

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*William Allen Middle School  
English Language Arts Department*

*English Language Arts  
Eighth Grade*

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## [Course Description and Fundamental Concepts](#)

Using the New Jersey Student Learning Standards as a guide and building from the skills that students developed in the seventh-grade language arts program, eighth-grade language arts classes read various classic and young adult literary selections. This is accomplished while discussing literary elements and connecting those pieces to their lives and the world around them. In writing, students will continue to write arguments to support claims; write informative/explanatory texts to examine and convey complex ideas, and write narratives to develop real or imagined experiences. Students will continue to build their writing skills via different outlets including, but not limited to, journals, essays, and poetry. Grammar and vocabulary instruction are incorporated into the students' experiences.

## [New Jersey Student Learning Standards \(NJSLs\)](#)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

### **Anchor Standards for Reading**

#### **Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

#### **Craft and Structure**

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

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

#### **Integration of Knowledge and Ideas**

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

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

### **Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

## **Grade 8 Progress Indicators for Reading Literature**

### **Key Ideas and Details**

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

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

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

### **Craft and Structure**

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

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

### **Integration of Knowledge and Ideas**

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.

RL.8.8. (Not applicable to literature)

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.

### **Range of Reading and Level of Text Complexity**

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

## **Grade 8**

### **Progress Indicators for Reading Informational Text**

#### **Key Ideas and Details**

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

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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

#### **Craft and Structure**

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.

#### **Integration of Knowledge and Ideas**

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

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

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

### **Range of Reading and Level of Text Complexity**

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

## **Anchor Standards for Writing**

### **Text Types and Purposes**

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

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

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

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

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.



NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

### **Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year

## **Grade 8**

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

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.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, 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.

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

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

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

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

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

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

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

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

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

### **Research to Build and Present Knowledge**

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

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

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”).

### **Range of Writing**

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.

## **Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## **Grade 8**

### **Progress Indicators for Speaking and Listening**

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 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.

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.

### **Presentation of Knowledge and Ideas**

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

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

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

## **Anchor Standards for Language**

### **Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

### **Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

**Grade 8**  
**Progress Indicators for Language**

**Conventions of Standard English**

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.

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.

**Knowledge of Language**

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

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

**Vocabulary Acquisition and Use**

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.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.

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

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

**Career Awareness, Exploration, Preparation, and Training (Standard 9.2)**

*List appropriate units below for which standards will be addressed*

Unit Addressed	Core Idea	Standard / Description
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p><b>9.2.8.CAP.1:</b> <i>Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</i></p> <p><b>9.2.8.CAP.2:</b> <i>Develop a plan that includes information about career areas of interest.</i></p> <p><b>9.2.8.CAP.3:</b> <i>Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</i></p> <p><b>9.2.8.CAP.4:</b> <i>Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</i></p>
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<p><b>9.2.8.CAP.5:</b> <i>Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</i></p>
	Early planning can provide more options to pay for postsecondary training and employment.	<p><b>9.2.8.CAP.6:</b> <i>Compare the costs of postsecondary education with the potential increase in income from a career of choice.</i></p> <p><b>9.2.8.CAP.7:</b> <i>Devise a strategy to minimize costs of postsecondary education.</i></p> <p><b>9.2.8.CAP.8:</b> <i>Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</i></p>

		<i>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</i>
6	There are a variety of resources available to help navigate the career planning process.	<i>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</i>
	Employee benefits can influence your employment choices.	<i>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances. 9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</i>
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<i>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process. 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</i>
	There are resources to help an individual create a business plan to start or expand a business.	<i>9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.</i>

### Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

#### By Grade 8

Unit Addressed	Core Idea	Standard / Description
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6	<b>Creativity and Innovation:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	<i>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i>
6	<b>Critical Thinking and Problem-solving:</b> Multiple solutions often exist to solve a problem.	<i>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</i>
3, 4, 5	<b>Critical Thinking and Problem-solving:</b> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	<i>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i>
5, 6	<b>Digital Citizenship:</b> Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	<i>9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i>
6	<b>Digital Citizenship:</b> There are tradeoffs between allowing information to be public and keeping information private and secure.	<i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i>
6	<b>Digital Citizenship:</b> Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	<i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i>
	<b>Digital Citizenship:</b> Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>

	<b>Digital Citizenship:</b> Digital technology and data can be leveraged by communities to address effects of climate change.	<i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i>
1-6	<b>Global and Cultural Awareness:</b> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i> <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>
3, 5	<b>Information and Media Literacy:</b> Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	<i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i> <i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i>
6	<b>Information and Media Literacy:</b> Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	<i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i> <i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i>
5	<b>Information and Media Literacy:</b> The mode of information can convey a message to consumers or an audience.	<i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i>
3, 4, 5	<b>Information and Media Literacy:</b> Sources of information are evaluated for accuracy and relevance when considering the use of information.	<i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i>
5	<b>Information and Media Literacy:</b> There are ethical and unethical uses of information and media.	<i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i>

		<b>9.4.8.IML.10:</b> <i>Examine the consequences of the uses of media (e.g., RI.8.7).</i>
5, 6	<b>Information and Media Literacy:</b> There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	<b>9.4.8.IML.12:</b> <i>Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i> <b>9.4.8.IML.13:</b> <i>Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i>
6	<b>Technology Literacy:</b> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	<b>9.4.8.TL.2:</b> <i>Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</i> <b>9.4.8.TL.3:</b> <i>Select appropriate tools to organize and present information digitally.</i>
	<b>Technology Literacy:</b> Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	<b>9.4.8.TL.5:</b> <i>Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</i> <b>9.4.8.TL.6:</b> <i>Collaborate to develop and publish work that provides perspectives on a real-world problem.</i>

### Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1-6	<b>Creating</b>	<i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i>
1, 4	<b>Connecting</b>	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
2, 4	<b>Performing/ Presenting/ Producing</b>	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i>

2, 6	<b>Responding</b>	<i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i>
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**Interdisciplinary Connections (2020 NJSL)**

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Unit Addressed	Content / Standard #	Standard Description
3	<b>Amistad Law:</b> N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
5	<b>Holocaust Law:</b> N.J.S.A. 18A:35-28	Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
1 - 6	<b>Diversity and Inclusion Law:</b> N.J.S.A. 18A:35-4.36a	<p>Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance</p> <p>Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole</p> <p>Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
1	<b>"Asian American, Pacific Islander History and Contributions Law:</b> N.J.S.A. 18A:35-4.44"	"Understand the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
1	SS/6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
3	SS/6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

<b>5</b>	<b>SS/6.2.12.C.4.d</b>	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
<b>5, 6</b>	<b>SS/6.1.12.A.16.a</b>	Examine the impact of media and technology on political and social issues in a global society.
<b>1, 6</b>	<b>Sci/RST.6-8.7 (MS-ETS1-3)</b>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Unit 1: Places We Call Home/Personal Narrative Writing or Memoir</b>	<b>September</b> (~19 days)
<b>Unit 1: Places We Call Home/Narrative Writing</b> <b>Unit 2: The Thrill of Horror/Literary Analysis</b>	<b>October</b> (~19 days)
<b>Unit 2: The Thrill of Horror/Literary Analysis</b>	<b>November</b> (~16 days)
<b>Unit 3: The Fight for Freedom Nonfiction/Explanatory Writing</b>	<b>December</b> (~15 days)
<b>Unit 3: The Fight for Freedom Nonfiction/Explanatory Writing</b> <b>Unit 4: The Fight for Freedom Historical Fiction/Fictional Narrative Writing</b>	<b>January</b> (~18 days)
<b>Unit 4: The Fight for Freedom Historical Fiction/Fictional Narrative Writing</b>	<b>February</b> (~18 days)
<b>Unit 4: The Fight for Freedom Historical Fiction/Fictional Narrative Writing</b> <b>Unit 5: The Legacy of Anne Frank/Research Writing</b>	<b>March</b> (~15-20 days)
<b>Unit 5: The Legacy of Anne Frank/Research Writing</b>	<b>April</b> (~15-20 days)
<b>Unit 6: Gadgets and Glitches/Dystopian Literature/Argumentative Writing</b>	<b>May</b> (~18 days)
<b>Unit 6: Gadgets and Glitches/Dystopian Literature/Argumentative Writing</b>	<b>June</b> (~15 days)

## [Units Scope and Sequence](#)

### **Unit 1: Places We Call Home**

#### **Learning Goals: What do I want my students to learn?**

##### **Standards**

[NJSLs](#) - *RL.8.1, RL. 8.2, RL 8.3, RL. 8.4, RL.8.5, RL.8.6, RL..8.7, RL.8.9, RL.8.10; RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.8, RI.8.9, RI.8.10; W.8.3, W.8.4, W.8.5, W.8.6, W.8.8, W.8.9, W.8.10; SL.8.1, SL.8.2; L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6*

##### **Fundamental Concepts / Big Ideas**

- Essential Question: What are the places that shape who you are?
- Literature can express one’s identity through descriptions and implications related to selfhood, history, place, and experiences.
- Notice and Note Fiction Signposts enable readers to focus on and consider the role of key aspects of a text as well as make significant inferences about what is implied but not explicitly stated.
- Effectively applying elements of literature like plot, characters, and theme as well as creative and relevant rhetorical devices enables writers to develop meaningful and engaging narratives.
- Students can express elements of their backgrounds, identities, and personalities through development of personal narrative essays.

##### **Learning Objectives**

Students will be able to...

- Analyze key elements of literature including plot, theme, and characters
- Analyze the use of rhetorical devices including imagery, simile, metaphor, and repetition
- Apply Notice and Note Fiction Signposts to analysis of text
- Use context to determine the meaning of words and phrases
- Write a narrative short story accurately implementing the story elements
- Complete all elements of the writing process including drafting and revising before publishing personal narratives
- Use close reading techniques such as annotation to analyze texts

## Unit 2: The Thrill of Horror

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.8.1, RL.8.2, RL.8.3, RL.8.4; RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10; W.8.1, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10; L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6; SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6*

#### Fundamental Concepts / Big Ideas

- Essential Question: Why do we sometimes like to feel frightened?
- Elements of literature/rhetorical devices enable authors to achieve their purpose for writing (delivering a strong theme, entertaining the reader, etc.)
- Effective writing is logically and coherently organized and well-supported with evidence.
- Following the steps of the writing process is necessary when developing an effective and cohesive essay.

#### Learning Objectives

Students will be able to...

- Analyze the role of foreshadowing, setting, repetition, mood, and other literary elements in developing suspense
- Analyze the role of literary elements in developing a theme
- Identify author's purpose in both fiction and nonfiction texts
- Identify an author's claim and supporting evidence
- Select relevant supporting evidence from a text that lends itself to analysis
- Brainstorm, draft, edit, and revise writing
- Develop and support a thesis for a Literary Analysis Essay
- Organize writing into cohesive paragraphs



## Unit 3: The Fight for Freedom - Nonfiction

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *R.L.8.1, R.L.8.2, R.L.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10; RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.9, RI.8.10; W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10; SL.8.1, SL.8.2, SL.8.4, L.8.1c, L.8.2, L.8.3, L.8.4a, L.8.5a, L.8.6*

#### Fundamental Concepts / Big Ideas

- Essential Question: What will people risk to be free?
- Analyzing nonfiction texts enables readers to gain insight into and make connections between the real experiences of others and events in our world.
- Applying the Notice and Note Nonfiction Signposts enables readers to identify and synthesize key aspects of a nonfiction text.
- Authors of nonfiction texts include and present different pieces of information in different ways according to their perspective and purpose (Biography vs. Autobiography).
- Explanatory writing requires students to organize information in a clear sequence and select key details to develop an explanation.

#### Learning Objectives

Students will be able to...

- Synthesize literature and informational texts to make text personally relevant and useful
- Use language structure and context clues to identify the intended meaning of words and phrases
- Research historical events like the Underground Railroad
- Compare the elements of Autobiography and Biography
- Apply Notice and Note Nonfiction Signposts to analysis of texts
- Compare and Contrast the portrayal of historical figures as represented in multiple sources like biography and film

## Unit 4: The Fight for Freedom - Historical Fiction

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *R.L.8.1, R.L.8.2, R.L.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10; RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.9, RI.8.10; W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10; SL.8.1, SL.8.2, SL.8.4, L.8.1c, L.8.2, L.8.3, L.8.4a, L.8.5a, L.8.6*

#### Fundamental Concepts / Big Ideas

- Essential Question: What will people risk to be free?
- Reading and analyzing historical fiction provides insight into characters, conflicts, and settings of the past.
- Understanding stories from and about the past enable us, as readers and citizens, to form opinions and make critical decisions about the present and future.

#### Learning Objectives

Students will be able to...

- Apply Notice and Note Fiction and Nonfiction Signposts to analyze historical fiction texts for theme
- Apply the Notice and Note Signposts in order to analyze character development within the text, i.e. identifying tough questions to make inferences about a character's internal conflict.
- Analyze symbolism and determine the correlation between symbolism and theme in a text
- Analyze historical events as they relate to character development
- Use language structure and context clues to identify the intended meaning of words and phrases
- Research historical events
- Analyze the relevance of the time period and settings of a text with relation to the plot/conflict
- Independently read a novel and annotate/record journal entries w/ analysis
- Participate in collaborative discussions about reading

## Unit 5: The Legacy of Anne Frank

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.7, RL.8.10; RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10; W.8.2a-f, W.8.4, W.8.5, W.8.7, W.8.9b, W.8.10, W.8.9; L.8.1d, L.8.4 d, L.8.5, L.8.6, SL.8.3, SL.8.4, SL.8.5, SL.8.6*

#### Fundamental Concepts / Big Ideas

- Essential Question: What can we learn from tragic events?
- Understanding stories from and about the past helps us to form opinions and make critical decisions about the present and future.
- Accurate and thorough research and synthesis between sources and ideas enable students to develop well-supported essays.

#### Learning Objectives

Students will be able to...

- Read a drama independently as well as collaboratively/aloud together
- Synthesize information from different sources, both fiction and nonfiction, related to the same historical event or context (The Holocaust)
- Compare and contrast the portrayal of characters, setting, and conflict in different genres and versions of the same or similar stories
- Apply the Notice and Note Signposts in order to analyze character development within the text, i.e. identifying tough questions to make inferences about a character's internal conflict.
- Research a topic and collect relevant information for an essay
- Brainstorm, draft, edit, and revise writing
- Analyze the role of rhetorical devices and emotional and ethical appeals in achieving an author's purpose

## Unit 6: Gadgets and Glitches

### Learning Goals: What do I want my students to learn?

[NJSLs](#) - *RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10; RI.8.1, RI.8.2, RI.8.3, RI.8.8, RI.8.9; W.8.2a-f, W.8.4, W.8.5, W.8.7, W.8.9b, W.8.10; L.8.1d, L.8.4, L.8.5, L.8.6; SL.8.3, SL.8.4, SL.8.5, SL.8.6*

### Fundamental Concepts / Big Ideas

- Essential Question: Does technology improve or control our lives?
- Authors of Dystopian literature develop characters, settings, and plots that work together to present a warning to readers about a problem present in our world today.
- Readers make sense of strange worlds and consider their relationship to historical or contemporary societies.
- Compare and contrast thematic development across texts.

### Learning Objectives

Students will be able to...

- Analyze character development over the course of a novel
- Analyze elements of Dystopian literature including setting, plot, characters, and theme in a variety of texts
- Apply the Notice and Note Signposts in order to analyze character development within the text, i.e. identifying words of the wiser to make inferences about the character's next moves or future
- Independently read a novel and annotate/record journal entries w/ analysis
- Participate in collaborative discussions about reading
- Develop meaningful questions to foster thoughtful group discussion

Please contact the Content Supervisor for any questions.