Course Title: English 8

Subject: Language Arts Literacy

Grade Level: 8

Duration: Full Year

Prerequisite: English 7

Elective or Required: Required

Language Arts Literacy Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

The eighth grade English program is an integrated language arts program, offering high-quality, appealing, traditional, and contemporary literary selections, writing instruction, and activities that will guide students into, through, and beyond literature. Emphasis on language as a communicative process central to all human experience empowers students to construct meaning from literature and life.

Author: Matthew Cannici & Courtney Curtis
Date Submitted: Summer 2015
Approximate # of Weeks: 3 weeks

Essential Questions:
- How does literature reflect the context in which it was written?
- What role does literature play in our society?
- What is the role of speculation in dystopian fiction?
- What are the uses of the science fiction genre?

Upon completion of this unit, students will be able to:
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.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.
- CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

Interdisciplinary Standards (njcccs.org):
- 9.1- 21st-Century Life & Career Skills
- 2.2- Integrated Skills
- 8.1- Educational Technology

Activities:
- Infographic charts outlining student interpretations of Guy Montag’s world
- Google Classroom posts about reactions to major scenes in the novel
- Annotation of passages that display strong similarity/difference to the modern world
- Drafting of short essay through Google Documents

Writing Assignments:
- Compose a compare & contrast paper highlighting the similarities or differences between the vision of the novel and the reality of today’s world.
- Compose an extension of a section of the novel that diverges from the actual climax and resolution.

Enrichment Activities:
- Construct a full-scale model of the mechanical hound from Fahrenheit 451.
- Create an evidence-based map of the world Montag inhabits.
- Research pyromania and accounts of pyromaniacs.
- Explore other examples of government conspiracies to suppress information and education from the public.

Methods of Assessment/Evaluations:
- Guided and independent annotation
- Socratic seminar
- Story extension
- Google classroom quiz
- Online discussion board
- Theme mix and match
- Comic generation based on the text
- Crowd-sourced quotation archive
- Print or digital generation of writing guidelines

Resources: Texts, Literature (RL), Information (RI):
- Fahrenheit 451
- Excerpts from autobiographical articles by Ray Bradbury
- The New York Times article on science fiction
- The New Yorker articles on science fiction
- Junot Diaz on science fiction.

Online Resources:
- Teacher webpage
- Infographic
- Google Apps for Education (GAfE)
- Online discussion board
Approximate # of Weeks: 4

Essential Questions:
- How does figurative language enhance the genre of memoir?
- What role does empathy play in the construction of meaning in memoir?
- How does historical information about the Holocaust enhance the reading of first-person accounts?

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- CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- CCSS.ELA-LITERACY.RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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- CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
- CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.ELA-LITERACY.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 herefor specific expectations.)
- CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.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.

Interdisciplinary Standards (njccs.org):
- 6.2- World History/Global Studies
- 6.3- Active Citizenship in the 21st Century
- 2.2- Integrated Skills
- 8.1- Educational Technology

Activities -
- Webquest to gain background knowledge of Elie Wiesel and the Holocaust
- Utilize an online presentation tool to present background research
- Participate in a moderated Google classroom discussion
- Utilize the United States Holocaust Memorial Museum website to research

Writing Assignments:
- Write a passage of memoir related to an event that forced you to reevaluate something in your life.
- Compose a two-voice poem comparing Elie Wiesel’s experience and your own.
- Compose a research-based presentation on the Holocaust.
- Compose an analytical essay about the figurative language in Night by Elie Wiesel.

Enrichment Activities:
- Interview someone whose story you think should be remembered. Transcribe a portion of the interview as well as create a piece based on what you learned. The piece may be a drawing, painting, a series of poems, a short story, etc.
- Report on a visit to a Holocaust museum or memorial.
- Read The Sunflower by Simon Wiesenthal.
- Compose a letter to Elie Wiesel describing your experience of reading his memoir.
- Maintain a diary throughout the year, chronicling your life.

Methods of Assessment/Evaluations:
- Reading quizzes
- Two-voice poem
- WebQuest
- Research USHMM
- Online presentation
- Test
Resources: Texts, Literature (RL), Information (RI):
  ● Night
  ● “The Sunflower Synopsis” Simon Wiesenthal

Online Resources:
  ● Google Apps for Education (GAfE)
  ● USHMM Website
  ● Behind the scenes at Auschwitz
  ● Prezi, Pear Deck
Approximate # of Weeks: 5

Essential Questions:
- How does an author incorporate political attitudes into a work of fiction?
- What does the form in which an author writes have to do with audience she is trying to reach?
- What are the responsibilities of those in power?

Upon completion of this unit, students will be able to:
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- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
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- CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.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.

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

CCSS.ELA-LITERACY.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 herefor specific expectations.)

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

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

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.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.

Interdisciplinary Standards (njcccs.org):
6.2 - World History/Global Studies
6.3 - Active Citizenship in the 21st Century
8.1 - Educational Technology

Activities:
- Participate in Google Classroom discussion boards based on TED talks germane to the course of the novella.
- Online timeline creation in order to keep track of the revolutionary changes in the government of Animal Farm
- Digital portfolio creation of a composite archive of the Russian Revolution and Orwell’s life and reportage.
- Lucidchart allegiance creation to track the fluidity of groups in the novella.
- Podcast recording connecting historical and psychological studies to the piece.

Writing Assignments:
- Research paper relating the Russian Revolution or rise of despotism to the arc of the novella.
- Compose a series of interior monologues of individual characters situated in specific moments in the novella.
- Compose an argumentative paper describing the most egregious violations of the seven commandments.
- Research and evaluate methods of propaganda throughout history.
- Construct a debate between two or more characters outlining the pros and cons of remaining on Animal Farm.

Enrichment Activities:
- Construct a model government
- Compare the government created in Animal Farm with another government from dystopian fiction.
- Prepare and deliver an acceptance speech as you take over as ruler of your subjects.

Methods of Assessment/Evaluations:
- Reading check quizzes
- Research and Comparison Essay
- Government project that illustrates understanding of propaganda techniques
- Exit slips
- Daily journals
Resources: Texts, Literature (RL), Information (RI):

- *Animal Farm*
- George Orwell supplemental pieces:
  - “Revenge is Sour”
  - “Politics and the English Language”
  - from *Inside the Whale and Other Essays* and *All Art is Propaganda*
- Plato’s Allegory of the Cave
- “Declaration of Independence”

Online Resources:

- YouTube
- Google Apps for Education (GAfE)
- Chromebooks
- Lucidcharts
- Prezi
- Crash Course
- TED Talks (TEDed)
English 8
Unit 4: Poetry

Approximate # of Weeks: 3

Essential Questions:
● How does poetry’s form affect its function?
● How do poetic devices affect a piece’s meaning and how we read, see, and interpret a poem?
● In what ways does poetry act as a voice for a particular time and place?

Upon completion of this unit, students will be able to:
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RI.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.
● CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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● CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
● CCSS.ELA-LITERACY.RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
● CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
● CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
● CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence
● CCSS.ELA-LITERACY.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.
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CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.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.

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

CCSS.ELA-LITERACY.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 herefor specific expectations.)

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

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CCSS.ELA-LITERACY.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.

Interdisciplinary Standards (njcccs.org)

1.1- The Creative Process
8.1- Educational Technology
2.2- Integrated Skills

Activities:
- Students will work their way through a poetry packet including exemplar poems and poetic devices and forms.
- Students will annotate poetry for figurative language and meaning.
- Students will adopt the style of individual poets to express their own meaning.
- Seminar and discuss the meaning of poems that treat upon similar themes.
- Students will research a poem or poet and devise a “lesson” to inform their peers of their findings.
- Create a graphic representation of poems that maintains the style and spirit of the poem.
- Create an activity that demonstrates understanding and analysis of particular poems and poets.
- Select a song that connects to the theme of a particular poem.

Writing Assignments:
- Create a poem for each genre of poetry studied (haiku, free verse, rhyming couplet, narrative) all with a common theme or subject.
- Create a prose poem.
● Create a researched presentation on a specific poem within the context of different genre/movements in poetry and present using multimedia tools.

**Enrichment Activities:**

● Research specific poets within the movements studied in class.
● Illuminate a famous poem with illustrations that match the voice and themes of the piece.
● Write an essay about how one poem works well with another piece of literature studied this year.

**Methods of Assessment/Evaluations:**

● Poetic form packet and exemplar poems.
● Research presentation.
● Class discussions
● Quizzes
● Poetry composition.

**Resources: Texts, Literature (RL), Information (RI):**

● Poetry from major writers in the following movements:
  ○ Harlem Renaissance
  ○ Modernism
  ○ Imagism
  ○ Blue poetry
  ○ Haikus
  ○ Songs

**Online Resources:**

● Google Apps for Education (GAfE)
● Poetry Out Loud
● Presentation web tools (Prezi, Pear Deck, etc.)
● Library of Congress website.
English 8
Unit 5: Psychology and the Short Story

Approximate # of Weeks: 4

Essential Questions:
● What should the boundaries of science be?
● What is intelligence?
● How does voice and tone affect character development?

Upon completion of this unit, students will be able to:

● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RI.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.
● CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
● CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
● CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
● CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
● CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
● CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
● CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
● CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
● CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence
• CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
• CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
• CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
• CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
• CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
• CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
• CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
• CCSS.ELA-LITERACY.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.
• CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
• CCSS.ELA-LITERACY.SL.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
• CCSS.ELA-LITERACY.SL.8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
• CCSS.ELA-LITERACY.SL.8.4 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.

Interdisciplinary Standards (njcccs.org):
• 9.1 21st century Life & Career Skills
• 8.1 Computer and Information Literacy
• 8.2 Technology Education
• 6.3 Active Citizenship in the 21st Century

Activities:
• Complete sample psychological evaluations to connect with the experiences of a character in a short story.
• Keep a companion journal with responses to pieces, writing from the perspective of a character in the work.
• Create a graphic representation of Charlie Gordon’s thoughts, feelings and understanding of the world around him.
• Create a social media profile for one of the major characters in the short story.
Annotate and correct Charlie’s progress reports to track changes in his mental ability.

**Writing Assignments:**
- Write a persuasive letter in the voice of Charlie to the doctors either asking them to continue or discontinue their work based on the experiences Charlie has had both before and after the operation.
- Compose a two-voice poem exploring the differences and similarities between a character before and after a major change.
- Students will engage in a debate regarding the pros and cons of genetic enhancement.
- Explore and evaluate the presence of the seven types of conflict within the short story.

**Enrichment Activities:**
- Students will create their own Rorschach ink blots as well as interpret others. In addition, students can create a short story based on their ink blot analysis.
- Research types of intelligence and determine with what intelligences each student excels
- Students will examine how the writing of Charlie changes throughout his journals that reveal character development and understanding
- Discuss the questions of how far science should interfere with individual genetic make-up.
- Research the ethics of genetic testing both historically and in the present day.

**Methods of Assessment/Evaluations:**
- Perspective piece
- Persuasive letter
- Multiple choice and short answer test
- Exit slips
- Daily journals
- Debate presentation and writing
- Benchmark research assignments

**Resources: Texts, Literature (RL), Information (RI):**
- Flowers for Algernon
- Gardner’s Multiple Intelligences
- “The Story of Prometheus and Fire”

**Online Resources:**
- Google Apps for Education (GAfE)
- SMARTboard
- Library research databases
- Online intelligence tests
- Audio version of Flowers for Algernon
English 8
Unit 6: The Individual vs. Himself

Approximate # Of Weeks: 5

Essential Questions:
● Are human beings innately good or innately evil?
● What role does society play in shaping the natural instincts and inclinations of a human being?
● Are those who are privileged have a responsibility to help those who are less fortunate?

Upon completion of this unit students will be able to:
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● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.RI.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.
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● CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
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● CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
● CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
- CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively as well as to interact and collaborate with others.
- CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.ELA-LITERACY.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.)
- CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.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.

Interdisciplinary Standards:
- 9.1 21st century Life & Career Skills
- 8.1 Computer and Information Literacy
- 8.2 Technology Education
- 6.3 Active Citizenship in the 21st Century

Activities:
● Students will participate in Socratic Seminar discussions to explore the responsibility of George to care for Lennie.
● Students will examine symbols in Of Mice and Men.
● Conduct a mock trial of George/Lennie’s guilt.

Writing Assignments:

● Timed in-class essay on Of Mice and Men.
● Response to mock trial.
● Students will write a persuasive piece delineating their point of view on the responsibility of the more fortunate to help the less fortunate.

Enrichment Activities:

● Read another work by any author in this unit.
● Read The Tortilla Curtain by T. C. Boyle for a fictional look into modern migrant workers
● Research the plight of modern migrant workers
● Watch a film version of Of Mice and Men

Methods of Assessments/Evaluation:

● Unit Tests
● Reading Quizzes
● Mock Trial Participation
● Class Discussion
● Visual representation of quotations
● Persuasive speech on a social issue
● Vocabulary quiz

Resources:
Of Mice and Men, by John Steinbeck (RL)

Online Resources:
● Google Apps for Education (GAfE)
English 8
Unit 7: Drama and To Kill a Mockingbird

Approximate # of Weeks: 6

Essential Questions:
● What is the role of dialogue in development of characters and setting?
● What is the role of the reader when engaging in a dramatic text?
● How does representation in different media affect a story?
● How does understanding of others (or the lack of it) affect how people treat one another?

Upon completion of this unit, students will be able to:
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
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● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
● CCSS.ELA-LITERACY.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.
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● CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
● CCSS.ELA-LITERACY.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.

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

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

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● CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

● CCSS.ELA-LITERACY.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.

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● CCSS.ELA-LITERACY.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.

Interdisciplinary Standards (njcccs.org):

● 9.1 21st Century Life and Career SKills
● 8.1 Computer and Information Literacy
● 6.1 U.S. History: America in the World
6.3 Active Citizenship in the 21st Century

Activities:

- Students will create infographic reference sheets outlining major drama terms and elements.
- Students will conduct a WebQuest to gather understanding of historical setting of the story.
- Students will conduct oral and silent readings of a dramatic adaptation of Mockingbird text with group members.
- Annotate dialogue and stage directions for meaningful character, setting and plot development.
- Students will create and add small portions of dialogue to demonstrate understanding of characters and time period.
- Students will analyze symbols present in Mockingbird text.
- Students will participate in Socratic Seminar discussions to discuss meaningful passages from the novel.
- Create a timeline of major evidence presented in the trial and write a prediction for the trial’s outcome.

Writing Assignments:

- Analyze the development of one or more major characters in the novel.
- Write a dramatic monologue from the perspective of one of the characters.
- Write an appeal to the verdict of the Tom Robinson trial.

Enrichment Activities:

- Research the cultural/racial setting of both the 1960’s and the 1930’s
- Research courtroom procedures to better understand the case Atticus Finch has to create to prove Tom Robinson innocent.
- View and discuss a short piece on the Scottsboro Boys as a means of introduction to the novel

Methods of Assessment/Evaluations:

- Reading quizzes
- Class Discussion
- Exit slips
- Daily journals

Resources: Texts, Literature (RL), Information (RI):

- To Kill a Mockingbird by Harper Lee
- To Kill a Mockingbird: a play adapted by Christopher Sergel
- Library of Congress online database

Online Resources:

- Google Apps for Education (GAfE)