

Fair Lawn Public Schools

Fair Lawn, NJ

Literature Connections Grade 8

August

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Literature Connections 8 is an English course that was developed by the Fair Lawn English Language Arts Grade 8 Team and aligned to the Grade 8 New Jersey Student Learning Standards Initiative.

Fair Lawn School District

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Literature Connections 8

I. Course Synopsis

The Grade 8 Literature Connections course is closely aligned to the English Language Arts New Jersey Student Learning Standards. The focus of this course is on literature-based text analysis and critical thinking, which prepares students to be analytical about resources and ideas as presented in novels, drama, nonfiction, research, and film. Each marking period is dedicated to one of the following themes: “Coming-of-Age,” “Overcoming Adversity,” “The Struggle for Independence,” and “Power and Pride.” The readings will either revolve around the historical time periods or reflect the key themes and ideologies of each era explored within the eighth grade Social Studies Curriculum. There will also be opportunities for students to choose relevant texts that interest them as part of their studies. This Literature Connections course focuses primarily on narrative writing, information writing, and document-based analytical writing while also affording each student the opportunities to practice reader’s response to open-ended questions through journaling and discussion. Ultimately, timed and processed writing opportunities will assess a student’s ability to compose multi-paragraph responses that require students to use direct quotations, infer, paraphrase and integrate ideas proposed in multiple sources to ultimately promote an original thesis or claim.

II. Philosophy & Rationale

This course is designed to foster in students an attitude towards reading which will help them gain a broader perspective of our world. Students also will see the importance of connecting historical events to the world in which we live to promote an attitude in all students of tolerance and understanding of people, cultures and societies. Simultaneously, each student will be afforded the skills of understanding and connecting universal themes to their own lives. Once more, students will be guided in their discussion and writing development with a responsive and academic approach.

Teachers use English Language Arts New Jersey Student Learning Standards to create specific and measurable learning goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 8; teachers will look to the more general anchor standards and the New Jersey Department of Education’s curriculum framework (<http://www.nj.gov/education/cccs/frameworks/ela/>) for guidance. The comprehensive standards are available at: <http://www.state.nj.us/education/cccs/2016/ela/>. Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student’s interests and assessment data.

A. Philosophy and Rationale in Scaffolding Reading Instruction

Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

1. Reading More

In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students in each marking period (in Language Arts or Literature Connections). Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor. The following questions support proficient reading reflection:

[A good reader asks...]

- What reading strategies impact comprehension?
- How does what you experience in life impact your interpretation of text?
- What additional perspectives are necessary for an enhanced understanding of the text?
- What parts of the text are most significant? Why?
- What is the author's purpose?
- What do you want to know more about?
- How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

2. Sharing Ideas about Reading

In addition to written discussion and small-group collaboration, the Fair Lawn Language Arts Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize "Turn and Talk" (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.

3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.
4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character’s motivation? Or, what is the most important information in the text?)

3. Explicit Instruction in Reading Strategy

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke’s *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, “Think Aloud” (p. 62), “Pair Reading” (p. 66), and “Text Annotation” (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

a. ACHIEVE 3000 Reading Comprehension Assessment Support

All Grade 8 students participate in the ACHIEVE 3000 Level Set Assessment. This research-based assessment generates a Lexile reading measure for each student. In turn, this assessment data supports differentiated instruction by engaging students in texts at their independent reading levels with consistent challenge to improve nonfiction reading skills.

B. Writing Scaffolding

Writing instruction in the Fair Lawn Language Arts Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks...]:

- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer's audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

Processed Writing Resources:

1. Although this course is novels-based, tools for writing development are integrated in the grade-specific textbook used in the Language Arts course. In particular, a hard copy of the *Common Core Edition Holt McDougal Literature* textbook is available in the classroom's workshop approach, while an online copy of the text is available to students at home.
2. In addition, the Fair Lawn Language Arts Department uses the *Purdue Online Writing Lab (OWL) web site* (<http://owl.english.purdue.edu/>) as a resource for facilitating the academic writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Teachers create teaching points for writing instruction in collaboration in planning and with Fair Lawn students in mind.
3. The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing. These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn Language Arts students in mind. For example, the Fair Lawn Language Arts Department and Social Studies Department collaborated on an integrated expectation for document-based essay writing across the two subjects. These writing plans are shared in a department Google Drive. In addition, each writing assignment is supported with a clear writing expectation as represented in a writing rubric.

III. Scope & Sequence

There are four thematic and genre-based units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Literary Terms, and Grammar is embedded in each unit.

Marking Period 1	Marking Period 2
<p>Unit 1 <u>Theme:</u> Coming of Age</p> <p>Core Texts (options include):</p> <ul style="list-style-type: none"> • <i>House on Mango Street</i> by Sandra Cisneros • <i>The Outsiders</i> by S.E. Hinton <p>Film Study:</p> <ul style="list-style-type: none"> • <i>The Outsiders</i> film study <p>WRITING FOCUS: Speculative Narrative</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> ✓ House Activity Pack- <i>The House on Mango Street</i> (http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/1214/house-mango-street-activity-pack.pdf) ✓ https://owl.english.purdue.edu/owl/ ✓ http://www.parconline.org/ ✓ Cruz, Felicia J. "On the "Simplicity" Of Sandra Cisneros's <i>House on Mango Street</i>." <i>Critical Insights: The House on Mango Street</i>. 56-94. n.p.: Salem Press, 2010. <i>Literary Reference Center</i>. Web. 12 July 2016. ✓ Sánchez, Reuben. "Remembering Always To Come Back: The Child's Wished-For Escape and the Adult's Self-Empowered Return in Sandra Cisneros's <i>House On Mango Street</i>." <i>Critical Insights: The House on Mango Street</i>. 382-405. n.p.: 2010. <i>Literary Reference Center</i>. Web. 12 July 2016. 	<p>Unit 2 <u>Theme:</u> Overcoming Adversity</p> <p>Core Texts (options include): <u>Holocaust Unit</u></p> <ul style="list-style-type: none"> • <i>The Diary of Anne Frank</i> (play) by Albert Hackett and Frances Goodrich • <i>The Diary of a Young Girl</i> • <i>One Survivor Remembers</i> Documentary • Non-fiction articles/Literature Circles • <i>The Chosen</i> by Chaim Potok <p>Film Study:</p> <ul style="list-style-type: none"> • <i>The Diary of Anne Frank</i> • <i>Anne Frank: The Whole Story</i> • <i>Six Million Paperclips</i> • <i>One Survivor Remembers</i> (Teaching Tolerance) • <i>The Chosen</i> <p>WRITING FOCUS: Research Simulation Task</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> ✓ https://owl.english.purdue.edu/owl/ ✓ http://www.parconline.org/ ✓ "The Thing about Feathers - Poetry Foundation." <i>Poetry Foundation</i>. Poetry Foundation, n.d. Web. 12 July 2016. http://www.poetryfoundation.org/poems-and-poets/poems/detail/57719 ✓ Lewis, Kristin. "The Girl Who Lived Forever." <i>Scope Scholastic Magazine</i>. April 2015. ✓ MenemshaFilmsUS. "60 Minutes: Sir Nicholas Winton "Saving the Children"" <i>YouTube</i>. YouTube, 27 May 2014. Web. 12 July 2016. https://www.youtube.com/watch?v=c0aoifNziKQ ✓ Johann Wolfgang von Goethe. "On the Divine." https://haitiholocaustsurvivors.wordpress.com/documents/on-the-divine-by-goethe/

Marking Period 3	Marking Period 4
<p>Unit 3 Theme: Struggle for Independence</p> <p>Core Texts (options include):</p> <ul style="list-style-type: none"> • <i>Freak the Mighty</i> by Rodman Philbrick • <i>Flowers for Algernon</i> by Daniel Keyes • <i>The Lightning Thief</i> by Rick Riordan • <i>Anthem</i> by Ayn Rand • <i>Inherit the Wind</i> by Lawrence and Lee <p>Film Study:</p> <ul style="list-style-type: none"> • <i>Charly</i> • <i>Flowers for Algernon</i> • <i>The Lightning Thief</i> • <i>Freak the Mighty</i> • <i>The Village</i> • <i>Inherit the Wind</i> <p>WRITING FOCUS: Literary Analysis/Narrative</p> <p>Resources:</p> <ul style="list-style-type: none"> ✓ Essay Contest & Background https://www.aynrand.org/novels/anthem ✓ https://owl.english.purdue.edu/owl/ ✓ http://www.parconline.org/ ✓ Benfey, Theodor. "Living at the Science-Religion Interface." <i>This I Believe</i> podcast. October 26, 2015. http://thisibelieve.org/essay/16363/ ✓ "Timeline: Remembering the Scopes Monkey Trial." <i>NPR</i>. NPR, n.d. Web. 12 July 2016. http://www.npr.org/2005/07/05/4723956/timeline-remembering-the-scopes-monkey-trial ✓ McGuinnis, Alex. "Allness In Language And Politics." <i>ETC: A Review Of General Semantics</i> 64.2 (2007): 108-110. <i>Literary Reference Center</i>. Web. 12 July 2016. (<i>Anthem</i> Literary Analysis) http://web.b.ebscohost.com/lrc/detail/detail?vid=10&sid=62bfddd9-b4a0-4b7c-b1a2-9efb7055a05d%40sessionmgr104&hid=107&bdata=JnNpdGU9bHJlWxpdmU%3d#AN=24993195&db=lfh ✓ "What Does IQ Really Measure?" <i>Science</i>. N.p., 25 Apr. 2011. Web. 12 July 2016. http://news.sciencemag.org/2011/04/what-does-iq-really-measure ✓ Hurley, Dan. "Can You Make Yourself Smarter?" <i>The New York Times</i>. The New York Times, 21 Apr. 2012. Web. 12 July 2016. http://www.nytimes.com/2012/04/22/magazine/can-you-make-yourself-smarter.html?pagewanted=all&_r=0 	<p>Unit 4 Theme: Power and Pride</p> <p>Core Texts (options include):</p> <ul style="list-style-type: none"> • <i>The Hunger Games</i> by Suzanne Collins • <i>Julius Caesar</i> by William Shakespeare • <i>The Pearl</i> by John Steinbeck <p>Film Study:</p> <ul style="list-style-type: none"> • <i>Julius Caesar</i> • <i>The Hunger Games</i> • <i>The Pearl</i> • <i>John Q</i> <p>WRITING FOCUS: Literary Analysis/Narrative</p> <p>Resources:</p> <ul style="list-style-type: none"> ✓ Girard, René. "Collective Violence And Sacrifice In Shakespeare's Julius Caesar." <i>Ordering Mirror</i> (1993): 221-242. <i>Literary Reference Center</i>. Web. 12 July 2016. ✓ Studio 360 Podcast: "All Shakespeare All the Time" ✓ https://www.wnyc.org/radio/#/ondemand/595296 published April 14, 2016 ✓ Bowers, Kristen. <i>Julius Caesar by William Shakespeare: Literature Guide</i>. Victorville, CA: Secondary Solutions, 2006. Print. ✓ https://owl.english.purdue.edu/owl/ ✓ http://www.parconline.org/ ✓ Simmons, Amber M. "Class on Fire: Using the Hunger Games Trilogy to Encourage Social Action." <i>Journal of Adolescent & Adult Literacy</i>, 56(1), 22–34. doi: 10.1002/jaal.99.

Continuous Units (These units are taught throughout the school year):

Unit 5: Vocabulary

1. Targeted vocabulary words in curriculum-driven core texts
2. Define words based on context
3. Apply the vocabulary to students' own writing
4. Reinforce roots and affixes (mindful of those studied in Language Arts 8)
5. Utilize semantic mapping (e.g., Frayer model, word webs, and Wordle)

Unit 6: Literary Terms/Figurative Language

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms
4. Demonstrate understanding of terms in Literary Analysis Essays

Unit 8: Grammar

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication
3. Utilize resources such as *GUM* texts, Purdue OWL, noredink.com, etc.

Unit 9: Independent Reading/Literature Circles

1. Student choice of text and task, within given parameters (genre, assignment selections, etc.)
2. Assessment options include: written essays/interviews/letters, multimedia/oral presentations, scrapbook/poster projects, newspaper projects, skits, and news broadcasts
3. Literature Circles
 - Students select texts based on preference, reading level, and teacher suggestion
 - At times, students are responsible for completing assigned roles/tasks/reading prior to group discussions
 - Small, flexible groups gather to discuss topics of choice or assigned topics
 - Students use annotations and notes to guide reading and discussion
 - Teacher serves as facilitator
 - Culminating opportunities are provided in a large-group sharing and/or final project

IV. Unit Descriptions

Unit 1: Coming-of-Age

Enduring Understandings:

1. Despite obstacles and challenges in life, one still has the ability to determine one's own fate.
2. When developing a sense of self identity, one can become more understanding and tolerant.
3. A family unit can be defined in a variety of ways.
4. The themes of this novel revolve around identity, the individual vs. the group, heroism, innocence, experience, family, media influence, and crisis.

Essential Questions:

- How do external forces influence identity and the identity of a group?
- Why do people join groups, such as gangs? What purpose do they serve?
- What character traits assist survival? Which hinder it?
- How is family defined? Has the concept changed over time?

Time frame: Select from the following. (Duration: 1 marking period)

Texts	Films
<i>House on Mango Street</i> by Sandra Cisneros <i>The Outsiders</i> by S.E. Hinton	<i>The Outsiders</i> film study

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards

Objectives	Activities/Resources
<p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</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,</p>	<ul style="list-style-type: none"> • Explore author's background as an anticipatory lesson. • Create chart lists about identity, class, race, and cliques. • Compare and contrast novel time period and setting (urban environment) to now, in regards to fashion, media, music, movies, etc. • Analyze self-identity – what makes me who I am? • Write a newspaper article from the perspective of a journalist regarding an important moment in the novel • Compose a letter to the author for the Letters About Literature contest • Consider literary style: novel, novella, vignettes • Discuss in class, group, and partner about themes and issues in

setting, and plot; provide an objective summary of the text.

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

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.

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. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

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.8.3. Analyze how a text makes connections among and distinctions between individuals,

novel

- Study vocabulary in Context
- **Journal:** Over the course of the unit, students will write journal entries based on prompts that relate to the novel. Prompts for journal entries – relating to identity, family, cliques, characterization, media influences, analysis of movie, etc. Journals can be personal reflective or reflective towards themes and characterization. Each journal entry will be:
 - a creative experience
 - 10-15 minutes of writing
 - written from a prompt provided by the teacher

Poetry & Art:

- Analyze Robert Frost’s poem “Nothing Can Stay Gold” Discuss Johnny’s interpretation to Frost’s “Nothing Can Stay Gold” and relate it back to the student’s own interpretation of the poem
- Connect to *The House on Mango Street*- “Barrio” & “Limits” by Borges; Xul Solar’s painting “Barrio.”

Nonfiction Connections:

- Connect theories presented in excerpt from Freire’s *Pedagogy of the Oppressed*
- Present the 1960s era to the students – pictures, icons, music, newspaper headlines, etc.
- Consider “The Mexican Population in Chicago” article from *The House on Mango Street Literature Guide*
- <http://kclibrary.lonestar.edu/decade60.html>
- <http://www.schooltube.com/video/f17f7d93ff8d2b2515a1/1960s>
- <http://www.youtube.com/watch?v=M1lyzfq2Dt8>
- Language of the 1960s: <http://cougartown.com/slang.html>
- Language of the 1960s: <http://www.youtube.com/watch?v=M1lyzfq2Dt8>
- Language of the 1960s: <http://cougartown.com/slang.html>

ideas, or events (e.g., through comparisons or analogies).

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.

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.

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.

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.

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.

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

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

L.8.4. 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.

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

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.

Unit 2: Coping with Adversity**Enduring Understanding:**

1. With support, faith, and companionship, one can endure any hardship.
2. Every individual is responsible for others in the world.
3. Knowledge of the past is essential to succeed in the future.
4. Every person leaves behind a legacy.

Essential Questions:

- How do readers make connections to voices from the past?
- What sustains people in times of suffering and difficulty?
- How can one find joy in the face of sorrow?
- Why is human contact essential for survival?
- What is the role of the individual in society?
- Why do people witness injustice and not take action?
- How does knowledge of the past improve upon the future?
- What is the role of the individual in society?
- How can one find joy or hope in the face of sorrow?
- How does knowledge of the past improve upon the future?
- Why is it important to consider a person's legacy? What kind of legacy do you want to leave?

Second Marking Period Independent Reading/Literature Circles: Fiction selection with choice of project/presentation

Essential Questions:

- When given the opportunity, how will I choose a book for enjoyment?
- What specific strategies should be employed when reading?
- How can I most effectively share what I've learned with peers?

Time frame: 8-10 weeks (Holocaust Unit)

Texts	Films
<p><i>The Diary of Anne Frank</i> (play) by Albert Hackett and Frances Goodrich</p> <p><i>The Diary of a Young Girl</i> by Anne Frank</p> <p><i>One Survivor Remembers</i> Documentary</p> <p>Non-fiction articles/Literature Circles</p> <p><i>The Chosen</i> by Chaim Potok</p> <p><i>Hidden Like Anne Frank</i> Marcel Prins & Peter Henk Steenhuis</p> <p><i>The Book Thief</i> by Markus Zusak</p>	<p><i>The Diary of Anne Frank</i></p> <p><i>Anne Frank: The Whole Story</i></p> <p><i>Six Million Paperclips</i></p> <p><i>One Survivor Remembers</i> (DVD Teaching Tolerance)</p> <p><i>The Chosen</i></p>

Learning Targets Aligned to Grade-Specific Common Core State Standards:

Objectives	Activities/Resources
<p>Students will be able to:</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</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.8.5. 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.</p> <p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.</p> <p>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.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text,</p>	<p>In writing and small & large group discussions, activities designed to explore:</p> <p>Plot</p> <ul style="list-style-type: none"> • Exposition • Rising action • Climax • Resolution <p>Character Motivation & Development</p> <ul style="list-style-type: none"> • Initial Character Descriptions • Forces of Change • Character Change, with supporting textual evidence <p>Themes</p> <ul style="list-style-type: none"> • Courage • Inspiration <p>Students will complete tasks as they read to help maintain and enhance comprehension. For example:</p> <ul style="list-style-type: none"> • Discuss how to read a diary or memoir • Discuss the importance of prior knowledge of history to enhance understanding. • Identify figurative language used, like similes or metaphors. Consider the comparisons being made. • Record ideas in a journal; annotate text • Compose original poetry or diary entries. • Vocabulary in Context <p>Poetry Connections:</p> <ul style="list-style-type: none"> • “The Thing About Feathers” by Handal • “The Hangman” By Maurice Ogden • <i>I Never Saw Another Butterfly</i> • “First They Came for the Jews” by Reverend Martin Niemoller <p>Nonfiction Literature Circles: Literature circles are based on Harvey Daniel’s article “Expository Text in Literature Circles”. As a class, students will read “An Interview with Gerda Weissman Klein” as teacher models the completion of various literature circle roles.</p> <p>Articles for Literature Circles:</p> <ul style="list-style-type: none"> • In teacher created mixed-ability groups, students will read the <i>Current Events</i> “I Will Survive” article, completing assigned literature circle roles. • In teacher created homogeneous-ability groups, students will

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

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.

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.8.6. 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.

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

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),

read "The White Rose: How a Group of College Students in Nazi Germany Risked Their Lives to Defy Hitler's Rule" by Robert Elder (*Scholastic*, 2013); "A Horror Erased from Memory" by Roger Simon & "Is It Necessary to Remember?" by Milton Meltzer: medium/high ability; and "Surviving Kristallnacht" by Rebecca Zissou (*Junior Scholastic*, 11-25-2013); "Murder of the Handicapped", from USHMM – medium/low ability.

- In student selected groups, students will read teacher selected excerpts from Anne Frank's diary.
- Students will end the reading portion with inspiring articles of survivor's use of music and faith to survive. As an alternative to the literature circle format, students will use double entry notes organizer while reading.

Article 1: "A Holocaust Survivor's Inspiring Answer to 'What Gives You Hope During Tough Times?'" By Eva Kor (medium-low ability)

Article 2: "Symphony in survival: The inspirational life of the oldest Holocaust survivor whose genius for the piano enabled her AND her son to survive..." By Corinna Honan (medium-high)

Additional Nonfiction Connections:

- The Holocaust: Background Slideshare – Based on the premise of flipped learning, students will view the slideshare presentation and answer questions at home. This way, they will be ready to discuss relevant issues in class.
<http://www.slideshare.net/gherm6/holocaust-summary-for-middle-school-students>
- Speech: Covil, Grayson & Cor Suijk. "Anne Frank's Legacy." Scholastic. <http://www.scholastic.com/teachers/article/anne-frank39slegacy>
- News article: Goldstein, Richard. "Miep Gies, Protector of Anne Frank, Dies at 100." The New York Times. 11 January 2010.
<http://www.nytimes.com/2010/01/12/world/europe/12gies.html?pagewanted=all>
- News article: Berger, Paul. "Tracing Holland's Forgotten Kindertransport." The Jewish Daily Forward. 8 June 2011.
<http://72.52.212.155/articles/138459/>
- Book: Volavková, Hana. I Never Saw Another Butterfly: Children's Drawings and Poems from Terezín Concentration Camp, 1942-1944. New York: Schocken Books, 1994. Print.
- Article: Schnabel, Ernst. "A Tragedy Revealed: A Heroine's Last Days." Elements of Literature.
<http://www.nexuslearning.net/books/holteol2/Collection%20>

counterclaims, reasons, and evidence.

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from and supports the argument presented.

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.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

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

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

E. Establish and maintain a formal style/academic style, approach, and form.

5/tragedypg1.htm

- “Jack Yufe dies at 82; he was raised Jewish, his identical twin as a Nazi” by Elaine Woo (11/11/15): <http://www.tabletmag.com/scroll/195036/separated-at-birth>
- “The Girl Who Lived Forever” by Kristin Lewis (*Scope Scholastic*)
- “The Franks Suffer Persecution in Germany” article
- “Kindertransport- Sir Nicholas Winton” (60 Minutes video) www.youtube.com/watch?v=c0aoifNziKQ
- Current Events “I Will Survive” article
- *One Survivor Remembers: Gerda Weissmann Klein* DVD from Teaching Tolerance

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

W.8.5. 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.

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.

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.

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.

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.

RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Unit 3: Struggle for Independence**Enduring Understanding:**

1. Through loyalty, friendship, and faith, it is possible to overcome great obstacles and beat the odds.
2. One is not defined by one's background or ability, but by one's actions and beliefs.
3. Empathy is an important human trait.
4. Risks must be taken for progress to occur.
5. One can develop compassion for all human beings regardless of mental/physical disabilities.
6. Consider why/how relationships change and how this influences one's behavior.

Essential Questions:

- How can one individual's actions impact others?
- Why do we need heroes? What does it take to be hero? Who do you consider a hero/heroine and why?
- Is one's destiny preordained, or can one overcome environment and heritage?
- What qualities make a true friend?
- How does one's society impact his/her beliefs?
- What is the complex role of science and technology?
- When is it better not to know?

Time frame: 8-10 weeks

Texts	Films
<i>Freak the Mighty</i> by Rodman Philbrick <i>Flowers for Algernon</i> by Daniel Keyes <i>The Lightning Thief</i> by Rick Riordan <i>Anthem</i> by Ayn Rand <i>Inherit the Wind</i> by Lawrence and Lee	<i>The Mighty</i> <i>Charly</i> <i>Flowers for Algernon</i> <i>The Lightning Thief</i> <i>The Village</i> <i>Inherit the Wind</i> <i>First Knight</i>

Learning Targets Aligned to Grade-Specific Common Core State Standards:	
Objectives	Activities/Resources
<p>Students will be able to:</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</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. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>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.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>B. Support claim(s) with logical</p>	<p>In writing and small & large group discussions, activities designed to:</p> <ul style="list-style-type: none"> • activate students' prior knowledge and aid in connections • guide students during reading check and comprehension • exemplify and analyze a literary device • paraphrase specific portions of text to assess understanding • identify words and details that establish a particular tone • analyze characters' attitudes towards one another • extend and deepen understanding after reading i.e. editorial cartoon project identify and analyze allusions, theme, and symbolism • consider importance of setting and atmosphere • write and perform a dramatic presentation • write an editorial • compare and contrast text and film <p>Nonfiction Connections: For <i>The Lightning Thief</i>:</p> <ul style="list-style-type: none"> • Interview with Rick Riordan: http://www.rickriordan.com/about-rick/an-interview-with-rick.aspx • "Chiron's Guide to Greek Mythology." Exploring Greek Mythology. http://www.rickriordan.com/my-books/percy-jackson/exploremythology/chirons-guide.aspx • "Meet the Greek Gods" http://www.rickriordan.com/my-books/percy-jackson/exploremythology/greek-gods.aspx <p>For <i>Inherit the Wind</i>:</p>

reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

A. Apply *grade 8 Reading standards* to literature (e.g., “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”).

B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “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”).

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.

A. Come to discussions prepared, having read or researched material

- *This I Believe*: “Living at the Science-Religion Interface” by Theodor Benfey
- Author Study: Jerome Lawrence and Robert E. Lee
- “Timeline: Remembering the Scopes Monkey Trial” by Noah Adams

For *Freak the Mighty*:

- Philbrick, Rodman. “A Brief Biography.” Rodman Philbrick. Web. <http://www.rodmanphilbrick.com/info.html>
- “Morquio Syndrome.” Medline Plus. Web. 30 May 2012. <http://www.nlm.nih.gov/medlineplus/ency/article/001206.htm>
- *Scholastic* article “My Full Life” <http://www.onlinedigitalpubs.com/publication/?i=31121&p=2> pages 20-21 Questions: <http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-REPRO-020810-12.pdf>
- Article “Come Play” by Ellen Seidman Good Housekeeping, 9-10
- Explore portions of www.morquio.org/2457.html
- King Arthur webquest

For *Flowers for Algernon*:

- What Does IQ Really Measure?– [MICHAEL BALTER](http://news.sciencemag.org/2011/04/what-does-ig-really-measure) (25 April 2011) <http://news.sciencemag.org/2011/04/what-does-ig-really-measure>
- “Einstein’s Brain Reveals the Mysteries of Genius” article from *Today’s Science On File*
- *The New York Times*: “Can You Make Yourself Smarter?” <http://www.nytimes.com/2012/04/22/magazine/can-you-make-yourself-smarter.html?pagewanted=all&r=0>
- “Scientists create a genetically engineered ‘smart mouse’” article from CNN.com http://www.cnn.com/HEALTH/9909/01/brainy_mice/

For *Anthem*:

under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

- "Allness in Language and Politics" by Alex McGuinnis
(<http://search.ebscohost.com/login.aspx?direct=true&db=lfh&AN=24993195&site=lrc-live>)
- "Harrison Bergeron" by Kurt Vonnegut (with accompanying film)

Poetry Connection:

- "HEARSAY" by Douglas Malloch
- "If" by Kipling

Unit 4: Power and Pride**Enduring Understandings:**

1. Ordinary people can achieve extraordinary things.
2. Perception is often just as important as fact in all facets of life, from making personal decisions to leading a government.
3. Even though times change, basic human nature does not.
4. Power can be dangerous.
5. Peace and happiness cannot be bought.

Essential Questions:

- What do you value above everything else?
- What does it mean to survive? What would you do to survive?
- Why are some people good leaders?
- What constitutes an ethical person?
- How can the art of verbal persuasion be both used and abused?
- What are the benefits and disadvantages of democracy?
- Do the ends justify the means?

Fourth Marking Period Independent Reading/Literature Circles: Genre selection with choice of project/presentation

Essential Questions:

1. When given the opportunity, how will I choose a book for enjoyment?
2. What specific strategies should be employed when reading the nonfiction genre?
3. How can I most effectively share what I've learned with peers?

Time frame: 8-10 weeks

- *The Hunger Games* by Suzanne Collins (with accompanying film)
- *Julius Caesar* by William Shakespeare (with accompanying film)
- *The Pearl* by John Steinbeck (with *John Q* DVD)

Learning Targets Aligned to Grade-Specific State Standards	
Objectives	Activities/Resources
<p>Students will be able to:</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>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.</p> <p>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.</p> <p>RI.8.8. Delineate and evaluate the</p>	<p>In writing and small & large group discussions, activities designed to explore:</p> <p>Literary Terms and Devices</p> <ul style="list-style-type: none"> • Symbolism • Foreshadowing • Suspense • Point of View <p>Character Motivation & Development</p> <ul style="list-style-type: none"> • Initial Character Descriptions • Forces of Change • Character Change <p>Themes</p> <ul style="list-style-type: none"> • Power • Nature vs. Machine • Survival • Justice <p>Students will complete tasks as they read to help maintain and enhance comprehension. For example:</p> <ul style="list-style-type: none"> • use inference skills • understand influences on character • locate textual support for theme, characterization and conflict • routinely complete a themes and motifs textual evidence chart as they read • consider author's background and purpose <p>Nonfiction Connections:</p> <p>For <i>Julius Caesar</i>:</p> <ul style="list-style-type: none"> • CBS video "A 400-year-old Shakespearean Mystery" (http://www.cbsnews.com/videos/william-shakespeares-treasured-words) • Studio 360 Podcast: All Shakespeare All the Time • "Collective Violence and Sacrifice in Shakespeare's <i>Julius Caesar</i>" by Rene Girard (1989 literary analysis) • Shakespeare in Our Time DVD (National Endowment for the Arts)

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.

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

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

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from and supports the argument presented.

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, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent writing in which the development, organization,

For *Hunger Games*:

- Explore author Suzanne Collins website (wiki) <http://www.scholastic.com/thehungergames/about-the-author.htm>
- Non-fiction articles from National Geographic “Stadium of Life and Death” & “Who Were the Gladiators” (alternatively, can be read in Part 2 “Theseus and the Minotaur” by Edith Hamilton from New Measuring Up Express
- Shirley Jackson’s “The Lottery” (fictional short story)

For *The Pearl*:

- Author background video with embedded questions: <http://zapt.io/t77k2pxb>
- Historical context PowerPoint presentation
- Historical context: “Mexico into the Early 20th Century” article from *The Pearl Literature Guide*

Poetry Connections:

- “Rue’s Lullaby”
- Sensory Emotion Poems
- Sonnets by William Shakespeare

voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

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.

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

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

SL.8.1. Engage effectively in a range of collaborative 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.

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

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

A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

B. Use an ellipsis to indicate an omission.

C. Spell correctly.

Formative and Summative assessments:

- journal writing
- text annotations
- MLA format instruction and use
- exploration and explanation of quotes from novel, in writing and discussion
- vocabulary activities and quizzes
- written responses using textual evidence
- writing tasks (literary analysis, RST, narrative) utilizing the writing process
- quote analysis & responses
- class discussions
- homework/classwork assignments
- vocabulary and comprehension check quizzes
- cumulative test
- independent reading projects
- presentations
- literature circles

V. Course Materials

Most course materials include the texts specified in the curriculum-driven unit plans.

Language Arts Textbook:

- Allen, J., Applebee, A.N., Burke, J., Carnine, D., Jackson, Y., Jago, C., et al. (2012). *Holt McDougal literature grade 8*. Orlando, FL: Houghton Mifflin Harcourt.
- G.U.M. (Grammar, Usage, and Mechanics) Grade 8 Student Edition

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Open-ended questions
- Journal Prompts – with Double Entry Journals
- Essay Drafts
- Baseline Reading and Writing
- Pretests

Summative Assessments

- Vocabulary Quizzes
- Processed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Unit Tests
- Timed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Independent Reading Project
- Projects
- Presentations

VII. Interdisciplinary Connections and Alignment to Technology Standards

English/Media Arts

Students choose books for independent reading projects in collaboration with the middle school media specialist.

Technology-based process supports preparation for MLA-style academic writing. This includes a media-driven support.

Language Arts/Literature Connections/Social Studies

1. Literature Connections and Social Studies teachers provide an integrated approach to document-based writing (including video texts). Teachers share integrated resources on a department Google Share Drive.
2. The three departments participate in an interdisciplinary vocabulary initiative with a focus on morphology.