



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Course Title:		English Language Arts			
Grade Level(s):		8			
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	This course is designed for the eighth-grade middle school student. It offers an integrated and active approach to reading, writing, vocabulary, and grammar. Students will learn 21st Century skills essential for success in college, career, and life. These include critical and creative thinking, clear reasoning, research skills, collaboration, communication, information media, and technology literacy. This course offers a range of fiction and nonfiction texts that differ in complexity for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content.				
Grading Procedures:	<ul style="list-style-type: none">➤ <i>Major</i> – 50% (Summative Assessment of Power Standards, Writings Workshop, Station Learning Activities, Independent Learning Projects)➤ <i>Minor</i> – 35% (Formative Assessments, Classwork, Reading/Writing Journals, Station Activities, Independent Reading, Writing in Response to Reading)➤ <i>Supportive</i> -- 15% (Self-Reflection Activities, Collaborative Conferencing, Debates/Socratic Seminar)				
Primary Resources:	New Jersey Student Learning Standards Newsela McGraw-Hill StudySync Vocabulary.com Smiley Face Tricks Guide 6-12 ELA Grammar Guide				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Revised by:	Summer 2020: Patricia Bernhardt, Amanda Dacquist, Michelle Schwiter Summer 2021: Doretta Martelli
Under the Direction of:	Melissa Barnett, Department Supervisor

Written: June 2016
Revised: Summer 2017, Summer 2019, Summer 2020, Summer 2021
BOE Approved: August 2016

Grade 8 – ELA LAUNCH UNIT

Unit Focus: Setting the ELA Stage

Essential Questions:

- **What are the habits and routines of successful readers and writers in a classroom community?**

Unit Description:

In this introductory unit of study, students will establish ELA routines and expectations for success. This includes setting the foundation for Reading and Writing Workshop, modeling expectations for collaborating and conferencing, and cultivating a classroom community. Students will become familiar with various digital platforms, learn how to effectively utilize feedback, and act as responsible, digital citizens. Students will also participate in a **"Grammar Boot Camp"** to ensure preparedness for standards-based grammar instruction. Pre-assessments will also take place during this launch unit.

Unit Duration: September (2-3 weeks)

Primary Resources:

Pre-Assessment: **IXL**, STAR, Study Sync, NewsELA, Quill

Schoology for educational organizations

Vocabulary.com for reading-specific vocab instruction

Reading/Writing Interest Survey/Inventory

Quick write prompts – ideally to reinforce digital citizenship, reflection skills, and grammar skills

Toolbox for Semester 1 (Great ideas/resources for hitting the Power Standards!)

Additional Resources:

[NearPod](#) for flipped learning and technology-infused instruction

[Kahoot](#), [Blooket](#), [Quizziz](#), [Gimkit](#) for a variety of ELA skills enforcement

[Quill](#) for formative, interactive grammar and writing activities

Padlet, FlipGrid, and Microsoft Forms for reflection and formative assessment

Standard(s): This ELA curriculum follows the New Jersey Student Learning Standards for Grade 8 ELA.

[New Jersey Student Learning Standards \(NJSLS - 2017-2018\)](#)

Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected for the 2021-22 school year. These are referred to as "Power Standards" and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

Power Standards

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1. Engage effectively in a range of collaborative (one-on-one, group, and teacher-led) discussions with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Desired Results

Indicators:

- **Students will** establish routines for all learning.
- **Students will** become familiar with a variety of digital learning platforms and their roles in the ELA classroom including, but not limited to, Schoology, Study Sync, NewsELA, Vocabulary.com, etc.
- **Students will** use both teacher and peer feedback to promote reflection of work.
- **Students will** engage in learning activities that promote social and emotional learning.
- **Students will** complete pre-assessments to set a baseline for learning.
- **Students will** develop skills for digital citizenship such as e-mail etiquette.
- **Students will** review **grammar** to include parts of speech and sentence structure.

Assessment Evidence

Performance Tasks:

Students will demonstrate ability to properly write and format an e-mail.

Students will be able to navigate various digital platforms by completing assigned tasks.

Other Evidence:

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes and graphic organizers will demonstrate informal evidence of concept(s) processing.
- **Formative Assessment:** On-going formative assessment to monitor levels of understanding via student-teacher conferences, completion of Microsoft Forms, and/or other tools.
- **Teacher Observation/Student Discussion:** Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning.
- **Writing Prompts:** Quick writes, reading responses and reflections, and journal entries to cultivate a student-centered learning community.
- **Classwork**

Pre-assessment: STAR Reading will be administered to set a baseline for learning.

Learning Plan

Essential Mini Lessons for Launch Activities

Community building, making student/teacher connections, familiarizing students with class routines and expectations, encouraging independent learning, managing learning, organization, time management skills, etc...

Launch Activities

- Establish routines and expectations of independent learners
- Practice and reinforce use of various platforms (Schoology, Outlook, Office 365, etc...)
- Collect summer reading assignments and conference with students
- Demonstrate how to find, read, and utilize feedback
- Complete pre-assessments
- Create students' journals (decorate & share)
- Create/assign "All about me" PPT slide to facilitate class introductions
- Conduct ELA Interest Surveys and Independent Reading Inquiries
- Introduce and assign [Email etiquette](#) (Dear Mrs./Mr. _____ "Tell me about yourself")
- Introduce utilization of library resources (district, web-based, and local community)
- Share [Student guide to StudySync](#)

Grammar Boot Camp/Workshop (ongoing)

- Weekly or bi-weekly grammar activities
- Parts of Speech Review: Sample Lesson Ideas – [Parts of Speech Activities](#)
- Sentence Structure
- Combining sentences using Coordinating Conjunctions for compound sentences
- Expanding sentences using Subordinating Conjunctions for complex sentences
- [Grammar Guide](#)
- IXL.com – use the active link from ClassLinks
- Vocabulary.com – use the active link from ClassLinks
- [Smiley Face Tricks](#)
- [Quill](#) – [HELPFUL HOW-TO VIDEO](#): Why should I use QUILL?
- [NoRedInk](#)
- [Everyday Edits](#)
- [Good Grief! It's Grammar Time](#)
- [Grammar Revolution](#) – excellent video source for grammar/diagramming:
 - [Sentence Diagramming VIDEO](#)
- Other resources from [Toolbox for Semester 1](#)

Integration of 21st Century Skills

Indicators:

CREATIVITY AND INNOVATION

* Use a wide range of idea creation techniques (such as brainstorming, mind mapping, storyboarding, etc.). * Create new and worthwhile ideas (both incremental and radical concepts). * Elaborate, refine, analyze, and evaluate ideas to improve and maximize creative efforts. * Develop, implement, and communicate new ideas to others effectively.

* Be open and responsive to new and diverse perspectives * Incorporate group input and feedback suggestions into work. * Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. * View failure as an opportunity to learn. * Understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

SOCIAL AND CROSS-CULTURAL SKILLS

* Know when it is appropriate to listen and when to speak. * Conduct themselves in a respectable, professional manner. * Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. * Respond open-mindedly to different ideas and values. * Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

* Set and meet goals, even in the face of obstacles and competing pressures. * Prioritize, plan, and manage work to achieve the intended result. * Demonstrate additional attributes associated with producing high quality products including the ability to work positively and ethically; manage time and projects effectively; multi-task; participate actively; be reliable and punctual; present oneself professionally and with proper etiquette; collaborate and cooperate effectively with teams; respect and appreciate team diversity; and be accountable for results.

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

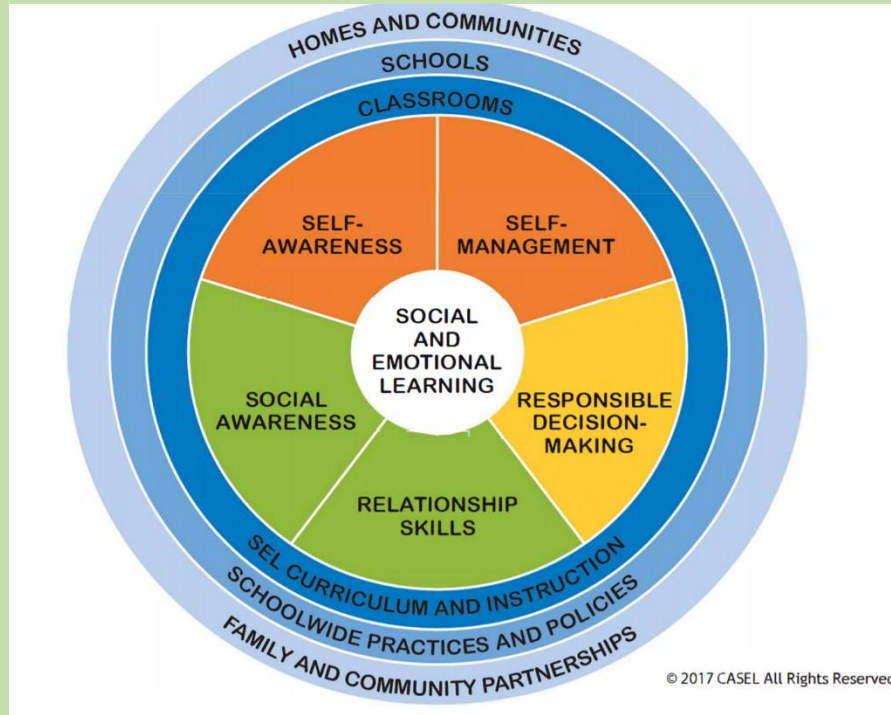
P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Unit Focus: Narrative Analysis**Mode of Writing: Literary Analysis****Essential Questions:**

- How do skillful readers and writers use characterization, setting, plot, conflict, theme, and point of view to support their story comprehension and writing craft?
- How do skillful readers and writers utilize their knowledge of text genres and text structures to enhance their analysis of main ideas and theme?
- How do skillful readers and writers clearly and accurately write informative/literary text to examine and convey complex ideas and information?

Unit Description:

In this unit of study, students will set the foundation for Reading and Writing Workshop, modeling expectations for collaborating and conferencing, and creating a productive classroom environment for 21st century learning. Learners will also employ active reading strategies to determine the meaning of unknown words through the practiced use of context clues, structural analysis, and root word knowledge. Throughout the exploration of a core text, mentor texts, and independent reading, students will collect ideas for their own writing. Students will be able to cite textual evidence that supports the analysis of a text including carefully selected evidence and clear methods of elaboration to support a claim. While students will not be expected to produce full published pieces, students will produce short pieces that demonstrate literary analysis and narrative techniques.

Vocabulary and grammar activities should occur regularly to practice and reinforce skills and strategies. Students will select a variety of independent reading books throughout the school year. These books will allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

By the end of this unit, students will be able analyze core text to determine a theme or central idea of the text; analyze theme's development over the course of the text; and use text support to evaluate characterization, theme, point of view, and plot development. Students will use these skills to produce a coherent narrative story extension and literary analysis piece, developing real or imagined experiences and/or events while using effective techniques, relevant descriptive details, and well-structured event sequences.

Unit Duration: September through January

Core Texts on Rotation	
<i>Animal Farm</i> by George Orwell	OV
<i>The Outsiders</i> by S.E. Hinton	CR
<i>And Then There Were None</i> by Agatha Christie	BH
Core Texts Options for All Schools	
<i>Heaven Looks a lot like the Mall</i> by Wendy Mass	
<i>A Long Way Down</i> by Jason Reynolds	

Supplemental Resources:

"The Landlady" By Roald Dahl (Short Story)
"The Tell-Tale Heart" By Edgar Allan Poe (Short Story)
"The Monkey's Paw" By W.W. Jacobs (Short Story)
"Abuela Invents the Zero" By Judith Ortiz Cofer (Short Story)
"Home" By Anton Chekhov (Short Story)
"Celebration of Grandfathers" By Rudolfo Anaya (Short Story)
"Mother to Son" By Langston Hughes (Short Story)
"The Elevator" William Sleator (Short Story)
"Sorry, Wrong Number" Lucille Fletcher (Short Story)

McGraw-Hill StudySync

Skill based lessons, supplemental texts

[Vocabulary.com](#)

Scholastic Scope magazine (print and digital)

Secondary Resources:

[Quizlet.com](#) and [cram.com](#) for vocabulary reinforcement

[Gimkit.com](#) and [kahoot.com](#) for a variety of ELA skills reinforcement

[Grammarly.com](#) and [quill.org](#) for grammar skills reinforcement

[ActivelyLearn.com](#) for formative assessment

[Readwritethink.org](#) and [readtheory.org](#) for reading and critical thinking skills reinforcement

[Newsela.com](#) for various activities

[Commonlit.org](#) for various fiction/non-fiction skill development resources

[Nearpod.com](#) for flipped learning and technology enhanced instruction

Standard(s): This ELA curriculum follows the New Jersey Student Learning Standards for Grade 8 ELA.

[New Jersey Student Learning Standards \(NJSL - 2017-2018\)](#)

Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected for the 2021-22 school year. These are referred to as “Power Standards” and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Power Standards RL.8.1 RL.8.2 RL.8.3	Supportive Standards RI.8.1	Power Standards W.8.2 W.8.3	Supportive Standards SL.8.1	Supportive Standards L.8.1 L.8.2 L.8.3 L.8.4

Clarity Statements (What? Why? How?)

RL.8.1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.8.1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

W.8.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.8.1 - 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.

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

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

L.8.3 - Apply knowledge of language 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.

L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Desired Results

Indicators:

- **Students will** infer the theme or central idea of a text.
- **Students will** identify and label plot elements.
- **Students will** analyze how a theme or central idea develops over the course of a text.
- **Students will** determine when the theme or central idea first appears and is reinforced by events.
- **Students will** define and analyze the six methods of characterization.
- **Students will** explain how textual details support a theme or central idea.
- **Students will** determine the main ideas of a text to compose a written summary.
- **Students will** determine author's purpose.
- **Students will** identify and explain author's word choice and use of figurative language as it deepens the understanding of content.
- **Students will** use context clues to determine word meanings and multiple meaning words.
- **Students will** extend a narrative with the established point of view, mood, and logical progression of events.
- **Students will** use dialogue, description, and reflection to develop experiences and/or characters.
- **Students will** use precise words and phrases, relevant descriptive details, and sensory language to describe experiences.
- **Students will** participate in discussions with whole group, small groups, and partners.
- **Students will** reflect on their own writing by identifying strengths and areas for self-improvement.
- **Students will** analyze similarities and differences in text and explain how those differences affect meaning.
- **Students will** analyze the characters' points of view and how point of view creates mood.
- **Students will** analyze how multiple texts address similar themes, patterns of events, characters, etc.
- **Students will** read text carefully to make reasonable inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Students will** determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **Students will** incorporate a variety of narrative writing techniques in many modes.
- **Students will** compose a concise literary analysis in which they analyze literary elements while infusing relevant content and textual evidence to support their claim.
- **Students will** orient the reader by establishing a claim and organizing their thoughts and textual evidence from broad topics to more elaborative details, with a concluding statement/section that follows from or supports their literary analysis.
- **Students will** use varied and appropriate transitions to create cohesion and clarify relationships among ideas and concepts.
- **Students will** establish and maintain a formal style while infusing voice.
- **Students will** come to discussions prepared, able to refer to specific evidence on the topic, and able to question and reflect in discussion.
- **Students will** follow appropriate discussion etiquette, track progress, goals, and deadlines.
- **Students will** pose questions that connect the ideas of several classmates and respond to others' questions and comments with relevant evidence, observations, and ideas.
- **Students will** acknowledge new information expressed by others and will qualify or justify their own views when evidence is presented.
- **Students will** demonstrate command of conventions of standard English grammar and explain the function of verbals when writing or speaking.
- **Students will** demonstrate command of conventions of standard English grammar and use proper punctuation when writing.
- **Students will** demonstrate command of conventions of standard English grammar and spell correctly.

Assessment Evidence

<p>Performance Tasks:</p> <p>Students will demonstrate comprehension of both mentor and core texts via teacher-created assessments. (Summative for all Power Standards)</p> <p>Students will produce a narrative story extension to be assessed with the Narrative district-approved rubric and Literary Analysis district-approved rubric.</p> <p>Students will engage in independent reading and provide evidence of understanding through conferencing.</p> <p>Students will complete summative unit assessments on demand to measure unit standards.</p> <p>Options for redos/retakes (summative assessments only) – alternate assessments, alternate assessment delivery methods, projects, etc.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observation • Formative assessment • Informal checks for understanding • Independent reading and conferences • Independent writing and conferences • Class discussion • Collaboration with others • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia project assignments
<p>Benchmark: STAR Reading will be used to benchmark student progress and current levels of mastery with literacy skills as identified in Grade 8 NJSLA for ELA.</p>	

Learning Plan

Reading Workshop	Writing Workshop
<ul style="list-style-type: none"> • Conference and collect Summer Reading Assignment • Review independent reading expectations • Select Independent Reading Novels • Model reading workshop • Introduce core texts • Introduce plot structure, story elements, and point of view • Read short stories and other narrative texts • Model close reading strategies to analyze narrative text • Introduce theme and characterization • Select and analyze narrative text/short story for character, theme, and central idea • Conduct reading conferences/book talks to discuss student understanding and application of strategies in independent reading novels and core texts • Establish meaningful connections to a variety of texts • Review literary elements found in narrative writing • Track independent reading • Analyze core text • Please note: Assessment of Unit 1 Power Standards should take place throughout the course of the unit through short, chunked summative assessments 	<ul style="list-style-type: none"> • Model writing workshop • Choice of short on-demand writing piece (Summative Assessment) • Introduce Narrative writing • Mini lessons/modeling of literary analysis and narrative techniques • Students complete short writing pieces to practice writing • Students complete short writing pieces to analyze core text. • Mini lessons/modeling: dialogue, elaboration, transitions, punctuation, etc. and introduce Ledbetter smiley-face tricks, voice, etc... • Analyze and review narrative writing techniques through examination of mentor texts (2) and modeling (imagery/sensory details, dialogue, figurative language) • Writing in stages (formative assessment/class shares) • Peer editing and critiques/revision/self-editing • Utilize interactive rubrics • Students complete final draft and publish finish the story (story extension piece) • Students participate in writing celebration/self-reflections/excerpt sharing • Please note: Assessment of Unit 1 Power Standards should take place throughout the course of the unit through short, chunked summative assessments

Essential Learning Targets for Mini Lessons

- Smiley-face tricks (See guide for scaffolding by grade level)
- Methods of elaboration
- Story elements
- Summarization
- Characterization
- Tone/mood
- Narrative writing techniques
- Literary analysis writing techniques (thesis development, transitions, compelling conclusions)
- Dialogue
- Vocabulary/context clues
- Grammar/usage/mechanics
- Voice
- Analysis of text

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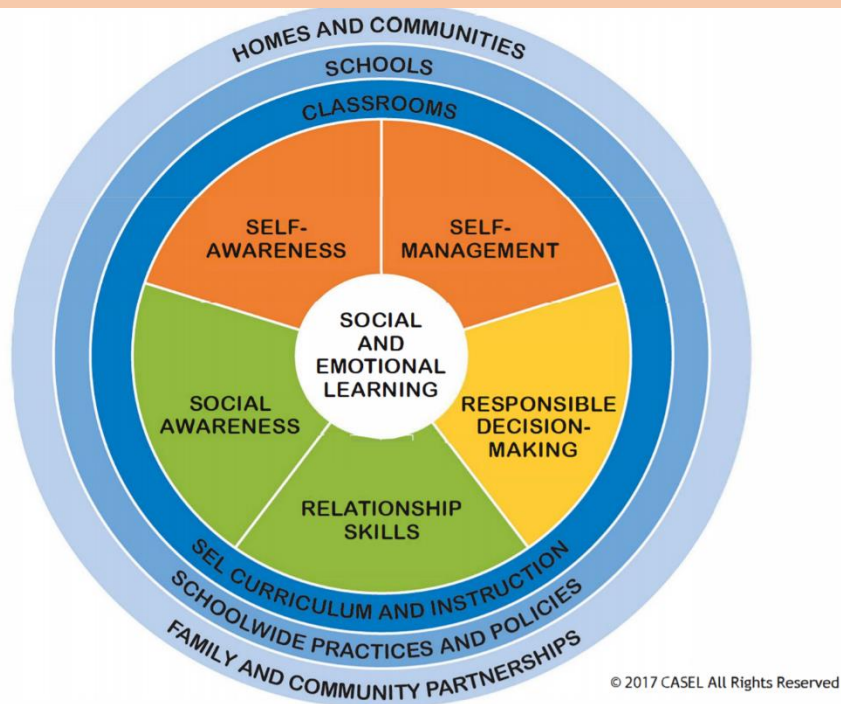
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- SELF-EFFICACY

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- EMPATHY
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- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



Grade 8 – Semester 2

Unit Focus: Understanding perspectives to express one's position.

Mode of Writing: Argumentative / Short constructed responses

Essential Questions:

How do skillful writers compose arguments that support claims with clear reasons and relevant evidence, recognize counterarguments, and provide strong rebuttals?

How do skillful readers integrate information presented in different media formats to develop a coherent understanding of a topic?

Unit Description:

Unit 2 will focus on strengthening students' ability to analyze non-fiction texts. Students will cite textual evidence to write an argumentative essay. Students will carefully analyze texts that explore current and high-interest topics. Students will develop a deep understanding of the essential elements included in a strong argumentative essay (i.e. claim, the use of supportive evidence, reasoning techniques, and counterclaim establishment). After developing a strong foundation in the characteristics of argumentative writing, students will construct a short argumentative piece to support claims with transitions, clear reasoning, and relevant evidence from multiple, credible sources.

At the end of the year, teachers will have the flexibility to select from a variety of optional learning activities to support student demonstrate mastery of grade-level power standards. (Core text study, book clubs, project-based learning, genius hour, poetry/plays, etc.

A key component of this unit is student voice and choice. The demonstration of mastery of Power Standards can take on many forms, including but not limited to multi-media presentations, essays, pamphlets, artistic representations, games, or other authentic products.

Unit Duration: February - June

Supplemental Resources:

"Flowers for Algernon" By Daniel Keyes

"The Diary of Anne Frank" Drama by Goodrich and Hackett

NewsELA Pro/Con Articles

- Should college athletes play for free?
- Is it time to pass tough gun control laws?
- Are selfies an act of self-love or cry for attention?

NewsELA Review Standards & Skills - Argument

- Chocolate makers try to satisfy consumers with new treats
- Manual labor jobs back in the spotlight among young workers
- National test finds that girls out-score boys on tech, engineering

NewsELA Text Structure

- Cause & Effect
- Problem & Solution
- Compare & Contrast

McGraw-Hill StudySync

Commonlit.org

Skill based lessons, supplemental texts (Historical speeches)

Scholastic Scope magazine (print and digital)

Sadlier Vocabulary Workshop Achieve Level C (optional)

Vocabulary.com

Book Club Titles:

Code Orange By Caroline B Cooney
On Blood Road By Steve Watkins
The Devil's Arithmetic By Jane Yolen
The Great Wide Sea By M.H. Herlong
The Pigman By Paul Zindel
The Wave By Todd Strasser
Where the Red Fern Grows By Wilson Rawls

Secondary Resources:

Teacher shared resources: <https://padlet.com/adacquisto1/ELA8share>

quizlet.com and cram.com for vocabulary reinforcement
gimkit.com and kahoot.com for a variety of ELA skills reinforcement
[Grammarly.com](https://grammarly.com) and quill.org for grammar skills reinforcement
activelylearn.com for formative assessment
readwritethink.org and readtheory.org for reading and critical thinking skills reinforcement
newsela.com for various activities
commonlit.org for various fiction/non-fiction skill development resources
nearpod.com for flipped learning and technology enhanced instruction

Standard(s): This ELA curriculum follows the New Jersey Student Learning Standards for Grade 8 ELA.

[New Jersey Student Learning Standards \(NJSL - 2017-2018\)](#)

Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected for the 2021-22 school year. These are referred to as “Power Standards” and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

As we transition into Unit 2, please ensure that students have had the opportunity to certify their learning of all Unit 1 Power Standards.

Reading Informational Power Standards	Reading Supportive Standards	Writing Power Standards	Writing Supportive Standards	Speaking/Listening Supportive Standards	Language Power Standard	Language Supportive Standards
RI.8.1 RI.8.8	Reading Literature RL.8.3 RL.8.10 Reading Informational RI.8.5 RI.8.9	W.8.1 W.8.8	W.8.4 W.8.6 W.8.9	<u>SL.8.1</u>	<u>L.8.1</u>	<u>L.8.2</u> <u>L.8.3</u> <u>L.8.4</u>

Clarity Statements (What? Why? How?)

Power Standards

RI.8.1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

R.1.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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

W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

Supportive Standards:

RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

RI.8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.8.1 - 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.

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

L.8.3 - Apply knowledge of language 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.

L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Desired Results

Indicators:

- **Students will** cite text-based evidence that provides a strongest support for an analysis of literary text.
- **Students will** identify the argument and specific claims in the text.
- **Students will** evaluate the argument and specific claims in a text (assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims).
- **Students will** identify when irrelevant evidence is used.
- **Students will** write arguments to support claims with clear reasons and relevant evidence.
- **Students will** gather relevant information from multiple print and digital sources.
- **Students will** use search terms effectively.
- **Students will** evaluate the credibility and accuracy of each source.
- **Students will** quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- **Students will** use a standard format for citation.
- **Students will** read grade level literary text proficiently and independently.
- **Students will** read above grade level literary text with scaffolding and support.

Assessment Evidence

<p>Performance Tasks:</p> <p>Students will analyze and evaluate informational texts credibility and accuracy.</p> <p>Students will produce an argumentative piece to support claims with relevant evidence.</p> <p>Students will read and analyze articles to identify text structure.</p> <p>Students will read and analyze a variety of literary text independently and proficiently.</p> <p>Students will complete summative unit assessments on demand to measure unit standards.</p> <p>Students will conduct research.</p> <p>Options for redo's/retake (summative assessments only) (to be added)</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observation • Formative Assessment • Informal checks for understanding • Independent reading and conferences /reflections • Independent writing and conferences • Class discussion • Collaboration with others • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects
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Benchmark: STAR Reading will be used as a measure of student progress and projected mastery of grade level standards.

Learning Plan

Reading Workshop	Writing Workshop
<ul style="list-style-type: none"> • Introduction to argumentative text through close reading of mentor text as well as differentiating between persuasive and argumentative text. • Mini lessons to review text features such as text structure. • Model and practice selection of meaningful/relevant evidence and citing evidence to support analysis of informational text and summarizing and identifying main idea. • Read and analyze informational and argumentative text and continue modeling close-reading strategies and reflect on the authors' use of strategies and techniques. • Mini lessons related to analyzing argument. • Model, read, and analyze argument texts focusing on strategies and techniques used by authors. • (Optional) Conduct WWII/Holocaust Mini-Research to build background knowledge. • Review parts of a drama • Introduce characters, time period, important events before reading "The Diary of Anne Frank". • Read Drama, "The Diary of Anne Frank". • (Optional) Introduce Book Club unit <ul style="list-style-type: none"> • Identify genres/topics of interest. • Select Book Club novels 	<ul style="list-style-type: none"> • Introduce structure and components of an argument essay for short writing piece. • Mini lessons/model examples (2) of argumentative writing. • Brainstorm/collect ideas for an argument writing piece. • Formulate a claim with supporting evidence and reasons. • Students complete brainstorming/draft of argument (writing in stages). • Formative assessment/student share sessions to assess progress. • Teacher conferencing with students (mini lesson based on conferencing) • Peer editing and critiques/revision/self-editing. • Students complete published final draft of argument writing piece. • Utilize speaking and listening skills to present argument to classmates: presentation, debate, etc. • Students participate in writing celebration/self-reflections. • Conference with peers (individual and/or small groups). • Teacher with conference students (individual and/or small groups).

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| <ul style="list-style-type: none"> • Set goals and expectations for reading. • Read text independently and/or in small groups. • Utilize skills and close-reading strategies introduced throughout previous units. • Participate in collaborative conversations with book clubs. • Conference with students (individual and/or small groups). • Conduct research related to book club topics. | <ul style="list-style-type: none"> • Reflect on reading “The Diary of Anne Frank”. • (Optional) Book club novel reflection • Administer Summative Unit Assessment |
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Essential Learning Targets for Mini Lessons

- Persuasive vs. argumentative
- Counterclaims
- Valid/Reliable/Unreliable sources
- Synthesizing information from multiple sources
- Author’s Tone
- Argumentative writing techniques
- Argumentative analysis writing techniques (thesis development, transitions, text evidence, counter argument, compelling conclusions)
- Vocabulary/context clues
- Grammar/usage/mechanics
- Voice
- Analysis of text (determining most relevant and sufficient textual evidence)

Integration of 21st Century Skills

Indicators:**COMMUNICATION AND COLLABORATION**

* Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. * Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. * Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). * Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact. * Communicate effectively in diverse environments (including multi-lingual). * Demonstrate ability to work effectively and respectfully with diverse teams. * Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. * Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

MEDIA LITERACY

* Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. * Understand and utilize the most appropriate media creation tools, characteristics and conventions. * Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments. ICT (Information, Communications and Technology)

LITERACY

* Use technology as a tool to research, organize, evaluate and communicate information * Use digital technologies communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy. * Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

INITIATIVE AND SELF-DIRECTION

* Set goals with tangible and intangible success criteria. * Balance tactical (short-term) and strategic (long-term) goals. * Utilize time and manage workload efficiently. * Monitor, define, prioritize, and complete tasks without direct oversight. * Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. * Demonstrate initiative to advance skill levels towards a professional level. * Demonstrate commitment to learning as a lifelong process. * Reflect critically on past experiences in order to inform future progress.

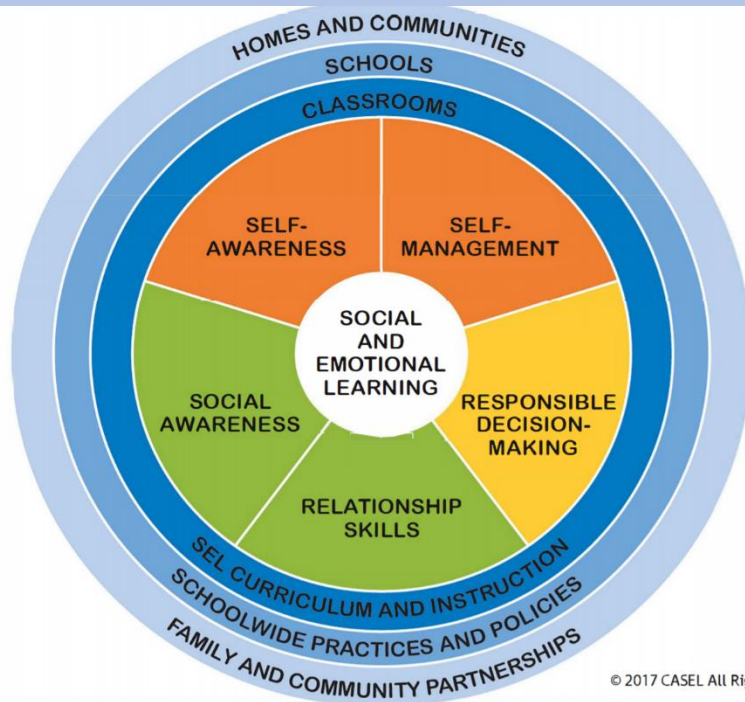
Framework for 21st Century Learning http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf P21

Framework Definitions http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



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