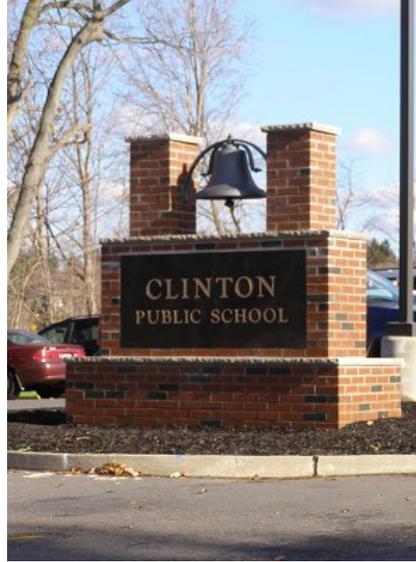


Clinton-Glen Gardner School District



Curriculum Management System

Language Arts

Grades 8

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Mrs. Lisa J. Craft, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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New Jersey State Department of Education Core Curriculum Content Standards

The mission of the Language Arts Literacy Program in the Clinton-Glen Gardner Public School is two-fold. First, we wish to instill in our students through literary and expository texts the ability to process, question, understand, and sympathize with various forms of the human condition. By being fluent readers, our students will think critically about the universal themes that together make up the culture of an age including our own. The second part of our mission is to immerse students in the process of writing for a variety of goals and audiences, so that they have an appropriate and powerful outlet of expression. Through the use of interactive and engaging activities, the Clinton-Glen Gardner School District has created a cohesive program that allows our students to make a seamless transition from the elementary grades to the secondary level within the framework of Reader's and Writer's Workshop. Students of all grade levels work on authentic tasks that require a synthesis of skills across different disciplines. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners. The standards below are overarching and represent the goals for the academic year:

- RL.8.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- RI.8.10-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.
- W.8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- SL.8.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 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.8.2.c-Spell correctly.
- L.8.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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

**Balanced Literacy Approach
Grades K-2**

Reading

Read Aloud
Shared Reading
Guided Reading (with
Word Work)
Sustained Silent Reading (SSR)

Writing

Modeled Writing
Shared Writing
Interactive Writing
Guided Writing
Independent Writing
Word Study

**Balanced Literacy Approach
Grades 3-4**

Reading

Read Aloud
Shared Reading
Guided Reading
Literature Circles/Book
Club Discussions
Independent Reading/SSR

Writing

Modeled Writing
Shared Writing
Guided Writing
Independent Writing
Word Study

**Balanced Literacy Approach
Grades 5-8**

Reading

Read Aloud
Shared Reading
Literature Circles/Book
Club Discussions
Independent Reading/SSR

Writing

Modeled Writing
Guided Writing
Independent Writing
Word Study (gr. 5)
Vocabulary (gr. 6-8)

Balanced Literacy Approach Definition of Components

READING

Read Aloud

Read Aloud is a planned instructional strategy that involves the teacher reading to the whole class or small groups of students each day for a specified period of time. The teacher initiates discussion before the reading to activate prior knowledge and/or build background, and prompts students to make meaningful predictions. The teacher reads the selection as a whole. Discussion follows the reading, with attention given to aesthetic responses to literature, direct instruction of strategies that help develop reading comprehension, or the craft of writing (e.g., effective lead sentences, beginning/middle/end, using descriptive language). Favorite texts, selected for special features, can be reread many times.

Shared Reading

Shared Reading is a planned instructional strategy that involves a teacher/expert reader introducing and reading an enlarged text, small selection, or a short passage, that each student can see (big book, overhead/SMART Board projection, charts). Text is selected in order to demonstrate a specific strategy and provides each student the opportunity to participate and behave like a reader. It creates a body of known texts that can be used for rereading, independent reading, as well as a resource for writing and word/vocabulary study. As with a Read Aloud, Shared Reading involves children in an enjoyable reading experience.

Guided Reading (Grades K-4)

Guided Reading is a planned instructional strategy in which the teacher works with a small group of children who are at a similar stage of reading development. The teacher selects and introduces a new text and supports the students' reading of the whole text (nonfiction, fiction, literary magazines, newspapers, science/social studies selected chapters/passages) by themselves, making teaching points during or after the reading. Unlike Read Aloud and Shared Reading, Guided Reading provides the opportunity for teachers to teach and students to apply demonstrated strategies independently.

Word Work

Word Work is a component of Guided Reading that may be pre-planned in some instances (in preparation to handle the text) or may be a result of the teacher's observations of student's reading during the Guided Reading lesson. This is a structured opportunity for students to learn more about the way words work in isolation. This experience should immediately be followed up with the chance to apply the learning in continuous text as a means to further generalize the learning.

Literature Circles/Book Club Discussions (Grades 5-8)

Literature Circles/Book Club Discussions are implemented in the classroom to help students develop a deeper appreciation and understanding of literary texts. During discussions students have the opportunity to share their personal responses about a piece of literature. When used as an instructional strategy, the teacher must be presented as a member and facilitator of the Literature Circle/Book Club Discussion group. The students and teacher will collaborate on assigned reading and meeting times and engage in in-depth discussions about the portion of the text read.

Independent Reading

Independent Reading is an instructional strategy that involves supporting and guiding students as they read independently. Teachers help student choose books at their independent reading level through book talks and mini-lessons. For example, teachers may guide students to choose a book in a particular genre, or teachers may use independent reading as a vehicle to analyze authors' writing styles. The goals of independent reading are the following:

- to increase the time students read
- to give students the opportunity to practice reading and use reading comprehension strategies
- to enable students to manage and keep records of their reading

Independent Reading is assessed through reading response journals and teacher/student conferences. Small group instruction and book discussion groups may also be incorporated into this component.

WRITING

Modeled Writing

Modeled Writing is a planned instructional strategy that involves the teacher modeling the writing process to the whole class or small groups of students. Modeled Writing is a useful component of any writing workshop. It can be used as a mini-lesson to teach a specific skill or strategy. In this component the teacher controls the entire writing process while the students observe.

Shared Writing

Shared Writing is a planned instructional strategy in which the teacher models and demonstrates the process of putting children's ideas into written language. The teacher guides children to compose messages and acts as their scribe. The message is reread many times. Teachers may use a combination of shared writing for children and interactive writing.

Interactive Writing

Interactive Writing is an instructional strategy that can be done in large or small groups. It is the writing of a large-print piece, which can be a list, chart, book page or another form of writing. There is a high level of teacher support. All children participate in composing and constructing various aspects of the writing. The teacher models and demonstrates the writing process but also involves individual children. The teacher selects letters, words, or other writing actions (capitalization, punctuation, etc.) for individual children to do; the pen or marker is then shared. The piece of writing is read many times by the group during the process (to provide insight into the thought process that occurs during writing).

Guided Writing

Guided Writing is the heart of the early writing program. It occurs after students have had the opportunity to see writing demonstrated and in shared contexts. It has students responding and thinking about their processes of composing text. This type of writing may occur in small groups, whole class, or one-to-one in writing workshop. Through conferences, the teacher is a facilitator who helps students discover what they want to say and how they want to say it. Guided Writing uses demonstrations (mini-lessons) in selecting topics, drafting, revising, etc. It empowers students to write and helps develop their ownership of the writing process.

Independent Writing

Independent Writing is an instructional strategy that involves supporting and guiding students as they write independently. The student independently composes and writes using known words and constructs the spelling of unknown words. Students know how to use the resources in the room (print rich environment, word wall, dictionaries, thesaurus) to help construct, revise, and edit their writing piece.

Word Study

Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning) linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.

Vocabulary

Vocabulary instruction occurs in two basic forms: receptive (vocabulary students understand when they hear) and expressive (vocabulary students use in speaking and writing). In addition, vocabulary knowledge supports students' abilities in listening and reading comprehension. Vocabulary instruction assists in building students' understanding of a wide range of words, giving them quick, fluent access to their meaning and usage.

**Grade 8
English Language Arts**

Scope and Sequence

Quarter I	
<p>Writing Argumentative: Character Analysis, Essay Informative/Explanatory: Essay, Summary</p>	<p>Reading Literature: Realistic Fiction Informational Text:</p>
<p>21st Century Skills (The ones that apply for this unit are in bold)</p>	
<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	
<p>21st Century Themes (The ones that apply for this unit are in bold)</p>	
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	
<p>Technology Infusion</p>	
<p>http://www.state.nj.us/education/, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting</p>	
<p>Differentiation</p>	
<p>Refer to CPS Differentiation Tool Kit</p>	

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter II

Writing

Argumentative: Literary Analysis
Informative/Explanatory: Essay
Narrative: Memoir

Reading

Literature: Short Story
Informational Text: Memoir, Historical Nonfiction

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
- 3. Communication & Collaboration**
- 4. Media Literacy**
5. Information Literacy
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

- 1. Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

Quarter III

Writing

Argumentative: Character Analysis (protagonist transformation)

Informative/Explanatory: Research Report

Reading

Literature: Science Fiction

Informational Text: Cultural/Political Nonfiction

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. **Critical Thinking & Problem Solving**
3. Communication & Collaboration
4. Media Literacy
5. **Information Literacy**
6. **Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

1. **Global Awareness**
2. **Financial, Economic, Business and Entrepreneurial Literacy**
3. Civic Literacy
4. Health Literacy
5. **Environmental Literacy**

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter IV

Writing

Argumentative: Response Essay (from quote/excerpt)

Narrative: Poetry, Personal Narrative

Reading

Literature: Drama, Poetry

Informational Text: Biography

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
- 4. Media Literacy**
5. Information Literacy
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
- 2. Financial, Economic, Business and Entrepreneurial Literacy**
- 3. Civic Literacy**
4. Health Literacy
5. Environmental Literacy

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

*Bolded writing genres are explicitly taught during the marking period.

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 8 English Language Arts	Topic: Literature of Self Discovery	
		Goal 1: The Literature of Self Discovery Unit is designed with the learner in mind. It allows the student to engraft numerous selections of poetry, prose, and true accounts into the student's consciousness. These literary examples provide a stepping-stone towards discussions regarding the topic of self-discovery. The discussions and literature provide opportunity for the student to consider who they are as a person and who they hope to become. The unit also provides ample opportunity to the young person to express himself in multitudinous formats ensuring a rich learning experience for the eighth grade student.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Sept. -	1.1. Analyze text using textual evidence to support thesis in writing. (RL.8.1, RI.8.1) 1.2. Determine theme through analyzing the central idea of a text as determined by the events that occur within the text. (RL.8.2, RI.8.2) 1.3. Determine how specific dialogue or incidents propel the action and/or reveal aspects of a character or provoke a decision. (RL.8.3) 1.4. Analyze how modern fiction draws on themes/patterns of events/character types from myths, traditional literature, or religious works. (RL.8.9)	Essential Questions: What does it mean to "come of age"? How do I find my place in the world of the 21 st century? How are the struggles and triumphs of adolescence both personal and universal? How does an individual's command of the English language influence others' perceptions of him or her? Conceptual Understandings: Literature and expressing one's self through writing can allow one to reflect and bring meaning to the process of self-discovery. Personal growth is achieved through self-examination and informed choices. Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader.	Learning Activities: Text Analysis Poetry Analysis Song Analysis Writing Good Leads Writing Using Imagery Paragraph Development Using Transitions Identifying Characters Using Quotes from the Novel (s) Properly Using Textual Evidence Writing a Proper Thesis Statement Sequence of Events Idioms Combining Sentences for Fluency Organization of Plot Determining Theme Responding To Writing Prompts Recognizing Allusion Recognizing Theme Decoding Figurative Language Peer Conferences Writing Conferences

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: Literature of Self Discovery		
		Goal 1: The Literature of Self Discovery Unit is designed with the learner in mind. It allows the student to engraft numerous selections of poetry, prose, and true accounts into the student’s consciousness. These literary examples provide a stepping-stone towards discussions regarding the topic of self-discovery. The discussions and literature provide opportunity for the student to consider who they are as a person and who they hope to become. The unit also provides ample opportunity to the young person to express himself in multitudinous formats ensuring a rich learning experience for the eighth grade student.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	1.5. Utilize context clues and prior knowledge to extend vocabulary while comparing and contrasting to other texts. (RL.8.4, RI.8.4) 1.6. Analyze the extent to which a filmed production of a story stays true to or departs from the original text and evaluate director’s/actors’ choices. (RL.8.7) 1.7. Evaluate the advantages/disadvantages to using different mediums to present a topic/idea. (RI.8.7) 1.8. Collaborate with the students in flexible groupings to discuss the text and topics related to the text, particularly as they relate to the student, other texts and world events. (SL.8.1, SL.8.1.a, SL.8.1.b,		Assessment Models: Quizzes Writing Response Journal Two Minute Personal Speech Group Discussions Reading Response Journals Quick Writing Response/Share Poetry Response Short Personal Responses (One Word That Describes Me, A Time I Felt Like an Outsider) Writing Response Journals A Poem for Two Voices Novel Test (multi-format) Character Analysis Essay Published Informative/Explanatory Essay Additional Resources: <i>The Outsiders</i> by S.E. Hinton Novel Units Teacher Guide- <i>The Outsiders</i> E-notes Teacher Guide- <i>The Outsiders</i> Discovering Literature Series- <i>The Outsiders</i> “S.E. Hinton Reflects on <i>The Outsiders</i> ”-(article) “To Heal A Nation”-John L. Swerdlow-(article) A Short Biography of S.E. Hinton A Short Biography of O Henry	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: Literature of Self Discovery		
		Goal 1: The Literature of Self Discovery Unit is designed with the learner in mind. It allows the student to engraft numerous selections of poetry, prose, and true accounts into the student’s consciousness. These literary examples provide a stepping-stone towards discussions regarding the topic of self-discovery. The discussions and literature provide opportunity for the student to consider who they are as a person and who they hope to become. The unit also provides ample opportunity to the young person to express himself in multitudinous formats ensuring a rich learning experience for the eighth grade student.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	SL.8.1.c, SL.8.1.d) 1.9. Deliver an appropriate speech using specific pre-determined requirements. (SL.8.6) 1.10. Create an original character analysis using textual evidence to support claims. (W.8.1) 1.11. Use textual evidence from literary and/or informational texts to support analysis in any and all formats. (W.8.9, W.8.9.a, W.8.9.b) 1.12. Publish an argumentative piece to support claims with reasons and relevant evidence. (W.8.1) 1.13. Introduce claim(s), acknowledge/distinguish the claim from alternate/ opposing claims, and		Short Story Resources: “Shaving”-Leslie Norris “Gentleman of Rio En Medio”-Juan A. A. Sedillo “A Retrieved Reformation”-O Henry “The Ransom of Red Chief”-O Henry Poetry Resources: “Nothing Gold Can Stay”-Robert Frost “The Road Less Travelled”-Robert Frost “Mirror”-Sylvia Plath “Pony Boy”-Bruce Springsteen “Poem for an Old Man”-Floris Clark McLaren “Thumbprint”-Eve Merriam <i>Sadlier-Oxford Vocabulary Workshop Text</i> Easy Grammar series http://www.webenglishteacher.com/ http://owl.english.purdue.edu/ http://www.sadlier-oxford.com/ http://dictionary.reference.com/ http://www.kellygallagher.org/	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: Literature of Self Discovery		
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	logically organize reasons/evidence. (W.8.1.a) 1.14. Support claims with logical reasoning and relevant evidence utilizing credible sources. (W.8.1.b) 1.15. Create clarity among claim, counterclaim, reasons, and evidence with chosen words and phrases. (W.8.1.c) 1.16. Establish and maintain a formal style. (W.8.1.d) 1.17. Compose a concluding statement or section that supports the claim. (W.8.1.e) 1.18. Write clearly to specific requirements keeping audience in mind. (W.8.4)			

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 8 English Language Arts	Topic: Literature of Self Discovery	
		Goal 1: The Literature of Self Discovery Unit is designed with the learner in mind. It allows the student to engraft numerous selections of poetry, prose, and true accounts into the student's consciousness. These literary examples provide a stepping-stone towards discussions regarding the topic of self-discovery. The discussions and literature provide opportunity for the student to consider who they are as a person and who they hope to become. The unit also provides ample opportunity to the young person to express himself in multitudinous formats ensuring a rich learning experience for the eighth grade student.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.19. Revise and edit writing for improvement based on peer and teacher feedback. (W.8.5) 1.20. Appropriately use technology to produce, revise, and edit writing tasks as well as collaborate with peers and teacher. (W.8.6) 1.21. Regularly compile samples of writing whose topics are chosen by student or teacher. (W.8.10) 1.22. Identify and adjust to audience when writing and speaking. (L.8.1) 1.23. Appropriately use commas, ellipses, and dashes in writing. (L.8.2.a, L.8.2.b)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: Literature of Self Discovery		
		Goal 1: The Literature of Self Discovery Unit is designed with the learner in mind. It allows the student to engraft numerous selections of poetry, prose, and true accounts into the student's consciousness. These literary examples provide a stepping-stone towards discussions regarding the topic of self-discovery. The discussions and literature provide opportunity for the student to consider who they are as a person and who they hope to become. The unit also provides ample opportunity to the young person to express himself in multitudinous formats ensuring a rich learning experience for the eighth grade student.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	1.24. Use correct spelling. (L.8.2.c) 1.25. Use context clues, Greek or Latin affixes/roots, reference materials (dictionary, thesaurus, glossary) to determine/verify word meanings. (L.8.4, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d) 1.26. Recognize and interpret figures of speech such as verbal irony and puns in context. (L.8.5.a) 1.27. Use word relationships to deepen comprehension of individual words. (L.8.5.b) 1.28. Examine and distinguish the connotations of words with similar meanings. (L.8.5.c)			

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: Literature of Self Discovery	
		Goal 1: The Literature of Self Discovery Unit is designed with the learner in mind. It allows the student to engraft numerous selections of poetry, prose, and true accounts into the student's consciousness. These literary examples provide a stepping-stone towards discussions regarding the topic of self-discovery. The discussions and literature provide opportunity for the student to consider who they are as a person and who they hope to become. The unit also provides ample opportunity to the young person to express himself in multitudinous formats ensuring a rich learning experience for the eighth grade student.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.29. Build a working vocabulary of grade-appropriate and academic language. (L.8.6) 1.30. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. (8.1.8.C.1) Demonstrate personal responsibility for lifelong learning. (8.1.8.D.2)		

Suggested days of Instruction	Curriculum Management System	Topic: Memoir	
	<u>Subject/Grade Level:</u>	Goal 2: The Memoir Unit is an opportunity for students to read memoirs written by people from all manner of ages and circumstances. It also provides an opportunity for young people to take a moment of their lives and chronicle it in writing.	
	Grade 8 English Language Arts	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:		
Dec.	<p>2.1. Write a memoir using all steps of the writing process (W.8.3, W.8.5, W.8.6, W.8.10)</p> <p>2.2. Use mentor texts, reading as writers, to help develop one's own craft in memoir writing. (RL.8.5, RI.8.3, RI.8.4)</p> <p>2.3. Identify narrative elements in a memoir. (RI.8.2, RI.8.4)</p> <p>2.4. Use non-fiction reading strategies to monitor comprehension. (RI.8.1, RI.8.2, RI.8.10)</p> <p>2.5. Use textual evidence to support understanding of text both explicitly and inferentially. (RI.8.1)</p> <p>2.6. Determine a text's central idea and its development throughout the text.</p>	<p>Essential Questions: Why do people tell or write their stories? How do writers craft engaging, vivid narratives? What makes a personal story worth telling? How does the genre of memoir promote a reader's understanding of an author's experience? How do authors make real-life stories as captivating as fictional stories?</p> <p>Conceptual Understandings: Memoirs are carefully structured narratives that depict diverse human experiences of real people. Time is the main organizational structure of narrative writing. While any life may seem mundane, reflecting on important moments can bring insight into common human experiences. Memoirs go beyond simple storytelling to reflect on how the narrator has grown or changed as a result of his/her life experiences. Memoirs help readers learn from someone else's experiences, broaden a reader's perspective, and develop increased empathy for others.</p>	<p>Learning Activities: Passive/Active Voice Cartoons Bad Memoir Ineffective and effective memoirs Peer Editing/Revision "I Remember" poems Explanatory essay writing Introduction, Body Paragraphs, Conclusion</p> <p>Assessment Models: Quizzes Group Discussions Quick Writes Creative Writing-Appearance vs. Reality Poem "I Remember" poems Six word memoirs First drafts, revised copies Reading Response Journal Writing Response Journal Responding to Writing Prompts Vocabulary Exercises Sentence Meaning Narrative Writing Assignment - students take a single moment/event from their own lives and transform it into memoir (500-100 words) Speculative Essay: Quote Analysis Literary Analysis Essay</p>

Suggested days of Instruction	Curriculum Management System	Topic: Memoir	
	Subject/Grade Level: Grade 8	Goal 2: The Memoir Unit is an opportunity for students to read memoirs written by people from all manner of ages and circumstances. It also provides an opportunity for young people to take a moment of their lives and chronicle it in writing.	
	English Language Arts		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(RI.8.2)</p> <p>2.7. Summarize a read text including supporting details. (RI.8.2)</p> <p>2.8. Analyze how text makes connections among and distinctions between individuals, ideas, or events. (RI.8.3)</p> <p>2.9. Conduct a close read on a brief portion of text (paragraph), analyzing text structure and the role of sentences to develop/refine a concept. (RI.8.5)</p> <p>2.10. Determine importance of author's word choice and style on effectiveness of text. (RI.8.4)</p> <p>2.11. Determine how point of view and narrative structure support the author's message.</p>		<p>Additional Resources: <i>Petey</i> The Creation of <i>Petey Tis</i> by Frank McCourt (pp. 204-213) <i>Up the Down Staircase</i> by Bel Kaufman excerpt (first chapter) describing the first day teaching</p> <p>Short Story Resources: "The Lesson" by Toni Cade Bamabara "A Mistake that Should Last A Lifetime," in <i>Write Like This</i>, Gallagher "Two Lies" Nancie Atwell</p> <p>Poetry/Song Resources: "Make Your Own Kind of Music"-Cass Elliott "Thumbprint"-Eve Merriam "I Am From" poem (based on George Ella Lyons) <i>Lessons That Change Writers</i>-Nancie Atwell Kelly Gallagher – <i>Write Like This, Teaching Adolescent Writers</i> <i>Sadlier-Oxford Vocabulary Workshop</i> Text Easy Grammar series</p> <p>http://www.webenglishteacher.com/</p> <p>http://owl.english.purdue.edu/</p> <p>http://www.sadlier-oxford.com/</p> <p>http://dictionary.reference.com/</p> <p>http://www.kellygallagher.org/</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: Memoir	
		Goal 2: The Memoir Unit is an opportunity for students to read memoirs written by people from all manner of ages and circumstances. It also provides an opportunity for young people to take a moment of their lives and chronicle it in writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(RL.8.6, RI.8.6) 2.12. Compare and contrast the structure of texts and analyze how each structure contributes to meaning and style. (RL.8.5) 2.13. Demonstrate understanding of why/how the shared experiences of a memoir are meaningful to the author and to the reader via an oral project with the use of multimedia/visual displays. (W.8.1, W.8.4, W.8.5, W.8.6, SL.8.5) 2.14. Present claims and findings using sound reasoning and proper presentation techniques. (SL.8.4) 2.15. Read to understand and analyze events. (RI.8.10) 2.16. Establish a context and		

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	English Language Arts		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>point of view, introduce narrators/characters, and organize event sequence naturally in order to engage and orient readers. (W.8.3.a)</p> <p>2.17. Develop experiences, events, and characters with narrative techniques such as dialogue, pacing, and description. (W.8.3.b)</p> <p>2.18. Signal shifts in time and/or setting through the use of transition words, phrases, and clauses. (W.8.3.c)</p> <p>2.19. Incorporate an appropriate conclusion in writing. (W.8.3.e)</p> <p>2.20. Use precise word choice to convey experiences and events. (W.8.3.d)</p> <p>2.21. Revise and edit to improve</p>		

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	Subject/Grade Level: Grade 8 English Language Arts	Goal 2: The Memoir Unit is an opportunity for students to read memoirs written by people from all manner of ages and circumstances. It also provides an opportunity for young people to take a moment of their lives and chronicle it in writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>writing based on peer and teacher feedback. (W.8.5)</p> <p>2.22. Use a variety of technology tools to produce and publish writing. (W.8.6)</p> <p>2.23. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.8.10)</p> <p>2.24. Identify and adjust to audience when writing and speaking. (L.8.1)</p> <p>2.25. Use language and its conventions properly in speech and writing. (L.8.3)</p> <p>2.26. Use verbs in active/passive</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Memoir	
	Subject/Grade Level: Grade 8	Goal 2: The Memoir Unit is an opportunity for students to read memoirs written by people from all manner of ages and circumstances. It also provides an opportunity for young people to take a moment of their lives and chronicle it in writing.	
	English Language Arts		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>voice and conditional/subjunctive mood for particular effect. (L.8.3.a)</p> <p>2.27. Appropriately use commas, ellipses, and dashes in writing. (L.8.2.a, L.8.2.b)</p> <p>2.28. Use correct spelling. (L.8.2.c)</p> <p>2.29. Use context clues, Greek or Latin affixes/roots, reference materials (dictionary, thesaurus, glossary) to determine/verify word meanings. (L.8.4, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d)</p> <p>2.30. Recognize and interpret figures of speech such as verbal irony and puns in context. (L.8.5.a)</p> <p>2.31. Use word relationships to deepen comprehension of</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Memoir	
	Subject/Grade Level: Grade 8	Goal 2: The Memoir Unit is an opportunity for students to read memoirs written by people from all manner of ages and circumstances. It also provides an opportunity for young people to take a moment of their lives and chronicle it in writing.	
	English Language Arts		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>individual words. (L.8.5.b)</p> <p>2.32. Examine and distinguish the connotations of words with similar meanings. (L.8.5.c)</p> <p>2.33. Build a working vocabulary of grade-appropriate and academic language. (L.8.6)</p> <p>Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. (8.1.8.C.1)</p> <p>Demonstrate personal responsibility for lifelong learning. (8.1.8.D.2)</p> <p>2.34. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: The Search for Individual Identity	
		Goal 3: Students will read, interpret, and analyze a science fiction text with a primary focus on the protagonist's journey of self-discovery. The possible texts listed include, to varying degrees, a central protagonist searching for a better understanding of his or her individual identity. Students will then extrapolate, based on the protagonist's experience, and begin to consider his or her own identity through a variety of writing pieces. Additional literature (poetry, short story, literary nonfiction) will help students apply this traditional literary motif beyond the scope of a whole class novel.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	3.1. Utilize a variety of literary texts to formulate an understanding of one's identity. (RL.8.2, W.8.9, W.8.9.a) 3.2. Read and comprehend literature independently and proficiently. (RL.8.10) 3.3. Analyze a text for figurative language, symbolism, recurring images, and motif. (RL.8.1) 3.4. Evaluate, in discussion and writing, a protagonist's dynamic transformation. (RL.8.3, W.8.9, W.8.9.a) 3.5. Develop a repertoire of analytical skills for the dissection of poetry. (RL.8.1, SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d) 3.6. Utilize context clues and	Essential Questions: How is an individual's identity more than the product of his or her society, in both literature and life? What can science fiction teach us about reality? How do writers use logical arguments to change a reader's point of view to, bring about a change on the reader's part, or to ask the reader to accept the writer's explanation or a concept, issue, or problem? Conceptual Understandings: Science fiction authors depict futuristic settings that, on some level, comment on present society. In dystopian science fiction, an individual's quest to be a unique individual drives the plot. Argument is a process through which writers present several strong, well-researched, logical arguments to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem.	Learning Activities: Anticipation guide Group and whole class analyses of short literary works (see below) How to analyze characterization Motif, recurring image, symbolism The qualifications of a dystopia What is ambiguity? Defend your interpretation of the novel's ending Learning to use textual evidence Taking Good Notes Organizing an Outline Meeting Deadlines Evaluating Websites for sources Theme analysis brainstorming ideas Preparing a thesis Crafting a strong introduction Writing clear body paragraphs Using quotations in writing Crafting a strong conclusion Properly annotating text The importance of word choice Connotation game Root words Common Grammar Mistakes Textual evidence envelope match game

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: The Search for Individual Identity	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>root words to build an extended vocabulary. (RL.8.4)</p> <p>3.7. Differentiate elements of homophone sets/trios. (RL.8.4)</p> <p>3.8. Articulate the difference between a clause and a phrase. (L.8.1)</p> <p>3.9. Use technology to conduct a self-guided research project. (W.8.7, SL.8.2, SL.8.3)</p> <p>3.10. Gather information from multiple print and digital sources determining the validity of the information discovered. (W.8.8)</p> <p>3.11. Craft a comprehensive analytical essay, using skills gleaned through teacher-modeling, that features an</p>		<p>Evaluating teacher-modeled paragraphs</p> <p>Classroom discussions</p> <p>Grammar games</p> <p>Jeopardy-style review of novel and content</p> <p>Grammar collages</p> <p>Assessment Models:</p> <p>Six word memoir</p> <p>Note pages (graphic organizers)</p> <p>Journal writing & quick writes</p> <p>Group work</p> <p>Reading logs</p> <p>Quick reading quizzes</p> <p>Vocabulary activities (sentences, etc)</p> <p>Analytical responses to poetry and prose</p> <p>Exit cards</p> <p>End of novel test</p> <p>Utopia research project</p> <p>Vocabulary tests</p> <p>Marking period grammar assessment</p> <p>Character analysis essay on the dynamic transformation of the protagonist</p> <p>Additional Resources:</p> <p><u>Fahrenheit 451</u> by Ray Bradbury</p> <p><u>Ender's Game</u> by Orson Scott Card</p> <p>New Jersey Registered Holistic Scoring Rubric</p> <p>Short Story Resources:</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: The Search for Individual Identity	
		Goal 3: Students will read, interpret, and analyze a science fiction text with a primary focus on the protagonist's journey of self-discovery. The possible texts listed include, to varying degrees, a central protagonist searching for a better understanding of his or her individual identity. Students will then extrapolate, based on the protagonist's experience, and begin to consider his or her own identity through a variety of writing pieces. Additional literature (poetry, short story, literary nonfiction) will help students apply this traditional literary motif beyond the scope of a whole class novel.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>attention-grabbing introduction, textually grounded analysis, and a thoughtful conclusion. (L.8.1, W.8.4, W.8.9, W.8.10)</p> <p>3.12. Publish an informative/explanatory essay that examines a topic and conveys information. (W.8.2)</p> <p>3.13. Identify and evaluate the argument/claims in a text, weeding out irrelevant information and assessing the value of supporting evidence. (RI.8.8)</p> <p>3.14. Analyze texts that provide conflicting information on the same topic. (RI.8.9)</p> <p>3.15. Introduce a topic,</p>		<p>"The Pedestrian" by Ray Bradbury "Harrison Bergeron" by Kurt Vonnegut "The Lady, or the Tiger?" by Frank Stockton [follow-up on ambiguity] Literary Nonfiction: "Afghan women looking for a voice" [CNNWorld] "Schools' Codes of Conformity" by Susanna Rodell Poetry Resources: "The Unknown Citizen" by W.H. Auden "I'm Nobody! Who Are You?" by Emily Dickinson "the little horse is newly" by e.e. cummings "The Tide Rises, the Tide Falls" by Henry Wadsworth Longfellow <i>Sadlier-Oxford Vocabulary Workshop Text</i> Easy Grammar series</p> <p>www.webenglishteacher.com</p> <p>www.sadlier-oxford.com</p> <p>http://owl.english.purdue.edu/owl</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: The Search for Individual Identity	
		Goal 3: Students will read, interpret, and analyze a science fiction text with a primary focus on the protagonist's journey of self-discovery. The possible texts listed include, to varying degrees, a central protagonist searching for a better understanding of his or her individual identity. Students will then extrapolate, based on the protagonist's experience, and begin to consider his or her own identity through a variety of writing pieces. Additional literature (poetry, short story, literary nonfiction) will help students apply this traditional literary motif beyond the scope of a whole class novel.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	previewing what follows. (W.8.2.a) 3.16. Organize ideas and concepts into broader categories and utilize formatting and graphics to aid comprehension. (W.8.2.b) 3.17. Clarify relationships between concepts and ideas using appropriate and varied transitions. (W.8.2.c) 3.18. Use precise and domain-specific vocabulary to write about topics. (W.8.2.d) 3.19. Establish and maintain a formal style. (W.8.2.e) 3.20. Incorporate a concluding statement or section that supports the information		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: The Search for Individual Identity	
		Goal 3: Students will read, interpret, and analyze a science fiction text with a primary focus on the protagonist's journey of self-discovery. The possible texts listed include, to varying degrees, a central protagonist searching for a better understanding of his or her individual identity. Students will then extrapolate, based on the protagonist's experience, and begin to consider his or her own identity through a variety of writing pieces. Additional literature (poetry, short story, literary nonfiction) will help students apply this traditional literary motif beyond the scope of a whole class novel.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>presented. (W.8.2.f)</p> <p>3.21. Collaborate with peers on various tasks. (SL.8.1)</p> <p>3.22. Demonstrate understanding of an author's use of characterization by completing nightly reading logs. (RL.8.3, RL.8.6, W.8.10)</p> <p>3.23. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. (8.1.8.C.1)</p> <p>Demonstrate personal responsibility for lifelong learning. (8.1.8.D.2)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Shakespearean Literature	
	Subject/Grade Level: Grade 8 English Language Arts	Goal 4: This unit focuses primarily on the works of William Shakespeare. It relies heavily on literature, sonnets, and scripts written by the bard. In addition to the reading of these pieces, the unit also incorporates analytical, argumentative and narrative writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
April-June	<p>4.1. Analyze text using textual evidence to support thesis in writing. (RL.8.1, RI.8.1)</p> <p>4.2. Determine theme through analyzing the central idea of a text as determined by the events that occur within the text. (RL.8.2, RI.8.2)</p> <p>4.3. Utilize context clues and prior knowledge to extend vocabulary while comparing and contrasting to other texts. (RL.8.4, RI.8.4)</p> <p>4.4. Compare and contrast written text to audio/film version of story analyzing the effects/changes due to the medium. (RL.8.7)</p> <p>4.5. Develop a repertoire of analytical skills for the dissection of poetry.</p>	<p>Essential Questions: How can literature personalize historical events and facilitate understanding of people's lives? How can historical/multicultural literature promote empathy and facilitate the understanding of self and others? How does the past influence the present and, even the future? How does an individual's command of the English language influence others' perceptions of him or her?</p> <p>Conceptual Understandings: Some genres must be read differently than others. It is important to read text closely to infer meaning. Historical information is shaped by many influences. Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader.</p>	<p>Learning Activities: Activate prior knowledge: "What is poetry" "Poetry Analysis 101" Poetry terms to know Song response Peer Conferences Writing Conferences Thematic anticipatory set Connecting characters to theme Recognizing symbolism Recognizing and Explaining Theme Introduction to Shakespearean literary traditions Reviewing main events A short biography of William Shakespeare Using quotations in writing Quotation analysis techniques Recognizing parts of speech Film script project</p> <p>Assessment Models: Quizzes Group Discussions Literature study questions Reading Response Journal (theme) Writing Response Journal (theme) Responding to Writing Prompts</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 English Language Arts	Topic: Shakespearean Literature	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(RL.8.1, SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d)</p> <p>4.6. Collaborate with the students in flexible groupings to discuss the text and topics related to the text, particularly as they relate to the student, other texts and world events. (SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d)</p> <p>4.7. Deliver an appropriate speech using specific pre-determined requirements. (SL.8.6)</p> <p>4.8. Compose poetry in the style of a Shakespearean sonnet. (W.8.3)</p> <p>4.9. Develop a film script that summarizes portions of a Shakespearean play. (W.8.3)</p> <p>4.10. Publish an argumentative piece to support claims with reasons and relevant</p>		<p>Vocabulary Exercises/Tests Sentence Meaning Novel Test Grammar Tests Theme Analysis Quotation Analyses</p> <p>Additional Resources: <i>Much Ado About Nothing</i> Shakespearean sonnets Langston Hughes poetry A Short Biography of William Shakespeare Article of the Week (one per week for six weeks) Easy Grammar series <i>Sadlier Oxford Vocabulary Workshop Text</i></p> <p>http://www.webenglishteacher.com/ http://owl.english.purdue.edu/ http://www.sadlier-oxford.com/ http://dictionary.reference.com/</p>

Suggested days of Instruction	Curriculum Management System	Topic: Shakespearean Literature	
	Subject/Grade Level: Grade 8 English Language Arts	Goal 4: This unit focuses primarily on the works of William Shakespeare. It relies heavily on literature, sonnets, and scripts written by the bard. In addition to the reading of these pieces, the unit also incorporates analytical, argumentative and narrative writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>evidence. (W.8.1)</p> <p>4.11. Write clearly to specific requirements keeping audience in mind. (W.8.4)</p> <p>4.12. Revise and edit to improve writing based on peer and teacher feedback. (W.8.5)</p> <p>4.13. Appropriately use technology as necessary to produce, revise, and edit writing tasks as well as collaborate with peers and teacher. (W.8.6)</p> <p>4.14. Use textual evidence from literary and/or informational texts to support analysis in any and all formats. (W.8.9, W.8.9.a, W.8.9.b)</p> <p>4.15. Regularly compile samples of writing whose topics are chosen by student or</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Shakespearean Literature	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>teacher. (W.8.10)</p> <p>4.16. Identify and adjust to audience when writing and speaking. (L.8.1)</p> <p>4.17. Use language and its conventions properly in speech and writing. (L.8.3)</p> <p>4.18. Use verbs in active/passive voice and conditional/subjunctive mood for particular effect. (L.8.3.a)</p> <p>4.19. Appropriately use commas, ellipses, and dashes in writing. (L.8.2.a, L.8.2.b)</p> <p>4.20. Use correct spelling. (L.8.2.c)</p> <p>4.21. Use context clues, Greek or Latin affixes/roots, reference</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Shakespearean Literature	
	Subject/Grade Level: Grade 8 English Language Arts	Goal 4: This unit focuses primarily on the works of William Shakespeare. It relies heavily on literature, sonnets, and scripts written by the bard. In addition to the reading of these pieces, the unit also incorporates analytical, argumentative and narrative writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>materials (dictionary, thesaurus, glossary) to determine/verify word meanings. (L.8.4, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d)</p> <p>4.22. Recognize and interpret figures of speech such as verbal irony and puns in context. (L.8.5.a)</p> <p>4.23. Use word relationships to deepen comprehension of individual words. (L.8.5.b)</p> <p>4.24. Examine and distinguish the connotations of words with similar meanings. (L.8.5.c)</p> <p>4.25. Build a working vocabulary of grade-appropriate and academic language. (L.8.6)</p> <p>4.26. Determine an individual's responsibility for personal</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Shakespearean Literature	
	Subject/Grade Level: Grade 8 English Language Arts	Goal 4: This unit focuses primarily on the works of William Shakespeare. It relies heavily on literature, sonnets, and scripts written by the bard. In addition to the reading of these pieces, the unit also incorporates analytical, argumentative and narrative writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.27. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>4.28</p>		