

Summit Public Schools
Summit, New Jersey

Lawton C. Johnson Summit Middle School
Grade 8/ English Language Arts Curriculum
Length of Course: Full Year
(revised 2016-2017)

Course Description: Eighth Grade language arts serves as an important bridge between the skills introduced and honed in the middle school and the skills needed to be developed and introduced for success at the high school. Through the study of various literary genres students learn to read closely and critically about the literature, making relevant connections to themselves, to other texts, and to their worlds. The literature serves as a practice ground for students to develop a deep sense of empathy as they examine ways to make the material more relevant. This practice leads to the development of the reader into a compassionate, caring, well-rounded person who learns through the understanding of a foreign subject by finding common ground with the subject. The skill will expand beyond the literature to their everyday interactions in their world. Most importantly through the literature, students will learn to critically think about their world, create deep personal meaning, and formulate their own opinions to be justified and supported by solid textual reasoning found in the material and/or other texts and articulated sophisticatedly in speech, writing, and other forms of expression. Students will sharpen their writing skills through a detailed writing process including all the steps of thoughtful prewriting, drafting, editing and revising, self and peer editing, etc. Writing will improve drastically as students employ an integrated “read like a writer” mentality examining authors’ styles and create their own writings based on a style analysis of each writer. This practice can be applied to all forms of writing for a variety of purposes and audiences including literary analysis, research-based argumentative essays, narratives. Not only will writing improve based on the style analysis, but also students’ reading comprehension will improve as they become more cognitively aware of what a writer is trying to accomplish with each word, line, and passage of a text.

Anchor Standards

- NJSLSA.R1** 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.
- NJSLSA.R2** - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3** - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. -
- NJSLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. -
- NJSLSA.R5** 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.
- NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. -
- NJSLSA.R8** - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 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.

NJSLSA.R10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. -

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 - Use technology, including the internet, to produce and publish writing and to interact w collaborate w others -

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

NJSLSA.W10 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 tasks, purposes, and audiences.

NJSLSA.SL1 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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L2 - Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L6 - 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.

Steinbeck's The Pearl, Bradbury's Fahrenheit 451
(Novel Study and Deciphering a Social Commentary)

Big Ideas: *Course Objectives / Content Statement(s)*

- Understand where stories come from and how an author chooses a topic - connection between historical and biographical events on narratives
- Recognize the universal aspect of literature by making text to world connections
- Decipher an author's comment on society and see relevance in today's world
- Develop abstract reasoning to identify symbols, allegories and allusions and how they develop theme
- Use textual evidence to support claims in speaking, formal writing, and informal writing

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| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> ● How will students deconstruct symbols, allusions, and allegory and understand allusion to connect to theme? ● How will students recognize the universal aspect and contemporary relevance of literature? ● How is an author’s story a response to historical or life events? ● How will students identify author’s tone toward aspects of society? ● How will students analyze and compare texts? ● How will students develop and support claims? ● What aspects of style are unique to an author and how do they effectively convey information? | <p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> <ul style="list-style-type: none"> ● Symbols/Allegory develop theme ● Author’s allusions have significance ● Narratives make comments about society that are universal ● Authors deal with the same topics in different texts ● Textual evidence to support written and spoken reasoning ● Claims are supported with arguments and specific textual evidence ● Author has purpose behind each word choice, line placement, detail, and passage in developing a theme ● Author’s develop similar themes in their body of work |
| <p>Areas of Focus: Proficiencies <i>(Cumulative Progress Indicators NJSLSELA)</i> Students will:</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicit as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> | <p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus: (Objectives)</p> <ul style="list-style-type: none"> ● Determine an author’s statement about life and society based on plot ● Make text-to-self and text-to-world connections to understand the universal quality of literature ● Foster empathy by imagining the foreign situations of the plot and understand more deeply “the other” ● Closely read the text to make inferences about the characters based on their speech and actions ● Use context and context clues to determine the meaning of unknown words when reading ● Use details from the text to draw relevant inferences ● Differentiate between the use of vague and specific support when citing text ● Utilize specific support in writing ● Analyze structure of an explanatory essay ● Write explanatory essay using effective claim, analysis, text evidence, and transitions |

RL.8.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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 a specific word choice on meaning and tone.

RL.8.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.8.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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.

- Analyze literature using literary terms including characterization, allusion, theme, pathos, allegory and symbolism
- Compare and contrast characters and their traits from different pieces of literature
- When writing formally students will adhere to the conventions of standard English
- Engage in collaborative discussions both in class and online

Sample Assessments: (name and describe assessments- ie. journal entries, mindmap, essay on --, etc)

- End of Novel Essay Exam
 - Writing a 5-paragraph argumentative essay
 - Pre-planning based on chosen topic with textual evidence
 - Using specific textual support of arguments
 - Assessed using the 6-point PARCC writing rubric
- In-class writings
 - Pre-discussion writings based on prior night’s reading.
 - Developing proper essay format with a developed single focus
 - Topics include: Adam and Eve parables, Juana’s limited role due to gender and patriarchy, symbols for American Dream obstacles, and Kino’s changes, metaphorical - “flowers living on flowers” - analysis, role of technology in a society, and
 - Assessed using teacher-developed rubric
- Reading Comprehension and Writing Pre-Assessment
 - Based on short story, “I Used to Live Here Once”
 - Literal and inferential based reading comprehension questions
 - Respond to a topic related to the reading through an explanatory paragraph
 - Writing assessed using the 6-point PARCC writing rubric
- Answering Reading Comprehension Questions
- Pearl Vocabulary quiz
- New York Times Editorials
 - Tool for contemporary relevance
- Wikispaces responses
 - Pre & Post discussion posts for formative assessment and ongoing discussion

Instructional Strategies: (all activities over the course of the unit- at least 10)

- Steinbeck, Bradbury Biographical Info
- American Dream Lesson (“Take a Stand” preassessment) Old World (Feudalism/Monarchies vs New World Democracy/Capitalism)
- Graded and Collected Chapter Study Guides focusing on evidence-based answers, proper mechanics, vocabulary, and discussion questions
- Pearl Chapter 1 Discussion based on Allusions, symbolism and Adam and Eve parallels
- Pearl Chapter 2 Discussion based on allegory, role of education in subjugating the poor - Mirage passage and Juana’s folly

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

W.8.1. Write arguments to support claims with clear reasons and relevant evidence. (A-E)

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purposes and audience have been addressed.

- Pearl Chapter 3 Discussion based on nature’s allegory of predator/prey, obstacles to the American Dream and various forms of institutional racism in school funding and higher education costs.
- Pearl Chapter 4 Discussion based on flaws of capitalism and ethic of greed as a societal factor impeding the American Dream
- Pearl Chapter 5 Discussion based on Juana’s limitations as a woman and Kino’s tragic flaw.
- Pearl Chapter 6 Discussion based on how plot events help support a statement on society and connecting Feminist/Marxist Literary Theory to understand theme.
- 1950’s historical background re post WW2, atomic age, Cold War and McCarthyism to introduce Fahrenheit.
- Correct in-text citation format for research-based argumentative writing.
- Chapters of Martian Chronicles and “All Summer in a Day” to introduce themes and style of Bradbury with identification of interpretive and thematic lines
- “Hearth and Salamander” discussions to introduce characterizations, representations of society, flaws of society, and Bradbury’s initial themes regarding contemporary times.
- “Sieve and Sand” discussions to highlight character changes, significance of allusions, and author style
- “Burning Bright” discussions to highlight author’s style, tone toward a subject, and plot events that help support Bradbury’s themes.
- Bradbury Author emulation assignment
 - Make a social commentary regarding a problem in today’s society
 - Develop and show a theme using plot
 - Active voice
 - Figurative Writing
 - Allusions
 - Meaningful dialogue punctuated with actions or physical description
 - Symbolism
 - Varied Expositions/Denouements
 - Creation of a hated villain and a sympathetic protagonist
 - Style analysis make comparisons between Bradbury’s work and the student’s making judgments regarding effectiveness and purpose
- Library research project/paper.
 - Multimedia resources to develop a body of knowledge of a socially relevant topic
 - Follow the research process as outlined by the Media Center to create a well-supported argumentative essay with citations and bibliographic information

Interdisciplinary Connections

- Feudalism/Capitalism (SS)
- Democracy/Feudalism (SS)

W.8.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.10 Write 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 audience.

SL 8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (A - D)

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

L.8.1 Demonstrate command of convention of standard English grammar and usage when writing or speaking. (A-D)

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

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

A. Use of verbs in active and passive

- Marxist Literary Theory (SS)
- Feminist Literary Theory (SS)
- Principles of Capitalism (SS)
- Obstacles to the American Dream (SS)
- Cold War (SS)
- McCarthyism (SS)
- WW II (SS)
- Atomic Age (SS)
- Rise of Technology in Society (Science and SS)

Technology Integration

- Wikispaces - lecture notes & pre/post discussions
- New York Times - weekly online editorial reading assignments

Global Perspectives

- Concepts of Institutional Racism
- Articles/Editorials/Current events from various news sites to draw connections
- Immigration reform and open borders in connection with xenophobia - McCarthyism and Terrorism

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| <p>voice....</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies. (A-D).</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (A-C).</p> | |
| <p>Texts & Resources:</p> <p><u>The Pearl</u> by John Steinbeck</p> <p>Chapter 1 of <u>Of Mice and Men</u> by John Steinbeck</p> <p><u>Fahrenheit 451</u> by Ray Bradbury</p> <p>“All Summer in a Day” by Ray Bradbury</p> <p><u>Martian Chronicles</u> by Ray Bradbury chapters</p> <ul style="list-style-type: none"> ● “There Will Come Soft Rains” ● “The Million-year Picnic” ● “Rocket Summer” ● “Ylla” ● “The Earthmen” <p>nytimes.com</p> <p>Additional resources:</p> | |

Short Story Unit

(Literacy/Narrative Unit 1 NJDOE; Reading Information/Writing Argument Unit 3 NJDOE)

Length of Unit: 1 Quarter

Course Description:

This short story unit builds upon prior learning and extends understanding of general principles of the middle school ELA curriculum. It also activates prior knowledge and incorporates both reinforcement and mastery of sixth and seventh-grade curricula. In addition, there will be multiple opportunities for introduction to new aspects of the English realm, as students begin their year-long journeys. There will be a variety of reading, writing, research, and speaking opportunities for student engagement in the classroom. Reading opportunities will focus on the analysis of literary elements unique to the short story genre

and each specific author. Items such as plot, setting, themes, characters, tone, and style will be scrutinized, while specific devices used by each author will be highlighted and discussed. There will be a special emphasis on characterization, the process by which an author develops his or her character. Other literary devices observed will include simile, metaphor, personification, analogy, creation of mood through atmosphere, and point of view, to name a few. Also, since the language of each literary work will vary greatly from piece-to-piece, extensive vocabulary study of both the basic general terms of the unit, as well as the specific context vocabulary will enhance the overall reading experience.

Writing activities will cover a variety of possibilities as students will produce a wide range of efforts that will reflect their understanding and connection to the literature read. For example, “The Summer Reading Essay,” “Summary Letters,” “Plot Extensions,” “Insertion / Splicing Paragraphs to Text,” “Argumentative or Persuasive Essays,” “Constructed Responses,” and “Research-based Writing” are just a few of the many forms of responsive compositions that students will master during this unit. Format will be instilled through discussion and viewing of examples of the Modern Language Association Guidelines (MLA) for formal writing.

Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of recognition of the eight parts of speech, subject-verb / pronoun-antecedent agreement, capitalization, confusing word groups, and punctuation will be essential for successful writing and speaking. In addition, sentence structure/variety will be instilled and reviewed: run-ons, fragments, splices, etc Finally, in-class presentations will sharpen speaking skills as each student will receive opportunities for feedback from peers, as well as the teacher, regarding content areas that are strong or need reinforcement.

Big Ideas: *Course Objectives / Content Statement(s)*

- Understanding the physical construction of a variety of short stories and how they vary from author to author
- Recognizing the different authors’ styles as they create their works
- Analyzing the techniques employed by short story authors as they use mood and setting to create atmosphere, choose strong vocabulary that enhances their plot lines, and create strong, vibrant characters through the process of characterization
- Connect the elements of the stories read to their own lives, helping the students to understand the relevance of what is read

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| <p>Essential Questions Areas of Focus: Proficiencies (<i>Cumulative Progress Indicators NJSLSELA</i>)</p> <p>Students will:</p> <ul style="list-style-type: none"> ● How is this piece of literature relevant to me at this point in my life? ● If I had to retell this story, could I do it justice? ● Will I be able to explain how short story literature varies from other forms of writing due to its unique nature? | <p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● All good writing is meaningful, relevant and significant in some way; for each reader the writing will speak differently to his or her heart ● Reading for meaning will enable developing students to be able to read a variety of short stories and be capable of discussing their similarities, as well as their differences based on authors’ styles ● Reading short story literature will enable students to connect to their classroom, peers, teacher, and world beyond the text through thorough and meaningful classroom discussion, debate, and writing that adds depth to the initial purpose for studying a |
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| <ul style="list-style-type: none"> ● Can I write an extension or insertion paragraph that meshes perfectly with what I have just read? | <p>particular piece of literature</p> |
| <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>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.</p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> | <p>Examples, Outcomes, Assessments</p> <p>Instructional Focus: Students will have strong reading skills modeled for them so that they will also be able to do so. They will read with the intentions of being able to critically analyze the effectiveness of a piece of short story literature.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● General literary vocabulary ● Context reading vocabulary ● Summary writing in first person ● Reading a short story with analytical writing samples. <p>Instructional Strategies:</p> <p>Students will be exposed to a variety of short story authors and their works in this unit.</p> <ul style="list-style-type: none"> ● There will be a combination of teacher-led reading oral reading for meaning by students ● Silent reading comprehension. ● Each story will be analyzed for literary relevance, as well as authors devices and techniques. Each story will have accompanying writing tasks that will vary in intensity and depth. ● Ample opportunity to add new higher-level vocabulary terms to their collective understanding and apply these new terms throughout the academic year. <p>Alternative Strategies (Accom/Mod.)</p> <ul style="list-style-type: none"> ● Learning Ally ● Snap & Read / Speech to Text ● Co-Writer ● Newsela <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● From the onset of the academic year, students will be encouraged to keep alert for classroom connections from discipline-to-discipline; teams also have created an online document with which students may fill out and submit for bonus points as they make strong interdisciplinary connections. For example, in the language arts classroom, students read the science fiction short story, “All Summer in a Day” by author Ray |

W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.D Establish and maintain a formal style.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E Establish and maintain a formal style.

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

W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop

Bradbury. Subsequently, in the science classroom, students study the planets, in particular, Venus. An interdisciplinary connection will connect these two elements In a reflective piece of online writing and submitted to one of the two core teachers.

Technology Integrations

- iPads (Chromebooks 2017 and beyond)
- Google Classroom, Socrative, PowerPoint presentations, teacher websites for internet links, Google Slides, and the middle school media center databases in order to supplement their classroom instruction from story to story.
- IXL (Eighth Grade Language Arts)
- Khan Academy
- Kahoot

Global Perspectives

As many of the short stories read are from a variety of cultures and time periods, the teachers will expand upon the text by adding depth through overviews, context vocabulary, and perspectives that will enhance and expand the relevance of the reading. For example, the Arthurian legend “Sir Gawain and the Green Knight” is a medieval romance that will explore Middle Ages British Isles customs and feudal systems of the era. A sample research element here would be the code of chivalry for knights.

experiences, events, and/or characters.

W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.10 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 discipline-specific tasks, purposes, and audiences.

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

L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1.B Form and use verbs in the active and passive voice.

8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

8.1.D Recognize and correct inappropriate shifts in verb voice and mood.

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

L.8.2.A Use punctuation (comma, ellipsis, dash) to

indicate a pause or break.

L.8.2.B Use an ellipsis to indicate an omission.

L.8.2.C Spell correctly.

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

L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

8.4.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.

8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

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

L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.B Use the relationship between particular words to better understand each of the words.

L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

RESOURCES

Titles are found either in 8th grade anthology *Currents in Fiction* (book room) or full text online versions.

| Texts and Resources | | |
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| <u>AUTHOR</u> | <u>TITLE</u> | <u>PDF VERSION</u> |
| Joseph N. Bell | “I’m Coming In” | "I'm Coming In" PDF |
| Arthur C. Clarke | “Feathered Friend” | "Feathered Friend" PDF |
| Richard Connell | “The Most Dangerous Game” | "The Most Dangerous Game" PDF |
| Sir Thomas Mallory | “Sir Gawain and the Green Knight” | "Sir Gawain and the Green Knight" PDF |
| Ray Bradbury | “All Summer in a Day” | "All Summer in a Day" PDF |
| Shirley Jackson | “The Lottery” | "The Lottery" PDF |
| Paul Darcy Boles | “Lucas and Jake” | "Lucas and Jake" PDF |
| Stephen King | “Battleground” | "Battleground" PDF |
| James Herriot | “Debbie” | "Debbie" PDF |
| Jack Finney | “The Third Level” | "The Third Level" PDF |
| Quentin Reynolds | “A Secret for Two” | "A Secret for Two" PDF |
| Kurt Vonnegut | “Harrison Bergeron” | "Harrison Bergeron" PDF |
| Jack London | “To Build a Fire” | "To Build a Fire" PDF |
| Jake Logan | “Necktie Party” | "Necktie Party" PDF |
| Guy de Maupassant | “The Necklace” | "The Necklace" PDF |
| O. Henry | “The Ransom of Red Chief” | "The Ransom of Red Chief" PDF |
| H.H. Munro (Saki) | “The Open Window” | "The Open Window" PDF |
| Shirley Jackson | “Charles” | "Charles" PDF |

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| John Updike | “A&P” | "A&P" PDF |
| Raymond Carver | “A Small Good Thing” | "A Small Good Thing" PDF |
| Jhumpa Lahiri | “When Mr. Pirzada Came to Dine” | "When Mr. Pirzada Came to Dine" PDF |
| Alice Walker | “Everyday Use” | "Everyday Use" PDF |
| Raymond Carver | “Fat” | |
| Jhumpa Lahiri | “Mrs. Sens” | "Mrs. Sens" PDF |
| Ernest Hemingway | “A Clean Well-lighted Place” | "A Clean Well-lighted Place" PDF |
| John E. Warriner | <i>English Composition & Grammar</i> | |

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

| Grade 8 ELA “Short Story Unit” Length of Course: 1 Quarter | |
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| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <ul style="list-style-type: none"> ● Diagnostic challenges in order to activate prior learning ● “Whip-Arounds” to hear all voices from the class ● Writing Prompts - explanative, argumentative, persuasive ● Randomly selected readings with teacher-led peer critique ● Socratic diagnostics ● Compare / contrast | <ul style="list-style-type: none"> ● General literary vocabulary ● Context reading vocabulary ● Summary writing in first person ● Reading a short story with analytical writing samples. ● Parts of Speech Recognition ● Pronoun Agreement |

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| <ul style="list-style-type: none"> ● Tone, mood, and atmosphere | <ul style="list-style-type: none"> ● Capitalization |
| District/School Texts | District/School Supplementary Resources |
| <ul style="list-style-type: none"> ● Short Stories (For Complete List, See “Texts and Resources”) ● Joseph N. Bell “<i>I’m Coming In</i>” ● Arthur C. Clarke “<i>Feathered Friend</i>” ● Richard Connell “<i>The Most Dangerous Game</i>” ● Sir Thomas Mallory “<i>Sir Gawain and the Green Knight</i>” ● Stephen King “<i>Battleground</i>” | <ul style="list-style-type: none"> ● Various web-based articles ● YouTube videos ● Short film features |
| “District/School Writing Tasks | |
| Primary Focus <ul style="list-style-type: none"> ● Understanding the physical construction of a variety of short stories and how they vary from author to author ● Recognizing the different authors’ styles as they create their works ● Analyzing the techniques employed by short story authors as they use mood and setting to create atmosphere, choose strong vocabulary that enhances their plot lines, and create strong, vibrant characters through the process of characterization | Secondary Focus <ul style="list-style-type: none"> ● Connect the elements of the stories read to their own lives, helping the students to understand the relevance of what is read |
| | Routine Writing <ul style="list-style-type: none"> ● Each story will be analyzed for literary relevance, as well as authors devices and techniques. Each story will have accompanying writing tasks that will vary in intensity and depth. |
| Instructional Best Practices and Exemplars | |
| <ul style="list-style-type: none"> ● Analyze, compare, and contrast authors’ style and tone ● Make both interdisciplinary and world connections ● Observe and comment on physical difference in story construction ● Creative alternate assessments: writing process, coat-of-arms, Venus Postcards | |

Drama Unit

(Literacy/Narrative & Reading Literature/Writing Narrative)

Length of Unit: 1 Quarter

Course Description:

This drama unit builds upon prior learning and extends understanding of general principles of the middle school ELA curriculum. It also activates prior knowledge and incorporates both reinforcement and mastery of sixth and seventh-grade curricula. In addition, there will be multiple opportunities for introduction to new aspects of the English realm, as students continue their year-long journeys. There will be a variety of reading, writing, research, and speaking opportunities for student engagement in the classroom. Reading opportunities will focus on the analysis of dramatic literary elements unique to this genre and each specific playwright. Items such as plot, setting, themes, characters, tone, and style will be scrutinized, while specific devices used by each writer will be highlighted and discussed. There will be a special emphasis on how dramatic characters develop throughout the course of the work. Other dramatic devices taught will include recognizing stage movement, dialogue, soliloquies, monologues, and stage directions. Also, since the language of each literary work will vary greatly from piece-to-piece, extensive vocabulary study of both the basic general terms of the unit, as well as the specific context vocabulary will enhance the overall reading experience.

In addition to focusing on the actual dramatic texts, a “ripple-effect” of additional depth studies will occur. For example, independent research on the Globe Theater and Elizabethan time period will add depth and meaning to the reading of William Shakespeare’s *A Midsummer Night’s Dream*. Also, adding historical background of the World War Two time period will help students understand the plight and trauma of the victims of aggression of the Nazi regime during the reading of *The Diary of Anne Frank*. There are responsive compositions that students will undertake during this unit, ranging from synopses of various scenes, simulated diary entries, character analyses, and constructed responses.

Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of punctuation will be essential for successful writing and speaking. Also, character motivation is a critical element of any drama as characters must account for their actions. Finally, in-class presentations will sharpen speaking skills as each student will receive opportunities for feedback from peers, as well as the teacher, regarding content areas that are strong or need reinforcement.

Big Ideas: *Course Objectives / Content Statement(s)*

- Understanding the physical construction of a work of drama
- Recognizing the fact that drama is indeed literature that is written to be “performed”
- Analyzing the techniques employed by dramatists/playwrights as they use mood and setting to create atmosphere, choose strong vocabulary that enhances their plot lines, and create strong, vibrant characters through the process of characterization
- Connect the thematic elements of the plays read to their own lives, helping the students to understand the relevance of what is read and how the fictional characters help them to learn about themselves through choices that the characters make

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| <p>Essential Questions</p> <ul style="list-style-type: none"> ● How is this piece of literature written over 400 years ago (<i>A Midsummer Night’s Dream</i>) relevant to me at this point in my life today? ● If I had to retell the story of Anne Frank and her hardships, could | <p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● All good writing is meaningful, relevant and significant in some way; for each reader the writing will speak differently to his or her heart |
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| <p>I do it justice?</p> <ul style="list-style-type: none"> ● Will I be able to explain how dramatic literature varies from other forms of writing due to its unique nature? ● Can I recognize the specific iambic pentameter and the couplet that is used during Elizabethan drama? ● Looking at the historical time periods in which these dramatic works were written, will I appreciate the depth that adds to the understanding of the literature? ● How does the European geography play a role in the understanding of these literary texts? | <ul style="list-style-type: none"> ● Reading for meaning will enable developing students to be able to read a dramatic work and be able to connect the themes taught to their own lives. ● Reading dramatic literature will enable students to connect to their classroom, peers, teacher, and world beyond the text through thorough and meaningful classroom discussion, debate, and writing that adds depth to the initial purpose for studying a particular piece of literature ● The reading of drama will cause students to come out of their comfort zones and be challenged to perform the written work, sometimes causing them to feel awkward, but ultimately forcing students to take a social risk |
| <p>Areas of Focus: Proficiencies <i>(Cumulative Progress Indicators NJSLSELA)</i> Students will:</p> <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the</p> | <p>Examples, Outcomes, Assessments <i>(see <u>note</u> below about the content of this section)</i></p> <p>Instructional Focus:</p> <p>Students will continue to have strong reading skills modeled for them so that they will also be able to do so. They will read with the intentions of being able to critically analyze the effectiveness of a piece of dramatic literature.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● General drama vocabulary ● Context reading vocabulary ● Summary writing in first person ● Reading a dramatic scene and analyzing with writing samples. ● Answering a variety of comprehension questions based on an assigned passage ● Idiomatic language project <p>Instructional Strategies:</p> <p>Students will be exposed to the classical drama of two works <i>A Midsummer Night's Dream</i> and <i>The Diary of Anne Frank</i> in this unit.</p> <ul style="list-style-type: none"> ● There will be a combination of teacher-led / student reading ● Oral reading for meaning by students both in small groups and class-wide ● Silent reading comprehension. |

choices made by the director or actors.

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 the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.D Establish and maintain a formal style.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.D Use precise language and domain-specific vocabulary to inform

- Each story will be analyzed for literary relevance, as well as authors devices and techniques.
- Each story will have accompanying writing tasks that will vary in intensity and depth.
- Ample opportunity to add new higher-level vocabulary terms to their collective understanding
- Application of new drama-related terms throughout the academic year.
- Comparative video studies
- Use of subtext in delivery
- “Taking Liberties with the Script” - Student videos presenting various scenes

Interdisciplinary Connections

- From the onset of the academic year, students will be encouraged to keep alert for classroom connections from discipline-to-discipline; teams also have created an online document with which students may fill out and submit for bonus points as they make strong interdisciplinary connections. For example, in the language arts classroom, students read the dramatized *The Diary of Anne Frank*. Subsequently, in the social studies classroom, students may study World War Two or some aspect of the Holocaust. An interdisciplinary connection will connect these two elements in a reflective piece of online writing and submitted to one of the two core teachers.

Technology Integrations

- iPads
- Google Classroom
- Socrative
- PowerPoint presentations
- Teacher websites for internet links
- Google Slides
- Middle school media center databases in order to supplement classroom instruction
- IXL (Eighth Grade Language Arts)
- Khan Academy
- Kahoot
- Brainpop

about or explain the topic.

W.8.2.E Establish and maintain a formal style.

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

W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters

W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.10 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 discipline-specific tasks, purposes, and audiences.

- Flocabulary
- iMovie

Alternative Strategies (Accom/ Mod.)

- Learning Ally
- Snap & Read / Speech to Text
- Co-writer
- Newsela

Global Perspectives

- The drama of this unit has affected learning in a global manner in that Shakespeare's 400-year-old plays are still read in every language around the world today, and the story of Anne Frank is the second-most read piece of literature (to the Bible) in the history of the printed word.
- In this unit, the teachers will activate prior learning and expand upon the text by adding depth through overviews, context vocabulary, and perspectives that will enhance and expand the relevance of the reading.
- For example, the origins of Elizabethan theater started as strolling players moving from town-to-town, eventually establishing itself as a permanent, yet outdoor venue. This, in turn, set up for the creation of the modern indoor theater that we have today.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy

RESOURCES

Titles are found either in the 8th-grade book room or full text online versions.

English Composition and Grammar by John E. Warriner

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| <i>The Diary of Anne Frank</i> | Albert Hackett and Frances Goodrich | The Diary of Anne Frank Play PDF |
| <i>A Midsummer Night's Dream</i> | William Shakespeare | A Midsummer Night's Dream Play PDF A Midsummer Night's Dream Old to New PDF |
| <i>A Midsummer Night's Dream</i> <i>No Fear Shakespeare</i> | William Shakespeare | https://youtu.be/eCwjHQnWAKU |

| Grade 8 "Drama Unit" | |
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| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <ul style="list-style-type: none"> • Diagnostic challenges in order to activate prior learning • "Whip-Arounds" to hear all voices from the class • Writing Prompts - character analysis • Randomly selected readings with teacher-led peer critique • Socratic diagnostics • European geography and culture • Compare / contrast prompts | <ul style="list-style-type: none"> • General drama vocabulary • Context drama vocabulary • Synopsis of scenes / 1st person summaries • Reading a dramatic scene and analyzing with constructed responses • Answering a variety of comprehension questions based on an assigned passage • Idiomatic language project • Reading a scene with analytical writing samples • Punctuation: end marks, commas, colons, semicolons |
| District/School Texts | District/School Supplementary Resources |
| <ul style="list-style-type: none"> • <i>A Midsummer Night's Dream</i> by William Shakespeare • <i>The Diary of Anne Frank</i> by Albert Hackett and Frances Goodrich • <i>The Diary of a Young Girl</i> by Anne Frank | <ul style="list-style-type: none"> • Various web-based articles • Excerpts, memoirs, and letters • YouTube videos • Documentaries • Short film features • Feature film(s) |
| "District/School Writing Tasks" | |

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| <p>Primary Focus</p> <ul style="list-style-type: none"> • Understanding the physical construction of a work of drama as opposed to prose writing • Drama is literature that is written to be performed • Recognize the themes presented in a work of drama as it applies to real life | <p>Secondary Focus</p> <ul style="list-style-type: none"> • Connect the elements of the dramas read to their own lives, helping the students to understand the relevance of what is read | <p>Routine Writing</p> <p>The reading of drama will cause students to come out of their comfort zones and be challenged to perform the written work, sometimes causing them to feel awkward, but ultimately forcing students to take a social risk</p> |
| <p>Instructional Best Practices and Exemplars</p> | | |
| <ul style="list-style-type: none"> • Analyze, compare, and contrast playwrights' style and tone • Make both interdisciplinary and world connections • There will be a combination of teacher-led / student reading • Oral reading for meaning by students both in small groups and class-wide • Silent reading comprehension. • Each story will be analyzed for literary relevance, as well as authors devices and techniques • Each story will have accompanying writing tasks that will vary in intensity and depth. • Ample opportunity to add new higher-level vocabulary terms to their collective understanding • Application of new drama-related terms throughout the academic year. | | |

GREEK MYTHOLOGY UNIT - Legends and Myths

(Unit 5 NJDOE Reading Literature & Information/Writing Narrative and Argument)

Length of Course: 1 Quarter

Course Description:

Classical Mythology is a survey of ancient Greek and Roman stories about heroes, gods, and the universe and illustrates the influence of these myths on the art, literature, and culture of the modern world.

Big Ideas: Greek Mythology instruction approaches the topic from a different theme and considers answers to such timeless questions as:

- What is deity? What is a hero?
- What is a human being?
- What is the relationship of human to god?
- What is a myth? What is history?

- Why are myths told?
- How does recollection of the past affect the way humans live in the present?

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| <p>Essential Questions</p> <ul style="list-style-type: none"> ● What are legends and myths? ● In what ways are stories that come from oral tradition different from written stories with a specific author? ● How do the traits of a legendary hero exemplify the values of the culture from which the legend originated? ● In what ways do myths illustrate the belief systems and customs of the cultures that create them? ● What questions about the universe did the people of the ancient world attempt to answer? ● How has our language (English) been influenced by Greek roots and mythological terms? | <p>Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Legends are traditional stories based on historical figures and usually exaggerate. ● Myths are ancient stories whose authors are unknown that attempt to explain a belief, custom, or force of nature by telling of gods and goddesses and their interventions in the lives of mortals. ● Understanding the legends and myths of a particular society helps one understand and relate to that society's culture and history. ● Stories that are passed on through the oral tradition illustrate culture while also helping to shape culture. |
| <p>Areas of Focus: Proficiencies (<i>Cumulative Progress Indicators - NJSLSLA</i>)</p> <p>Students will:</p> <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> | <p>Examples, Outcomes, Assessments</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> ● List salient elements of mythology. ● Define a selected list of literary terms. ● Apply literary terms to selected myths in a variety of ways. ● Demonstrate understanding of selected myths by completing a variety of tasks. ● Chronicle the important events of an emerging plot based on the chronology of importance. ● Discuss various types of myths and their origins. ● Observe the qualities and attributes of the classical hero. ● Display recognition regarding the collective names and duties of the chief gods and goddesses from classical myths. ● Describe the basic plots of several Greek myths. <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● List the qualities they consider necessary in a hero. ● Describe the lives and deeds of national, state and/or local heroes. |

RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

L.8.1 Demonstrate command of convention of standard English grammar and usage when writing or speaking. (A-D)

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

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

A. Use of verbs in active and passive voice....

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies. (A-D).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (A-C).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Identify historic figures who have exemplified good citizenship; started new businesses; made contributions in the areas of civil rights, women's rights, military actions or politics; or who took risks to secure freedom.
- The student will understand by doing their family tree how the ancient Greeks thought the world began by looking at a family tree for the gods.
- Discuss three types of themes in Greek myths: stories about heroes, stories about "how it came to be," and stories about the consequences of unwise behavior.
- Cite examples of contemporary use of terms from Greek mythology.
- Context clues to determine meaning.

Instructional Strategies:

- Students will be exposed to a variety of Greek Mythology stories in this unit.
- There will be a combination of teacher-led reading, oral reading for meaning by students, and silent reading comprehension.
- Each myth will be analyzed for relevance, as well as meaning and interpretation.
- Grammar is integrated throughout.

Interdisciplinary Connections

Social Studies:

- Heroes/World Leaders

Science:

- They both attempt to provide answers to the "mysteries of the universe."

Technology Integrations

- Students will use their iPads (Chromebooks after Fall of 2017) in order to regularly access Google Classroom, PowerPoint presentations, Media Center, and teacher websites for internet links.
- Use internet sources to research and compare two mythological gods from two different cultures.
- Create several fictional gods to explain modern beliefs or natural and technological phenomena.

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| | <ul style="list-style-type: none"> ● IXL (Eighth Grade Language Arts) ● Khan Academy <p>Alternative Strategies (Accom/ Mod.)</p> <ul style="list-style-type: none"> ● Learning Ally ● Snap & Read / Speech to Text ● Co-writer ● Newsela ● https://www.grammarly.com/ <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Creation Myths - How the world began and how people first came to be. |
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| GREEK MYTHS & LEGENDS | PDF FILES |
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| <i>The Palace of Olympus</i> | The Palace of Olympus PDF |
| <i>The Trickery of Hermes</i> | The Trickery of Hermes PDF |
| <i>The Story of Prometheus</i> | The Story of Prometheus PDF |
| <i>The Loves of Apollo</i> | The Loves of Apollo PDF |
| <i>Arachne</i> | Arachne PDF |
| <i>Phaethon, Son of Apollo</i> | Phaethon, Son of Apollo PDF |
| <i>Echo and Narcissus</i> | Echo & Narcissus PDF |
| <i>The Pomegranate Seed</i> | The Pomegranate Seed PDF |
| <i>Theseus and the Minotaur</i> | Theseus & Minotaur PDF |
| <i>The Labors of Hercules</i> | The Labors of Hercules PDF |

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| <i>Hercules and the Giants</i> | |
| <i>Odysseus and Polyphemus</i> | Odysseus & Polyphemus PDF |
| <i>Perseus</i> | Perseus PDF |
| <i>Pegasus and Bellerophon</i> | |
| <i>The Golden Fleece</i> | The Golden Fleece |

21st Century Skills:

Creativity and Innovation

- Why do people tell myths, legends, and folktales?

Critical Thinking and Problem Solving

- How do myths, legends, and folktales give people a new way of looking at the world? How can we challenge this thinking?

Communication and Collaboration

- How do myths, legends, and folktales help people understand their world?

Information Literacy

- How does our knowledge of recently studied Greek mythology aid us as readers in constructing meaning from texts we encounter everyday such as signs, articles, literature, and advertising?

Media Literacy

- Symbols, logos, and slogans

Life and Career Skills

- How do myths reflect virtues that a society values?
- What human characteristics lead to failure? Success?

21st Century Themes (as it applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

- What do people through the ages have in common?

Civic Literacy

- What do people through the ages have in common?

Health Literacy

- Maintaining good health and preventing or curing illnesses, diseases, and afflictions.

| Grade 8 Greek Mythology - Legends and Myths (Unit 5 NJDOE Reading Literature & Informative/Narrative and Argument) | | |
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| District/School Formative Assessment Plan | District/School Summative Assessment Plan | |
| <ul style="list-style-type: none"> ● List the qualities they consider necessary in a hero. ● Describe the lives and deeds of national, state and/or local heroes. ● Cite examples of contemporary use of terms from Greek mythology. | <ul style="list-style-type: none"> ● Identify historic figures who have exemplified good citizenship; started new businesses; made contributions in the areas of civil rights, women's rights, military actions or politics; or who took risks to secure freedom. ● Family tree ● Name three types of themes in Greek myths: stories about heroes, stories about "how it came to be," and stories about the consequences of unwise behavior. | |
| District/School Texts | District/School Supplementary Resources | |
| <p><i>Greek Myth and Legends</i> <i>The Golden Fleece</i> <i>Theseus and the Minotaur</i> <i>*See 8th Grade Curriculum for complete details</i></p> | <p>Students will use their iPads in order to regularly access Google Classroom, PowerPoint presentations, Media Center, and teacher websites for internet links. Use internet sources to research and compare two mythological gods from two different cultures. Create several fictional gods to explain modern beliefs or natural and technological phenomena. IXL (Eighth Grade Language Arts) Khan Academy</p> | |
| “District/School Writing Tasks | | |
| <p>Greek Mythology instruction approaches the topic from a different theme and considers answers to such timeless questions as:</p> <ul style="list-style-type: none"> ● What is deity? What is a hero? ● What is a human being? | <p>The Student will be able to:</p> <ul style="list-style-type: none"> ● List salient elements of mythology. ● Define a selected list of literary terms. ● Apply literary terms to selected myths in a variety of ways. ● Demonstrate understanding of selected myths by completing a variety of tasks. ● Chronicle the important events of an emerging plot based on the chronology of | <p>Students will be exposed to a variety of Greek Mythology stories in this unit.</p> <p>There will be a combination of teacher-led reading, oral reading for meaning by students, and silent reading comprehension.</p> <p>Each myth will be analyzed for relevance, as well as meaning and interpretation.</p> |

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| <ul style="list-style-type: none"> • What is the relationship of human to god? • What is a myth? What is history? • Why are myths told? • How does recollection of the past affect the way humans live in the present? | <p>importance.</p> <ul style="list-style-type: none"> • Discuss various types of myths and their origins. • Observe the qualities and attributes of the classical hero. • Display recognition regarding the collective names and duties of the chief gods and goddesses from classical myths. • Describe the basic plots of several Greek myths. | |
| Instructional Best Practices and Exemplars | | |
| <p><i>Classical Mythology</i> is a survey of ancient Greek and Roman stories about heroes, gods, and the universe and illustrates the influence of these myths on the art, literature, and culture of the modern world.</p> | | |

Writing - Full Year

Course Description:

Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized, as well as making connections with literature, self, and our world. Grammar, sentence structure, and punctuation are highly stressed.

Students will write a research paper where the full research process is taught, emphasizing primary source selection, note taking, outlining, and proper citation use with MLA standards enforced.

Big Ideas: *Course Objectives / Content Statement(s)*

- **Writing Process.** Students will experience a variety of written tasks. The actual writing process will be taught systematically and reinforced throughout the year.
- With this type of organizational approach, students will become more proficient in their writing.

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| <p>Essential Questions</p> <ul style="list-style-type: none"> ● How can writing help students communicate their feelings effectively? ● What are the necessary elements of a strong introduction? ● How can students improve their structure and content when it comes to writing? ● What are the necessary elements of a well-written essay? ● Why is it wise to attempt compositional risk? ● How can technology support good writing? ● How important is correct punctuation and mechanics in writing? ● How can students recognize and apply different writing styles in order to communicate their ideas. | <p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Students will understand that... ● Good readers recognize and make connections as they anticipate, question, visualize, and evaluate the content and structure to better understand the author’s intended purpose. ● Language and word choice affect the ability to comprehend the literature in the context in which it is written. ● Strong readers recognize social injustice in a variety of forms and can apply to literary works being studied. ● Avid readers will gather and evaluate a variety of sources in order to present a position. |
| <p>Writing Genre:</p> <ul style="list-style-type: none"> ● Informational/Explanatory ● Literary Analysis/Research ● Routine Writing | <p>Examples, Outcomes, Assessments</p> <p><i>(see <u>note</u> below about the content of this section)</i></p> <p>Compare and Contrast – How are elements alike? How are they different?</p> <p>Cause and Effect – What is the cause? What is the effect?</p> <p>Problem and Solution – What is the problem? How can it be solved.</p> <p>Sequence/Order – What is the order?</p> <p>Description – What are all the parts of the idea? Who, what, where, when, how.</p> <p>Argumentative – Make an argument that is logical, well-reasoned, and supported by evidence.</p> <p>Informational – Conduct several research projects that address different aspects of the same topic, using more complex books, articles, and other sources.</p> <p>Narrative – Write a literary analysis report, or summary that develops a central idea and</p> |

a coherent focus and is well supported with relevant examples, facts, and details.
Continue structure of story incorporating literary devices.

Literary Analysis Task – Read and interact with two texts.

Research Simulation Task – Balance sources and synthesize

Explanatory – Quote interpretation.

Summary-Be able to create a brief overview of a chapter, story, scene from a play, etc.

Quick-Write - Students respond to a prompt within an allotted time.

Sample Assessments:

See above writing types.

Students will be able to read and recognize a variety of figurative language types, such as, simile, metaphor, idiom, and personification.

Students will use vivid verbs and precise nouns that energize the writing; strives for conciseness; words evoke vivid images through figurative language, uses fresh and original expression; sentences are carefully crafted.

Instructional Strategies:

Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.

Grammar is infused throughout.

Alternative Strategies (Accom. / Mod.)

- Learning Ally
- Snap & Read / Speech to Text
- Co-writer
- Newsela

Interdisciplinary Connections

In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

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| | <p>In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>Students will be required to apply formal language writing skills in other disciplines, such as science, social studies, and math.</p> <p>Technology Integrations: Including, but not limited to: Newsela, Teacher Websites, NY Times, Word, Google, BrainPop, Socrative, Google Classroom, Google Slides, PowerPoint, iMovie</p> <ul style="list-style-type: none"> ● IXL (English Grade Language Arts) ● Khan Academy <p>Global Perspectives</p> <p>Students will be able to write expressing their feelings and reactions on a deep and sophisticated level, as prompted by a variety of literature and real world issues as they explore the theme of social injustice and seek to make relevant connections.</p> |
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RESOURCES:

English Composition and Grammar by John E. Warriner

21st Century Skills:

- To recognize that word choice, grammar, and mechanics are essential in today's society.

21st Century Themes (as applies to content area):

- The responsibility of meaning and interpretation rests with the individual regarding language skills.
- Use language which is relevant and appropriate according to time period.

| Grade 8 Writing - All Year | | |
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| District/School Formative Assessment Plan | | District/School Summative Assessment Plan |
| <p>Writing Process. Students will experience a variety of written tasks. The actual writing process will be taught systematically and reinforced throughout the year. With this type of organizational approach, students will become more proficient in their writing.</p> <p>Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized, as well as making connections with literature, self, and our world. Grammar, sentence structure, and punctuation are highly stressed.</p> | | <p>Compare and Contrast – How are elements alike? How are they different?</p> <p>Cause and Effect – What is the cause? What is the effect?</p> <p>Problem and Solution – What is the problem? How can it be solved.</p> <p>Sequence/Order – What is the order?</p> <p>Description – What are all the parts of the idea? Who, what, where, when, how.</p> <p>Argumentative – Make an argument that is logical, well-reasoned, and supported by evidence.</p> <p>Informational – Conduct several research projects that address different aspects of the same topic, using more complex books, articles, and other sources.</p> <p>Narrative – Write a literary analysis report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details. Continue structure of story incorporating literary devices.</p> <p>Literary Analysis Task – Read and interact with two texts.</p> <p>Research Simulation Task – Balance sources and synthesize</p> <p>Explanatory – Quote interpretation.</p> <p>Summary-Be able to create a brief overview of a chapter, story, scene from a play, etc.</p> <p>Quick-Write - Students respond to a prompt within an allotted time.</p> <p style="text-align: center;"><i>Grammar is infused throughout.</i></p> |
| District/School Texts | | District/School Supplementary Resources |
| <p><i>English Composition and Grammar by John E. Warriner</i></p> | | <p>Including, but not limited to: Newsela, Teacher Websites, NY Times, Word, Google, BrainPop, Socrative, Google Classroom, Google Slides, PowerPoint, iMovie</p> <ul style="list-style-type: none"> ● IXL (English Grade Language Arts) ● Khan Academy |
| “District/School Writing Tasks | | |
| <p>Students will write a research paper where the full research process is taught, emphasizing primary source selection, note taking,</p> | <p>Outlined further in the Summative Assessment section.</p> | |

outlining, and proper citation use with MLA standards enforced.

Instructional Best Practices and Exemplars

Students will understand that...

Good readers recognize and make connections as they anticipate, question, visualize, and evaluate the content and structure to better understand the author's intended purpose.

Language and word choice affect the ability to comprehend the literature in the context in which it is written.

Strong readers recognize social injustice in a variety of forms and can apply to literary works being studied.

Avid readers will gather and evaluate a variety of sources in order to present a position.

Novel Study

Novel Study and Deciphering a Social Commentary

(Reading Information/Writing Information/Explanation)

Length of Unit: 1 Quarter

Anchor Standards

A.R1 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.

A.R2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

A.R3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

A.R5 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.

A.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. -

A.R8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

A.R9 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.

A.R10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. -

A.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

A.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

A.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A.W6 - Use technology, including the internet, to produce and publish writing and to interact w collaborate w others -

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

A.W10 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 tasks, purposes, and audiences.

A.SL1 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.

A.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

A.L2 - Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

A.L6 - 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.

Big Ideas: *Course Objectives / Content Statement(s)*

- Understand where stories come from and how an author chooses a topic - connection between historical and biographical events on narratives
- Recognize the universal aspect of literature by making text to world connections
- Decipher an author's comment on society and see relevance in today's world
- Develop abstract reasoning to identify symbols, allegories and allusions and how they develop theme
- Use textual evidence to support claims in speaking, formal writing, and informal writing

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How will students deconstruct symbols, allusions, and allegory and understand allusion to connect to theme?
- How will students recognize the universal aspect and contemporary relevance of literature?
- How is an author’s story a response to historical or life events?
- How will students identify author’s tone toward aspects of society?
- How will students analyze and compare texts?
- How will students develop and support claims?
- What aspects of style are unique to an author and how do they effectively convey information?

Enduring Understandings

What will students understand about the big ideas?

- Symbols/Allegory develop theme
- Authors’ allusions have significance
- Narratives make comments about society that are universal
- Authors deal with the same topics in different texts
- Textual evidence to support written and spoken reasoning
- Claims are supported with arguments and specific textual evidence
- Author has purpose behind each word choice, line placement, detail, and passage in developing a theme
- Authors develop similar themes in their body of work

Areas of Focus: Proficiencies

(Cumulative Progress Indicators, NJSLSELA)

Students will:

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

RL.8.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Examples, Outcomes, Assessments

Instructional Focus: (Objectives)

- Determine an author’s statement about life and society based on plot
- Make text-to-self and text-to-world connections to understand the universal quality of literature
- Foster empathy by imagining the foreign situations of the plot and understand more deeply “the other”
- Closely read the text to make inferences about the characters based on their speech and actions
- Use context and context clues to determine the meaning of unknown words when reading
- Use details from the text to draw relevant inferences
- Differentiate between the use of vague and specific support when citing text
- Utilize specific support in writing
- Analyze structure of an explanatory essay

RL.8.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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 a specific word choice on meaning and tone.

RL.8.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.8.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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

RI.8.2 Determine a central idea of a text and analyze its development over the course of the

- Write explanatory essay using effective claim, analysis, text evidence, and transitions
- Analyze literature using literary terms including characterization, allusion, theme, pathos, allegory and symbolism
- Compare and contrast characters and their traits from different pieces of literature
- When writing formally students will adhere to the conventions of standard English
- Engage in collaborative discussions both in class and online
- Debate opposing viewpoints based on issues presented in the plot of a novel

Sample Assessments: (name and describe assessments- ie. journal entries, mindmap, essay on --, etc)

- End of Novel Essay Exam
 - Writing a 5-paragraph argumentative essay
 - Writing a 5-paragraph essay based developing a theme
 - Write a 5-paragraph essay comparing and contrasting
 - Pre-planning based on chosen topic with textual evidence
 - Using specific textual support of arguments
 - Assessed using the 6-point PARCC writing rubric
- In-class writings
 - Pre-discussion writings based on prior night's reading.
 - Writings to activate prior knowledge
 - Developing proper essay format with a developed single focus
 - Topics include: Adam and Eve parables, Juana's limited role due to gender and patriarchy, symbols for American Dream obstacles, and Kino's changes, metaphorical - "flowers living on flowers" - analysis, role of technology in a society, and censorship
 - Assessed using teacher-developed rubric
- Reading Comprehension and Writing Pre-Assessment
 - Based on short story, "I Used to Live Here Once"
 - Literal and inferential based reading comprehension questions
 - Respond to a topic related to the reading through an explanatory paragraph
 - Writing assessed using the 6-point PARCC writing rubric
- Answering Reading Comprehension Questions
- Pearl Vocabulary quiz
- New York Times Editorials
 - Tool for contemporary relevance
- Wikispaces responses
 - Pre & Post discussion posts for formative assessment and ongoing discussion

text, including its relationship to supporting ideas; provide an objective summary of text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.5 Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.8 Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence or viewpoints.

RI.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence. (A-E)

Instructional Strategies: (all activities over the course of the unit- at least 10)

- Steinbeck, Bradbury Biographical Info
- American Dream Lesson (“Take a Stand” preassessment) Old World (Feudalism/Monarchies vs New World Democracy/Capitalism)
- Graded and Collected Chapter Study Guides focusing on evidence-based answers, proper mechanics, vocabulary, and discussion questions
- Pearl Chapter 1 Discussion based on Allusions, symbolism and Adam and Eve parallels
- Pearl Chapter 2 Discussion based on allegory, role of education in subjugating the poor - Mirage passage and Juana’s folly
- Pearl Chapter 3 Discussion based on nature’s allegory of predator/prey, obstacles to the American Dream and various forms of institutional racism in school funding and higher education costs.
- Pearl Chapter 4 Discussion based on flaws of capitalism and ethic of greed as a societal factor impeding the American Dream
- Pearl Chapter 5 Discussion based on Juana’s limitations as a woman and Kino’s tragic flaw.
- Pearl Chapter 6 Discussion based on how plot events help support a statement on society and connecting Feminist/Marxist Literary Theory to understand theme.
- 1950’s historical background re post WW2, atomic age, Cold War and McCarthyism to introduce Fahrenheit.
- Correct in-text citation format for research-based argumentative writing.
- Chapters of Martian Chronicles and “All Summer in a Day” to introduce themes and style of Bradbury with identification of interpretive and thematic lines
- Fahrenheit 451 Part 1 - “Hearth and Salamander” discussions to introduce characterizations, representations of society, flaws of society, and Bradbury’s initial themes regarding contemporary times.
- Fahrenheit 451 Part 2 - “Sieve and Sand” discussions to highlight character changes, significance of allusions, and author style
- Fahrenheit 451 Part 3 - “Burning Bright” discussions to highlight author’s style, tone toward a subject, and plot events that help support Bradbury’s themes.
- Bradbury Author emulation assignment
 - Make a social commentary regarding a problem in today’s society
 - Develop and show a theme using plot
 - Active voice
 - Figurative Writing
 - Allusions
 - Meaningful dialogue punctuated with actions or physical description

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purposes and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.10 Write 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 audience.

SL 8.1 Engage effectively in a range of collaborative discussions with diverse partners on

- Symbolism
- Varied Expositions/Denouements
- Creation of a hated villain and a sympathetic protagonist
- Style analysis make comparisons between Bradbury’s work and the student’s making judgments regarding effectiveness and purpose
- Library research project/paper.
 - Multimedia resources to develop a body of knowledge of a socially relevant topic
 - Follow the research process as outlined by the Media Center to create a well-supported argumentative essay with citations and bibliographic information

Interdisciplinary Connections

- Feudalism/Capitalism (SS)
- Democracy/Feudalism (SS)
- Marxist Literary Theory (SS)
- Feminist Literary Theory (SS)
- Principles of Capitalism (SS)
- Obstacles to the American Dream (SS)
- Cold War (SS)
- McCarthyism (SS)
- WW II (SS)
- Atomic Age (SS)
- Rise of Technology in Society (Science and SS)

Technology Integration

- Wikispaces - lecture notes & pre/post discussions
- New York Times - weekly online editorial reading assignments

Global Perspectives

- Concepts of Institutional Racism
- Articles/Editorials/Current events from various news sites to draw connections
- Immigration reform and open borders in connection with xenophobia - McCarthyism and Terrorism

grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (A - D)

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

L.8.1 Demonstrate command of convention of standard English grammar and usage when writing or speaking. (A-D)

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

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

B. Use of verbs in active and passive voice....

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies. (A-D).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (A-C).

Texts and Resources

Author

Title

PDF

John Steinbeck

The Pearl

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| John Steinbeck | <i>Of Mice and Men</i> |
| Ray Bradbury | <i>Fahrenheit 451</i> |
| Ray Bradbury | “All Summer in a Day” |
| Ray Bradbury chapters <i>Martian Chronicles</i> <ul style="list-style-type: none"> ● “There Will Come Soft Rains” ● “The Million-year Picnic” ● “Rocket Summer” ● “Ylla” ● “The Earthmen” | |
| nytimes.com | |
| Lois Lowry | <i>The Giver</i> |
| Autobiography | <i>Anne Frank: The Diary of a Young Girl</i> |
| Susan Campbell Bartoletti | <i>The Boy Who Dared</i> |

| Grade 8 Novel Study | |
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| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <i>Reading Comprehension Guides per chapter</i> <i>Classroom Discussions</i> <i>In Class Writings</i> <i>Online Discussion Posts - pre/post discussion</i> <i>Writing Prompts</i> <i>Vocabulary Quizzes</i> | <i>End of Unit Essay Tests</i> <i>Emulation Narratives - style reflection</i> <i>Social Injustice Research Project</i> |
| District/School Texts | District/School Supplementary Resources |
| <i>The Pearl</i> <i>Of Mice and Men</i> <i>Anne Frank: The Diary of a Young Girl</i> <i>The Giver</i> <i>The Boy who Dared</i> | <i>Videos versions of texts</i> <i>News Articles related to theme</i> |

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| <i>Fahrenheit 451</i> | | |
| <i>Martian Chronicles</i> | | |
| <i>The New York Times</i> | | |
| “District/School Writing Tasks | | |
| Primary Focus <i>Argumentative Writing</i> <i>Research-based writing</i> <i>Persuasive Writing</i> | Secondary Focus <i>Narrative writing</i> <i>Author Style Emulations</i> | Routine Writing <i>Reader reactions</i> <i>Journal writing</i> <i>In-class writing</i> |
| Instructional Best Practices and Exemplars | | |
| <ul style="list-style-type: none"> ● Reflecting on current societal issues to apply to a narrative. ● Socratic discussion circles ● Incorporating research into a narrative to teach a theme/lesson concerning a current societal issue. ● Emulation based writing - “Read Like a Writer” | | |

GREEK MYTHOLOGY - Legends and Myths

Course Description:

Classical Mythology is a survey of ancient Greek and Roman stories about heroes, gods, and the universe and illustrates the influence of these myths on the art, literature, and culture of the modern world.

Big Ideas: *Course Objectives / Content Statement(s)*

Greek Mythology instruction approaches the topic from a different theme and considers answers to such timeless questions as:

- What is deity? What is a hero?
- What is a human being?
- What is the relationship of human to god?
- What is a myth? What is history?
- Why are myths told?
- How does recollection of the past affect the way humans live in the present?

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| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> ● What are legends and myths? ● In what ways are stories that come from oral tradition different from written stories with a specific author? ● How do the traits of a legendary hero exemplify the values of the culture from which the legend originated? ● In what ways do myths illustrate the belief systems and customs of the cultures that create them? ● What does it mean to be a good person. ● What does it mean to be a great person, a hero? ● Do you have a hero? Is he or she as good of a person as the Ancient Greek heroes? | <p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Legends are traditional stories based on historical figures and usually exaggerate. ● Myths are ancient stories whose authors are unknown that attempt to explain a belief, custom, or force of nature by telling of gods and goddesses and their interventions in the lives of mortals. ● Understanding the legends and myths of a particular society helps one understand and relate to that society's culture and history. ● Stories that are passed on through the oral tradition illustrate culture while also helping to shape culture. ● Fantasy/Creation myths (Heroism) ● Storytelling/Origins ● Universal Ideas ● Symbols |
| <p>Areas of Focus: Proficiencies (<i>Cumulative Progress Indicators</i>)</p> <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> | <p>Examples, Outcomes, Assessments</p> <p>Instructional Focus: (Objectives):</p> <ul style="list-style-type: none"> ● List salient elements of mythology. ● Define a selected list of literary terms. ● Apply literary terms to selected myths in a variety of ways. ● Demonstrate understanding of selected myths by completing a variety of tasks. ● Chronicle the important events of an emerging plot based on the chronology of importance. ● Discuss various types of myths and their origins. ● Observe the qualities and attributes of the classical hero. ● Display recognition regarding the collective names and duties of the chief gods and goddesses from classical myths. ● Describe the basic plots of several Greek myths. <p>Sample Assessments:.</p> <ul style="list-style-type: none"> ● List the qualities they consider necessary in a hero. |

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.8 (RL.8.8 not applicable to literature)

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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

- Describe the lives and deeds of national, state and/or local heroes.
- Identify historic figures who have exemplified good citizenship; started new businesses; made contributions in the areas of civil rights, women's rights, military actions or politics; or who took risks to secure freedom.
- The student will understand by doing their family tree how the ancient Greeks thought the world began by looking at a family tree for the gods.
- Discuss three types of themes in Greek myths: stories about heroes, stories about "how it came to be," and stories about the consequences of unwise behavior.
- Cite examples of contemporary use of terms from Greek mythology.
- Context clues to determine meaning.

Instructional Strategies:

- Students will be exposed to a variety of Greek Mythology stories in this unit.
- There will be a combination of teacher-led reading, oral reading for meaning by students, and silent reading comprehension.
- Each myth will be analyzed for relevance, as well as meaning and interpretation.

Interdisciplinary Connections

Social Studies:

- Heros/World Leaders
- What lessons can we learn from the study of ancient Greek mythology that can be applied today to address social and ethical attitudes?

Science:

- They both attempt to provide answers to the "mysteries of the universe."

Technology Integrations

- Students will use their iPads in order to regularly access Google Classroom, PowerPoint presentations, Media Center, and teacher websites for internet links.
- Use internet sources to research and compare two mythological

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| | <p>gods from two different cultures.</p> <ul style="list-style-type: none"> ● Create several fictional gods to explain modern beliefs or natural and technological phenomena. <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Creation Myths - How the world began and how people first came to be. ● How and where do we see Greek myth alluded to in our culture today? ● How is Greek mythology evident in our culture today? What allusions are there to these stories? |
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Greek Myths and Legends

- *“The Palace of Olympus”*
- *“The Trickery of Hermes”*
- *“The Story of Prometheus”*
- *“The Loves of Apollo”*
- *“Arachne”*
- *“Phaethon, Son of Apollo”*
- *“Echo and Narcissus”*
- *“The Pomegranate Seed”*
- *“Theseus and the Minotaur”*
- *“The Labors of Hercules”*
- *“Odysseus and Polyphemus”*
- *“Perseus”*
- *“Pegasus and Bellerophon”*
- *“The Golden Fleece”*
- *“Theseus and the Minotaur”*

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

- Why do people tell myths, legends, and folktales?

Critical Thinking and Problem Solving

- How do myths, legends, and folktales give people a new way of looking at the world? How can we challenge this thinking?

Communication and Collaboration

- How do myths, legends, and folktales help people understand their world?

Information Literacy

- How does our knowledge of recently studied Greek mythology aid us as readers in constructing meaning from texts we encounter everyday such as signs, articles, literature, and advertising?

Media Literacy

- Symbols, logos, and slogans

Life and Career Skills

- How do myths reflect virtues that a society values?
- What human characteristics lead to failure? Success?

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

- What do people through the ages have in common?

Civic Literacy

- Now that you have a good idea of what it means to be a good person, can you convince others to be good people?

Health Literacy

Maintaining good health and preventing or curing illnesses, diseases, and afflictions.