: Poet, author, educator, and civil rights activist. DEI Relevance: Maya Angelou's works often explore themes of identity, race, and empowerment, making her a key figure in promoting diverse voices in literature and language arts. Her contributions to both literature and social justice align with DEI values. • Langston Hughes Career: Poet, social activist, novelist, and playwright. DEI Relevance: Hughes was a leading figure of the Harlem Renaissance and his poetry and prose often reflect the struggles of African Americans. His works address racial injustice and offer a voice to marginalized communities. • Alice Walker Career: Novelist, short story writer, poet, and social activist. DEI Relevance: Walker's novel <i>The Color Purple</i> addresses race, gender, and class in America, and her work continues to be essential for discussions of inclusivity, particularly in African American and feminist literary

	traditions. ● Rick Riordan The author of Percy Jackson & The Olympians writes about characters with dyslexia and ADHD because he has personal experience with both. Best known for: Percy Jackson series, The Kane Chronicles
Accommodations for: Special Education & 504	● Special Education modifications will be implemented as per the Individualized Education Programs of the students in the class. ● Please click here for an overview of the variety of accommodations set in place for IEP's and 504's. ● Accommodations will be dictated by the general makeup of the class. Possible ELA Instructional adjustments ● independent reading books based on reading ability ● small group instruction ● reader's & writer's individual conferences ● modeling ● Vocabulary/spelling assigned at student level ● multisensory instruction ● Alternate assessments and class activities: drawing, discussion, performances, etc. ● Speech to text (to listen to text) ● Text to speech (to dictate essays or writing) POSSIBLE CONTENT ADJUSTMENTS - based on pre-assessment and benchmark assessment data ● Choice of texts to focus on deep-dive analysis of texts of varying lengths from the textbook, Scope, and online resources ● increase or decrease frequency of vocabulary instruction based on student need ● increase student-choice reading with teacher conferences to build reading stamina and comprehension ● reader's theatre to improve fluency ● focus on 1 genre at a time to promote mastery, link skills from one genre to another ● Prioritize resources and materials to cover specific standards and skill sets to mastery
Multilingual Learners	● Coordinate activities with ESL teacher to accommodate individual learning needs ● Provide appropriate leveled texts ● Students complete the ACCESS 2.0 test yearly to measure growth and guide instruction
Risk for School-Failure	● Literacy Skills Lab ● Multisensory reading lab ● Counseling interventions ● Parent meetings ● Student meetings ● Individual and Group counseling

Gifted and Talented Learners	• Inclusive Identification process that depicts the child as a whole in order to provide the best learning environment possible for each student. Click here for Identification Profile Sample • Tiered Services utilizing NAGC K-12 Programming standards to ensure individual needs are being met. Click here for services map. • Formative Assessment utilized in order to promote acceleration, curriculum compacting, grouping, and asynchronous learning where appropriate. • Dynamic Model for Gifted Program Improvement is utilized in order to verify that our program is employing not only up to date methods, but also effective ones. • Teacher training in Gifted Education • Curriculum Compacting based on pre-assessments • Passion projects and presentations
Interdisciplinary Mandates	• Climate Change Mandate: Eighth Grade ○ RI.AA.8.7. 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. ■ Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century. ○ W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ■ Climate Change Example: Students may gather relevant, credible evidence to construct an argument related to increases in human population and per-capita consumption of scarce natural resources, caused by climate change, and their impact on Earth's systems. • SL.II.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. ○ Climate Change Example: Students may analyze an argument on climate change (documentary, advertisement, speech, etc.), taking into account the source of the argument, its credibility, and the motives behind its presentation. • Holocaust/Genocide Mandate: (covered in Grade 8 ELA Unit 2) ○ Holocaust Curriculum Guides 5th - 8th Grade (NJDOE New Jersey Commission on Holocaust Education) ■ Unit 3 - Life in the Ghettos and Camps
MTSS/RTI	The VTSD Response to Intervention and MTSS Manual and the NJTSS Early Reading Screening Guidelines outline the policies and procedures that 'exist to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services implemented in each school by a multidisciplinary team to address the learning, behavioral, and health needs of all students. (N.J.A.C. 6A:16-8)' This requirement is fulfilled through the district New Jersey Tiered System of Support (NJTSS) Early Reading grant initiative and our Multi-Tiered Systems of Support (MTSS) Response to Intervention plan which includes a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs; b. Action plans for interventions based on student data and desired outcomes;

	c. Professional development for multidisciplinary teams and staff who provide interventions; and d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).
Diversity Equity and Inclusion Mandate (DEI)	In My Other Life ● Examine the construction of stereotypes about people, cultures, and places. ● Analyze the range of factors that help constitute a cultural identity. ● Research, organize, and present information about diversity within everyday life in an unfamiliar culture or place. ● Reflect on why multiple perspectives from within a place and culture are important to developing understanding.

[\(Return to top - scope & sequence\)](#)