

BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 8

PACING-->	UNIT #1 4 Weeks	UNIT #2 3 Weeks	UNIT #3 4 Weeks
TOPIC/THEME AND OBJECTIVES	<p>Becoming a Community of Readers and Writers</p> <ul style="list-style-type: none"> • Students will be able to cite textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 texts. • Students will be able to come prepared to collaborative discussions having read or researched material under study and engage effectively. • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Students will be able to strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<p>Informational Text Features</p> <ul style="list-style-type: none"> • Students will be able to acquire grade-appropriate domain-specific words and phrases important to comprehension of informational text features. • Students will be able to read informational text from a variety of multimedia sources and identify the text structure according to its organization. • Students will be able to use the text's structure to comprehend and analyze the information presented. • Students will be able to produce an audience-appropriate, informative piece based on one of the model structures and incorporating accurate, well-chosen facts using technology suitable to the task. 	<p>Drama</p> <ul style="list-style-type: none"> • Read and analyze a drama and its textual features. • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • 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. • 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. • Analyze the extent to which a filmed or live production of a drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. • Produce an expository/argument piece that demonstrates understanding of the analysis of a drama. • 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. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Use technology, including the Internet, to produce and publish writing and present

			<p>the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <ul style="list-style-type: none"> • 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.
<p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p>	<ul style="list-style-type: none"> • Why is it important to share your literature experiences with others either through writing or discussion? • How does sharing these experiences foster our understanding or comprehension of what we read? • How does drawing from my own experiences help create meaningful texts? • How do the elements of a novel work together to make a good story? • How does word knowledge and grammar empower me as a reader and communicator? • A literary community respects and values the sharing of ideas. 	<ul style="list-style-type: none"> • How do 21st century learners make sense of the plethora of informational text available to them? • Informational literature has a core structure that assists and enhances students' comprehension of informational materials including interdisciplinary textbooks, manuals, schedules, news articles, and graphics. 	<ul style="list-style-type: none"> • Why would an author use the genre of drama instead of a narrative to tell a story? • How does visualizing the action and the interaction between characters help you comprehend the story better? • Understanding the elements of drama will enhance comprehension of the genre. • There are various interpretations of a given piece of literature.
<p>STANDARDS</p>	<p>Reading Literature (RL)</p> <p><u>NJLSA.RL.8.1</u> <u>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.</u></p> <p>NJLSA.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>Writing (W)</p> <p>NJLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Reading (R)</p> <p>NJLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Reading Informational Text (RI)</p> <p><u>NJLSA.RI.8.1</u> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJLSA.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</p>	<p>Reading Literature (RL)</p> <p><u>NJLSA.RL.8.1</u> <u>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.</u></p> <p>NJLSA.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJLSA.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>

	<p>NJLSLA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSLA.W.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 tasks, purposes, and audiences.</p> <p>NJLSLA.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.</p> <p>Speaking/Listening (SL)</p> <p>NJLSLA.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.</p> <p>NJLSLA.SL.8.1.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.</p> <p>NJLSLA.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>NJLSLA.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant</p>	<p>summary of the text.</p> <p>NJLSLA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Writing (W)</p> <p>NJLSLA.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.</p> <p>NJLSLA.W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>NJLSLA.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJLSLA.W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>NJLSLA.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>NJLSLA.W.8.2.E</u> <u>Establish and maintain a formal style/academic style, approach, and form.</u></p> <p>NJLSLA.W.8.2.F</p>	<p>NJLSLA.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>NJLSLA.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><u>NJLSLA.RL.8.7</u> <u>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.</u></p> <p><u>NJLSLA.RL.8.10</u> <u>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.</u></p> <p>Writing (W)</p> <p>NJLSLA.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.</p> <p>NJLSLA.W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>NJLSLA.W.8.2.B</p>
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	<p>evidence, observations, and ideas.</p> <p>NJLSLA.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Language (L) NJLSLA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJLSLA.L.8.2.C Spell correctly.</p> <p>NJLSLA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJLSLA.L.8.5.B Use the relationship between particular words to better understand each of the words.</p> <p>NJLSLA.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.</p> <p>NJSLA Technology 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>NJLSLA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSLA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSLA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSLA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJLSLA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJLSLA.W.8.9.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")</p> <p>NJLSLA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJLSLA.W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>NJLSLA.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>NJLSLA.W.8.2.E</u> <u>Establish and maintain a formal style/academic style, approach, and form.</u></p> <p>NJLSLA.W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>NJLSLA.W.8.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJLSLA.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.</p> <p>NJLSLA.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.</p> <p><u>NJLSLA.W.8.10</u></p>
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	<p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>NJSLSA.W.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 tasks, purposes, and audiences.</p> <p><u>NJSLSA.W.8.10</u> <u>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.</u></p> <p>Speaking/Listening (SL) LA.8.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.</p> <p>Language (L)</p> <p>NJSLSA.L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>NJSLSA.L.8.4.C</u> <u>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.</u></p> <p>NJSLSA.L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or</p>	<p><u>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.</u></p> <p>Speaking/Listening (SL) LA.8.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. LA.8.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L) LA.8.RL.8.4 - [<i>Progress Indicator</i>] - 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 choice has on meaning and tone, including analogies or allusions to other texts.</p> <p>NJSLSA Technology 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2</p>
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		<p>in a dictionary).</p> <p>NJLSA.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.</p> <p>NJSLA Technology 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>Demonstrate the application of appropriate citations to digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>
<p>INSTRUCTIONAL PROCEDURES</p>	<p>Whole Group Create book maps Guide spelling, grammar and vocabulary activities Create anchor charts as a tool for becoming a member of the reading community Minilessons: <ul style="list-style-type: none"> • Mentor texts of memoir; excerpts </p>	<p>Whole Group Guide spelling, grammar, and vocabulary activities Using real world informational texts to recognize and identify information text features and identify the structure of text Utilize note-taking strategies to record informational text. Differentiate between</p>	<p>Whole Group Silent and oral reading of dramatic prose Guide spelling, grammar and vocabulary activities Mini lessons on:</p>

	<p>from: <i>I Know Why the Caged Bird Sings, I am a Teacher, A Letter to My Younger Self,</i></p> <ul style="list-style-type: none"> Recognize the difference between a concise summary and a thorough response to literature. Use guidance such as Book, Head, Heart (Beers and Probst) <p>applying domain specific vocabulary produce a quick write and share in large group identify basic parts of speech Introduce the process of becoming a lifelong reader through reading incentive program and the role of book choice. Introduce Fiction Signposts using excerpts from mentor texts (Notice and Note - Beers and Probst)</p> <p><u>Individual</u> journaling as a response tool for reading identify a method of sharing that leads student to attain a level of comfort</p> <p><u>Small Groups</u> Participate in literature circle discussion, book talks or reading conferences produce quick writes and share in small groups</p>	<p>essential and non-essential information using a text sample.</p> <p>Minilessons:</p> <ul style="list-style-type: none"> Mentor texts of informational pieces; excerpts from: <i>Harriet Tubman</i> by Ann Petry (biography); Recognize the difference between a concise summary and a thorough response to literature <p>Evaluate the relevance of information to an assigned task.</p> <p>Political and editorial cartoons offer an opportunity to have students use information <i>and</i> inference in a unique way. Students must use and apply an understanding of symbolism, exaggeration, analogy, labeling and irony to decipher the information and the "author's" purpose.</p> <p>Use It's No Laughing Matter (http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/#), Cartoons in the Classroom lessons, teacher generated worksheets based on real-world sources (digital and newspaper cartoons)</p> <p>Debates/Forced Choice</p> <p><u>Individual</u></p> <p>Produce an audience-appropriate informative piece using an identified text structure.</p> <p>Read and evaluate informational articles using Newsela.com and/or commonlit.org</p> <p>Conference with individual students to ensure comprehension.</p> <p><u>Small Groups</u></p>	<p>Researching background information on historical, social or cultural context of the play.</p> <p>Analyze the structure of dramatic prose (stage directions, dialogue formatting)</p> <p>Generate a Venn Diagram to plan a compare and contrast essay.</p> <p><u>Individual</u></p> <p>Silent and oral reading of dramatic prose</p> <p>Use a Venn Diagram to compose a compare and contrast essay. Produce journal responses to writing prompts</p> <p>Respond to quick writes</p> <p>Complete KWL Chart</p> <p>Complete Give One-Get One</p> <p><u>Small Groups</u></p> <p>Participate in group discussions</p> <p>Generate Reader's Theater script from familiar text</p> <p>Participate in Reader's Theater</p>
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		<p>Produce an audience-appropriate informative piece using an identified text structure.</p> <p>discussing and analyzing informational articles</p>	
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p><u>Materials</u> Close-reading guide Computer or iPad with Internet</p> <p>Document Camera</p> <p>LCD projector</p> <p>SmartBoard</p> <p><u>Text/Leveled Texts</u> Commonlit.org</p> <p>Scholastic Scope Magazine</p> <p>YouTube Videos</p> <p>Holt Handbook, 2010</p> <p>Literature 8 McDougal Douglas 2008</p> <p>Prentice Hall Literature Grade 8 Common Core Edition. 2012</p> <p><i>myPerspectives</i> - Pearson Realize digital textbook/consumable textbook</p> <p>Teacher-generated PowerPoint</p> <p>Teacher-generated worksheets</p> <p>Write Source, 2010</p>	<p><u>Materials</u> Close-reading guide Computer or iPad with Internet access</p> <p>Document Camera</p> <p>LCD projector</p> <p>SmartBoard</p> <p>Interactive Notebooks</p> <p><u>Texts/Leveled Texts</u></p> <p>Scholastic Scope Magazine</p> <p>YouTube Videos</p> <p>National Geographic Articles</p> <p>Holt Handbook, 2010</p> <p>Literature 8 McDougal Douglas 2008</p> <p>Prentice Hall Literature Grade 8 Common Core Edition. 2012</p> <p><i>myPerspectives</i> - Pearson Realize digital textbook/consumable textbook</p> <p>Teacher-generated PowerPoint</p> <p>Teacher-generated worksheets</p>	<p><u>Materials</u> Close-reading guide Computer or iPad with Internet</p> <p>Document Camera</p> <p>LCD projector</p> <p>SmartBoard</p> <p><u>Text/Leveled Texts</u> Commonlit.org</p> <p>Scholastic Scope Magazine</p> <p>YouTube Videos</p> <p>Holt Handbook, 2010</p> <p>Literature 8 McDougal Douglas 2008</p> <p>Prentice Hall Literature Grade 8 Common Core Edition. 2012</p> <p><i>myPerspectives</i> - Pearson Realize digital textbook/consumable textbook</p> <p>Teacher-generated PowerPoint</p> <p>Teacher-generated worksheets</p> <p>Write Source, 2010</p>

	<p>Readwritethink.org</p> <p>Sadlier-Oxford Vocabulary Workshop, Level C</p> <p>Vocabulary Their Way. Pearson</p> <p><u>Suggested Works:</u></p> <p>"A Retrieved Reformation," O. Henry</p> <p>A Writer's Notebook, Ralph Fletcher</p> <p>Taylor, Mildred D. Taylor. <i>Roll of Thunder, Hear My Cry.</i></p> <p>Excerpt from "I Know Why the Caged Bird Sing"</p> <p>"My Name" by Sandra Cisneros</p> <p>https://d3jc3ahdjad7x7.cloudfront.net/w4Uh4xckKtH</p> <p>"A Letter to My Younger Self"</p> <p>Rinaldi, Tom. <i>The Red Bandanna.</i> 2017.</p> <p>Beers, Probst. <i>Disrupting Thinking.</i> 2017</p>	<p>Vocabulary Their Way Pearson</p> <p>Vocabulary Workshop Level C</p> <p>The New York Times Machine: timesmachine.nytimes.com</p> <p>Readwritethink.org</p> <p>It's No Laughing Matter: Http://www.loc.gov/teachers/classroommaterials/presentations and activities/political-cartoon/# Newsela.com</p> <p><u>Suggested Works:</u></p> <p>"Three Cheers for the Nanny State" by Sarah Conly (Opinion Piece) "Ban the Ban! / Soda's a Problem" by Sidney Anne Stone (Opinion Piece) "Words Do Not Pay" Chief Joseph by Persuasive Speech "High Jinks Shoot-Out: Role Playing Games with simulated Violence" Guy Martin</p> <p><u>CommonLit</u></p>	<p>Readwritethink.org</p> <p>Sadlier-Oxford Vocabulary Workshop, Level C</p> <p>Vocabulary Their Way. Pearson</p> <p>Suggested Works:</p> <p>Anne Frank: <i>The Whole Story.</i> 2001. TV Miniseries Anne Frank: <i>The Diary of a Young Girl.</i> 1952. Print Frances Goodrich and Albert Hackett, <i>The Diary of Anne Frank,</i> 1955 Lucille Fletcher: "The Hitchhiker" and "Sorry, Wrong Number" Serling, Rod: "The Monsters are Due on Maple Street" Crane, Stephen: "The Red Badge of Courage" adapted version, <i>Read</i> magazine.</p>
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<p>ASSESSMENTS</p>	<p><u>Formative</u> Exit Slips</p> <p>Writing Conferences</p> <p>Class participation in small and whole group discussions</p> <p>Quick Writing Response/share</p> <p>Reading Response Journals</p> <p>Reading Conferences</p> <p><u>Summative</u> Reading response journal (conference/journal rubric)</p> <p>Writing Response Journals Written narrative/memoir</p> <p><u>Benchmark</u> MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p><u>Alternative</u> Post Card Project reflecting setting of summer reading Wordle activity using adjectives to describe</p>	<p><u>Formative</u> Quick write Writing Conferences Notebook check Class discussion Teacher observation Exit Slips</p> <p><u>Summative</u> Teacher generated tests and quizzes Data obtained through web-based resources (Newsela/Commonlit) Nonfiction Magazine</p> <p><u>Benchmark</u> MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p><u>Alternative</u> Frontier -Quizizz Prezi or Google Slides presentation: https://prezi.com/iulzb1bp8a4j/behavioral-aspects-of-role-playing-games-with-simulated-violence-on-teens/</p> <p><u>Scoring Rubrics:</u> GRADES 6- 11 (July 2015) v3.01 PARCC</p>	<p><u>Formative</u> Quick write Writing Conferences Notebook check Class discussion Teacher observation Exit Slips</p> <p><u>Summative</u> Venn Diagram Expository/argument writing piece</p> <p><u>Benchmark</u> MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p><u>Alternative</u> Oral monologue readings (memorized) TouchCast Studio Kahoot Quizizz</p> <p><u>Scoring Rubrics:</u> GRADES 6- 11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-</p>

	<p>self</p> <p>Scoring Rubrics:</p> <p>GRADES 6- 11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Narrative Task (NT)</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA GR/ELA L Grade 6-11 July 2015 Updated Rubric v3.pdf</p> <p>Teacher-generated rubrics and checklists.</p>	<p>SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA GR/ELA L Grade 6-11 July 2015 Updated Rubric v3.pdf</p> <p>Teacher-generated rubrics and checklists.</p>	<p>11 July 2015 Updated Rubric v3.pdf</p> <p>Teacher-generated rubrics and checklists.</p>
<p>ACCOMMODATIONS</p>	<p>Special Education</p> <ul style="list-style-type: none"> Additional time for skill mastery Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Modified test and assignment format,length, and content Preview of content, concepts, and vocabulary Reduced/shortened reading/written assignments Student working with an assigned partner Use open book, study guides, test prototypes Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials <p>ELL</p> <ul style="list-style-type: none"> Allowing students to correct errors (looking for understanding) Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides 	<p>Special Education</p> <ul style="list-style-type: none"> Additional time for skill mastery Computer or electronic device utilization Extended time on tests/ quizzes Modified test and assignment format,length, and content Use open book, study guides, test prototypes Mini workshops to re-teach or extend skills Varied supplemental materials to address student reading level <p>ELL</p> <ul style="list-style-type: none"> Allowing students to correct errors (looking for understanding) Modifying tests to reflect selected objectives Providing study guides Reducing the number of answer choices on a multiple choice test <p>At Risk</p> <ul style="list-style-type: none"> Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Marking students' correct and acceptable 	<p>Special Education</p> <ul style="list-style-type: none"> Additional time for skill mastery Extended time on tests/ quizzes Modified test and assignment format,length, and content (draw the scene) Preview of content, concepts, and vocabulary Use open book, study guides, test prototypes Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities <p>ELL</p> <ul style="list-style-type: none"> Allowing students to correct errors (looking for understanding) Modifying tests to reflect selected objectives Providing study guides <p>At Risk</p> <ul style="list-style-type: none"> Allowing the use of note cards or open-book during testing decreasing the amount of work presented

	<p>Reducing the number of answer choices on a multiple choice test Using computer word processing spell check and grammar check features</p> <p><u>At Risk</u> Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing decreasing the amount of work presented or required . Having peers take notes or providing a copy of the teacher’s notes Marking students’ correct and acceptable work, not the mistakes Providing study guides Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments Using authentic assessments with real-life problem-solving</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Guided Reading Multiple intelligence options Multiple texts Tiered activities/assignments</p> <hr/> <p><u>504</u> Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading/ written assignments Goal setting with students</p>	<p>work, not the mistakes Providing study guides Using authentic assessments with real-life problem-solving</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Group investigations Independent research and projects Interest groups Leveled rubrics Multiple texts/multiple reading levels Project-based learning Problem-based learning Tiered activities/assignments</p> <hr/> <p><u>504</u> Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Preferential seating Reduced/shortened reading/ written assignments to reflect student reading level Goal setting with students</p>	<p>or required Marking students’ correct and acceptable work, not the mistakes</p> <p><u>Gifted and Talented</u> Group investigations Independent research and projects Interest groups Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Problem-based learning Tiered activities/assignments</p> <hr/> <p><u>504</u> Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Multi-sensory presentation Preview of content, concepts, and vocabulary Goal setting with students</p>
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<p><u>INTERDISCIPLINARY CONNECTIONS</u></p> <p><u>21ST CENTURY SKILLS/THEMES/LIFE & CAREERS (P21.ORG)</u></p> <p><u>TECHNOLOGY INTEGRATION</u></p> <p><u>CAREER EDUCATION (NJDOE CTE Clusters)</u></p>	<p><u>Interdisciplinary Connections</u> English Language Arts Mathematics Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts</p> <p><u>21st Century Skills/ Themes/Life & Careers</u> Global Awareness Civic Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u> Chromebook Online text:web-based reading resources Online writing-submission resource Google classroom</p>	<p><u>Interdisciplinary Connections:</u> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p> <p><u>21st Century Skills/ Themes/Life & Careers</u> - Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.</p>	<p><u>Interdisciplinary Connections</u> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) (construction of set might require students to apply STEM fundamentals) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p> <p><u>21st Century Skills/ Themes/Life & Careers</u> Global Awareness Civic Literacy Health Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Media Literacy</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.</p>
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	<p><u>Career Education</u> Arts, A/V Technology & Communications Information Technology</p>	<p>CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u> Chromebook Online text:web-based reading resources Online writing-submission resource Google Classroom</p> <p><u>Career Education:</u> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u> Chromebook Video/iPads to record/present Online text: web-based reading resources Online writing-submission resource Google Classroom Access to video streaming</p> <p><u>Career Education</u> Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Hospitality & Tourism Human Services Information Technology Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>
PACING-->	UNIT #4 4 Weeks	UNIT #5 4 Weeks	UNIT #6 4 Weeks
TOPIC/THEME AND OBJECTIVES	<p>Science Fiction</p> <ul style="list-style-type: none"> • Students will be able to engage in meaningful discussions citing textual evidence to support a strong analysis. • Students will be able to use inferencing as a strategy to enhance their comprehension of the text. • Students will be able to research related scientific topics to initiate meaningful classroom discussions and write informative/explanatory texts using relevant content. 	<p>Functional Texts</p> <ul style="list-style-type: none"> • Students will be able to identify the various types of functional text. • Students will be able to identify and analyze elements of an argument. • Students will be able to identify and analyze persuasive techniques. • Students will be able to read critically to gather relevant information. • Students will be able to analyze how a text makes connections among and distinctions between individuals, ideas, or events. 	<p>Historical Fiction</p> <ul style="list-style-type: none"> • Students will be able to analyze how historical fiction draws on themes, patterns of events, as well as real and imaginary characters. • Students will be able to read informational text and analyze how the novel's author used historical research to create a fictional piece. • Students will be able to produce a short research project on an event or person that is relevant to the historical fiction currently under study.

		<ul style="list-style-type: none"> • Students will be able to apply the strategy of close reading to evaluate information and its relevance to author's purpose. • Students will be able to write arguments to support claims with clear reasons and relevant evidence. • Students will be able to form and use verbs in the active and passive voice. 	
<p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p>	<ul style="list-style-type: none"> • What makes science fiction believable? • How has science played a role in shaping society in the past? • What role is it playing today? • How do you envision it affecting the future? • Literature can help to explain how and why societies evolve. 	<ul style="list-style-type: none"> • How much information is enough? • How does reading and listening to a speech enhance one's understanding of the speaker's message? • Functional texts, in a variety of media, critically depict an author's view point. 	<ul style="list-style-type: none"> • Can all conflicts be resolved? • Is it our differences or our similarities that matter the most? • How is reflecting different from remembering? • Learning history through literature differs from learning through informational text.
<p>STANDARDS</p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.8.1</u> <u>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.</u></p> <p>NJSLSA.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLSA.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>NJSLSA.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Reading Info Text (RI)</p> <p><u>NJSLSA.RI.8.1</u> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJSLSA.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>NJSLSA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>NJSLSA.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><u>NJSLSA.RI.8.5</u></p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.8.1</u> <u>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.</u></p> <p>NJSLSA.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLSA.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>NJSLSA.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>

<p>NJLSA.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><u>NJLSA.RL.8.9</u> <u>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.</u></p> <p><u>NJLSA.RL.8.10</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p>NJLSA.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>NJLSA.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.</p> <p>Writing (W)</p> <p>NJLSA.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.</p> <p>NJLSA.W.8.3.A</p>	<p><u>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.</u></p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p><u>NJLSA.RI.8.9</u> <u>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.</u></p> <p><u>NJLSA.RI.8.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Writing (W)</p> <p>NJLSA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>NJLSA.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><u>NJLSA.RL.8.7</u> <u>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.</u></p> <p><u>NJLSA.RL.8.9</u> <u>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.</u></p> <p><u>NJLSA.RL.8.10</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p>NJLSA.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>NJLSA..RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>NJLSA.RI.8.6</p>	<p>NJLSA.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><u>NJLSA.RL.8.7</u> <u>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.</u></p> <p><u>NJLSA.RL.8.9</u> <u>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.</u></p> <p><u>NJLSA.RL.8.10</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p>NJLSA.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>NJLSA..RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>NJLSA.RI.8.6</p>
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	<p>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.</p> <p>NJLSA.W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>NJLSA.W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>NJLSA.W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>NJLSA.W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p>NJLSA.W.8.9 Draw evidence from literary or informational</p>	<p>NJLSA.W.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 tasks, purposes, and audiences.</p> <p>NJLSA.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJLSA.W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>NJLSA.W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>NJLSA.W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><u>NJLSA.W.8.1.D</u> <u>Establish and maintain a formal style.</u></p> <p>NJLSA.W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>NJLSA.W.8.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJLSA.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</p>	<p>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.</p> <p><u>NJLSA.RI.8.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Writing (W)</p> <p>NJLSA.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.</p> <p>NJLSA.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>NJLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>NJLSA.W.8.10</u> <u>Write routinely over extended time</u></p>
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	<p>texts to support analysis, reflection, and research.</p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.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.</p> <p>Language (L)</p> <p>NJSLSA.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>NJSLSA.L.8.2.B Use an ellipsis to indicate an omission.</p> <p>NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.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.</p> <p>NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>on how well purpose and audience have been addressed.</p> <p>NJSLSA.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.</p> <p>NJSLSA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.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.</p> <p>NJSLSA.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.</p> <p>NJSLSA.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.</p> <p>Language (L)</p> <p>NJSLSA.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.8.1.B</p>	<p><u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.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.</p> <p>Language (L)</p> <p>NJSLSA.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>NJSLSA.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.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.</p> <p>NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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	<p>NJSLSA.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.</p> <p>NJSLA Technology 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>Form and use verbs in the active and passive voice.</p> <p>NJSLSA.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>NJSLSA.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>NJSLSA.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.</p> <p>NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLSA.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.</p> <p>NJSLA Technology 8.1.8.B.1 Synthesize and publish information about a</p>	<p>NJSLSA.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.</p> <p>NJSLA Technology 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>
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		<p>local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	
<p>INSTRUCTIONAL PROCEDURES</p>	<p><u>Whole Group</u> Tea Party: investigate random bits of text to formulate pre-reading ideas and build curiosity. Guide spelling, grammar, and vocabulary activities</p> <p>Silent, shared and independent reading of the novel and various short stories.</p> <p>Reading Response Journals</p> <p>Participate in class discussions questioning the role of the individual vs. society, the ideas of sameness vs. differences and the importance of security vs. free choice.</p> <p>Investigate rites of passage in a variety of cultures, including our own, using print and</p>	<p><u>Whole Group</u> Guide spelling, grammar, and vocabulary activities Mini-lesson: Compare and contrast two arguments and evaluate which author was more successful in supporting their statement of opinion. Shared reading of a renown public address (Dr. Martin Luther King's "I Have a Dream") and create a found poem selecting words and phrases that impacted their reading.</p> <p><u>Individual</u></p> <p>Students provide an objective summary of Frederick Douglass's Narrative. Then analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of the text. Students trace the line of argument in</p>	<p><u>Whole Group</u> Guide spelling, grammar, and vocabulary activities Give-One, Get-One or other pre-reading activity to demonstrate understanding of historical context.</p> <p>Silent, shared and independent reading of the novel and various short stories.</p> <p>Participate in class discussions about the historical context of the novel - How does the story provide insight into courageous characters?</p> <p>Investigate the historical and cultural contexts associated with the reading selection.</p> <p><u>Individual</u></p>

	<p>other media sources.</p> <p>Investigate the science infused within the reading selection. using print and other media sources.</p> <p><u>Individual</u></p> <p>Complete a Quilt Square as an analysis of literary elements, summary and response.</p> <p>Respond in writing to a prompt drawing on concepts presented in the text and using research from social and/or scientific investigations.</p> <p><u>Small Groups</u></p> <p>Investigate the science infused within the reading selection. using print and other media sources.</p>	<p>Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not.</p> <p>Students will compose a sample of functional text with an intended audience in mind (speech, how-to manual, obituary, eulogy)</p> <p><u>Small Groups</u></p> <p>Discussion of salient points of a given functional text.</p> <p>Collaborate to generate an infographic</p>	<p>Silent, shared and independent reading of the novel and various short stories.</p> <p>Reading Response Journals (or blogging).</p> <p>Respond to a writing prompt drawing on concepts presented in the text and using research from social investigations.</p> <p>Write a narrative using historical elements about real or imagined experiences/events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Small Groups</u></p> <p>Create a timeline, delineating traditional literature as represented through time. For example: <i>The Giver</i> includes allusions to Jonah and the Whale, the Angel Gabriel. <i>The Hunger Games</i> relies on Greek and Roman mythology.</p> <p>Collaborate on completion of response to a writing prompt, drawing on concepts presented in the text and using research from social investigations.</p>
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p><u>Materials</u> Close-reading guide Computer or iPad with Internet</p> <p>Document Camera</p> <p>LCD projector</p> <p>SmartBoard</p>	<p><u>Materials</u> Close-reading guide Computer or iPad with Internet</p> <p>Document Camera</p> <p>LCD projector</p> <p>SmartBoard</p> <p>Text/Leveled Texts Commonlit.org</p>	<p><u>Materials</u> Close-reading guide Computer or iPad with Internet</p> <p>Document Camera</p> <p>LCD projector</p> <p>SmartBoard</p>

	<p><u>Text/Leveled Texts</u> Commonlit.org Newsela.com</p> <p>MyAccess</p> <p>Scholastic Scope Magazine</p> <p>YouTube Videos</p> <p>Holt Handbook, 2010</p> <p>Literature 8 McDougal Douglas 2008</p> <p>Prentice Hall Literature Grade 8 Common Core Edition. 2012</p> <p><i>myPerspectives</i> - Pearson Realize digital textbook/consumable textbook</p> <p>Teacher-generated PowerPoint</p> <p>Teacher-generated worksheets</p> <p>Write Source, 2010</p> <p>Readwritethink.org</p> <p>Sadlier-Oxford Vocabulary Workshop, Level C</p> <p>Vocabulary Their Way. Pearson</p> <p>Writing Fundamentals</p> <p>Martin Luther King Jr: "I Have a Dream"</p> <p>http://www.pbs.org/newshour/extra/lessons-plans/i-have-a-dream-as-a-work-of-literature-martin-luther-king-jr/</p> <p>Presidential Inaugural Speeches</p> <p>L.Lowry: <i>The Giver</i> Quartet D. Keyes: "Flowers for Algernon" S. Collins: <i>Hunger Games</i> Trilogy J. Dashner: <i>Maze Runner</i> series M. Lu: <i>The Legend</i> series <i>Ender's Game</i> by Orson Scott Card <i>The Time Machine</i> by H. G. Wells</p>	<p>Newsela.com</p> <p>MyAccess</p> <p>Scholastic Scope Magazine</p> <p>YouTube Videos</p> <p>Holt Handbook, 2010</p> <p>Literature 8 McDougal Douglas 2008</p> <p>Prentice Hall Literature Grade 8 Common Core Edition. 2012</p> <p><i>myPerspectives</i> - Pearson Realize digital textbook/consumable textbook</p> <p>Teacher-generated PowerPoint</p> <p>Teacher-generated worksheets</p> <p>Write Source, 2010</p> <p>Readwritethink.org</p> <p>Sadlier-Oxford Vocabulary Workshop, Level C</p> <p>Vocabulary Their Way. Pearson</p> <p>Writing Fundamentals</p> <p>Martin Luther King Jr: "I Have a Dream"</p> <p>http://www.pbs.org/newshour/extra/lessons-plans/i-have-a-dream-as-a-work-of-literature-martin-luther-king-jr/</p> <p>Presidential Inaugural Speeches</p>	<p><u>Text/Leveled Texts</u> Commonlit.org Newsela.com</p> <p>MyAccess</p> <p>Scholastic Scope Magazine</p> <p>YouTube Videos</p> <p>Holt Handbook, 2010</p> <p>Literature 8 McDougal Douglas 2008</p> <p>Prentice Hall Literature Grade 8 Common Core Edition. 2012</p> <p><i>myPerspectives</i> - Pearson Realize digital textbook/consumable textbook</p> <p>Teacher-generated PowerPoint</p> <p>Teacher-generated worksheets</p> <p>Write Source, 2010</p> <p>Readwritethink.org</p> <p>Sadlier-Oxford Vocabulary Workshop, Level C</p> <p>Vocabulary Their Way. Pearson</p> <p>Writing Fundamentals</p> <p>Works to build background knowledge::</p> <p>Hoose Phillip. <i>We Were There, Too. Young People in U.S. History</i>, New York: Farrar Straus Giroux, 2001.</p>
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	<p>"Scientists Build Robot That Runs" by Rodrique Ngowi (News Article) "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez (Biography)</p> <p>Common Lit: R. Bradbury: "All Summer in A Day" R. Bradury: "The Veldt"</p>	<p>Churchill: "Blood, Toil, Tears, and Sweat"</p> <p><i>Comprehending Functional Text</i> (Teacher Resource Book) -</p> <p>https://ellsd68secondary.weebly.com/uploads/4/7/5/1/47512197/functional_text_secondary.pdf</p> <p>"What is Your Life's Blueprint?" Martin Luther King, Jr. https://www.youtube.com/watch?v=852_SQ1EK9</p> <p>https://voiceofoc.org/wp-content/uploads/2017/01/MLK-Lifes-Blueprint.pdf</p> <p>CommonLit: "Malala Yousafzai's Address to the United Nations, July 2013" "Malala Yousafzai's Nobel Peace Prize Lecture" "Henry Adams' Testimony Before Congress" "Steve Jobs' Stanford University Commencement Speech" "Elie Wiesel's Nobel Acceptance Speech" Search thorough Historical Documents filter: https://www.commonlit.org/en/texts?sort_by=most_popular&lexile_min=&lexile_max=&genre%5B%5D=historical+document&genre%5B%5D=speech&language%5B%5D=english</p>	<p>CommonLit: "The Founding of American Democracy," "Benedict Arnold: Two Sides of a Bitter Coin,"</p> <p>Frederick Douglass. <i>Narrative of the Life of Frederick Douglass an American Slave, Written by Himself</i>. Boston: Anti-Slavery Office, 1845</p> <p>Petry, Ann. <i>Harriet Tubman: Conductor on the Underground Railroad</i>. New York: HarperCollins, 1983 From Chapter 3: "Six Years Old"</p> <p>Whitman, Walt. "O Captain! My Captain!" <i>Leaves of Grass</i>. Oxford: Oxford University Press, 1990 (1856)</p> <p>Suggested Works:</p> <p>Anderson, Laurie Halse. <i>Chains</i></p> <p>https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1182&context=independent-studies</p> <p>Forbes, Esther, <i>Johnny Tremain</i>. HMH Books for Young Readers, 2011.</p> <p>http://www.glencoe.com/sec/literature/litlibrary/pdf/johnny_tremain.pdf</p> <p>Longfellow, Henry Wadsworth, "Paul Revere's Ride." (1861)</p> <p>https://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_3A.pdf</p>
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			<p>Yolen: <i>The Devil's Arithmetic</i></p> <p>http://wvcatholicschools.org/?wpfb_dl=3131</p> <p>Taylor: <i>Roll of Thunder Hear My Cry</i></p> <p>http://www.mooreschools.com/cms/lib/OK01000367/Centricity/Domain/2786/4S1845DL.pdf</p> <p>Zusak: <i>The Book Thief</i></p> <p>Boyne: <i>The Boy in the Striped Pajamas</i></p>
ASSESSMENTS	<p><u>Formative</u></p> <p>Reading Response Journals</p> <p>Anecdotal notes from small and whole group discussions</p> <p>Reading Conference</p> <p>Quick Writing Response/share</p> <p>Writing Response Journals</p> <p>Writing Conference</p> <p>Exit Slips or anecdotal records</p> <p>Teacher Observation</p> <p><u>Summative</u></p> <p>Informative Essay</p> <p>Quilt Square (teacher-generated rubric)</p>	<p><u>Formative</u></p> <p>Reading Response Journals</p> <p>Running record of annotations throughout the specified text.</p> <p>Anecdotal notes from small and whole group discussions</p> <p>Reading Conference</p> <p>Quick Writing Response/share</p> <p>Writing Response Journals</p> <p>Writing Conference</p> <p>Exit Slips or anecdotal records</p> <p>Teacher Observation</p> <p><u>Summative</u></p>	<p><u>Formative</u></p> <p>Anecdotal notes from small and whole group discussions</p> <p>Reading Response Journals</p> <p>Reading Conference</p> <p>Quick Writing Response/share</p> <p>Writing Response Journals</p> <p>Writing Conference</p> <p>Exit Slips or anecdotal records</p> <p>Teacher Observation</p> <p><u>Summative</u></p> <p>Teacher-generated worksheets, quizzes or tests.</p>

	<p>Summative Assessments- Novel Unit Plan or teacher-generated test</p> <p>Benchmark MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p>Scoring Rubrics: GRADES 6- 11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task</p> <p>https://parcc.pearson.com/resources/Pactice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists.</p> <p>Alternative Compose an alternate ending to <i>The Giver</i></p>	<p>Teacher-generated worksheets, quizzes or tests.</p> <p>Evaluation of functional text writing sample</p> <p>Teacher-generated assessment on active and passive voice</p> <p>Benchmark MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p>Scoring Rubrics: GRADES 6- 11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task</p> <p>https://parcc.pearson.com/resources/Pactice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Alternative Functional Text Collection Notebook</p> <p>Compose and deliver speeches that address a wrong or injustice students see in society. Design a product and include functional text: cereal and provide nutritional information, STEM product and include warranty information, directions, etc</p>	<p>Written response to independent historical research</p> <p>Teacher-generated assessment on verbals</p> <p>Benchmark MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p>Scoring Rubrics: GRADES 6- 11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task</p> <p>https://parcc.pearson.com/resources/Pactice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Alternative Collaborative ABC book</p> <p>Create a newspaper to highlight the major events of the novel.</p>
<p>ACCOMMODATIONS</p>	<p>Special Education</p> <ul style="list-style-type: none"> Assistive technology Center-Based Instruction/flexible group Check work frequently for understanding Modified test content,format or length Preview of content, concepts, and vocabulary Reduced/shortened written assignments Student working with an assigned partner Exploration by interest Goal setting with students 	<p>Special Education</p> <ul style="list-style-type: none"> Additional time for skill mastery Assistive technology Check work frequently for understanding Modified assignment format Modified test content, format, length Preview of content, concepts, and vocabulary Exploration by interest Flexible grouping Goal setting with student 	<p>Special Education</p> <ul style="list-style-type: none"> Additional time for skill mastery Assistive technology Modified assignment format -Modified test content, format, length Preview of content, concepts, and vocabulary Secure attention before giving instruction/directions Student working with an assigned partner Exploration by interest

	<p>Jigsaw Think-Pair-Share Varied journal prompts Varied supplemental materials</p> <p>ELL Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Modifying tests to reflect selected objectives Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk Allow varied products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Accept the amount of work presented. Marking students' correct and acceptable work, not the mistakes Modifying tests to reflect selected objectives Providing study guides Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied journal prompts Varied supplemental materials</p> <p>Gifted and Talented</p>	<p>Think-Pair-Share Varied journal prompts Varied supplemental materials based on reading level.</p> <p>ELL Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Decreasing the amount of work presented or required Modifying tests to reflect selected objectives Reducing the number of answer choices on a multiple choice test</p> <p>At Risk Teaching key aspects of a topic Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to select from given choices . Accept the amount of work presented Modifying tests to reflect selected objectives Using authentic assessments with real-life problem-solving Using videos, illustrations, pictures, and drawings to explain or clarify Exploration by interest Flexible grouping Mini workshops to re-teach or extend skills Think-Pair-Share Varied journal prompts Varied supplemental materials</p> <p>Gifted and Talented - Exposure to varied supplemental texts Group investigations</p>	<p>Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied journal prompts Varied supplemental materials based on student's reading level</p> <p>ELL Teaching key aspects of a topic Eliminate nonessential information Use videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Accepting the amount of work presented Modifying tests to reflect selected objectives Reducing the number of answer choices on a multiple choice Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk Allowing students to correct errors (looking for understanding) Eliminate nonessential information Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning -Accept the amount of work presented Modifying tests to reflect selected objectives Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify Choice of books or activities Exploration by interest Flexible grouping Mini workshops to re-teach or extend skills Think-Pair-Share Varied supplemental materials based on</p>
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	<p>Games and tournaments Group investigations Independent research and projects I Leveled rubrics Literature circles/Stations,centers Multiple intelligence options Project-based learning Problem-based learning Think-Tac-Toes Tiered activities/assignments</p> <hr/> <p>504</p> <ul style="list-style-type: none"> - Assistive technology Behavior management plan Check work frequently for understanding Have student repeat directions to check for understanding Highlighted text visual presentation Modified test content, format or length. Multi-sensory presentation Preview of content, concepts, and vocabulary Reduced/shortened written assignments Shortened assignments Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Open-ended activities Think-Pair-Share Varied journal prompts Varied supplemental materials 	<p>Guided Reading Independent research and projects Interest groups Leveled rubrics Problem-based learning Tiered activities/assignments</p> <hr/> <p>504</p> <ul style="list-style-type: none"> - Assistive technology - Behavior management plan - Have student repeat directions to check for understanding - Modified assignment format - Modified test content,format, or length - Exploration by interest - Flexible grouping - Goal setting with students - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials by reading level 	<p>student reading level</p> <p><u>Gifted and Talented</u></p> <p>Group investigations Guided Reading Independent research and projects Interest groups Leveled rubrics Literature circles Multiple intelligence options Multiple texts Project-based learning Problem-based learning Tiered activities/assignments</p> <hr/> <p>504</p> <ul style="list-style-type: none"> - Assistive technology - Have student repeat directions to check for understanding - Highlighted text visual presentation -Modified test content,format, or length - Preview of content, concepts, and vocabulary - Secure attention before giving instruction/directions - Student working with an assigned partner - Choice of books or activities - Exploration by interest - Flexible grouping - Mini workshops to re-teach or extend skills Open-ended activities - Think-Pair-Share - Varied journal prompts - Varied supplemental materials by reading level
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES/LIFE & CAREERS (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p>	<p><u>Interdisciplinary Connections</u></p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages/cultures</p> <hr/>	<p><u>Interdisciplinary Connections</u></p> <p>English Language Arts Social Studies, including American History, World History, Geography, Government and Civics, and Economics Visual and Performing Arts</p> <hr/> <p><u>21st Century Skills/Themes/Life & Careers</u></p> <ul style="list-style-type: none"> - Global Awareness <p>Financial, Economic, Business and Entrepreneurial Literacy</p>	<p><u>Interdisciplinary Connections</u></p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology</p> <hr/> <p><u>21st Century Skills/Themes/Life & Careers</u></p>

<p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p><u>21st Century Skills/ Themes/Life & Careers</u> - Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u> Chromebook</p>	<p>Civic Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u> Chromebook Video/iPads Online text: web-based reading resources Online writing-submission resource Google Classroom Access to video streaming</p> <p><u>Career Education:</u> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration</p>	<p>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy (<i>Roll of Thunder, Hear My Cry - sharecropping, mortgage, etc.</i>) Civic Literacy Health Literacy (<i>Fever 1793</i>) Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u> Chromebook</p>
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	<p>Video/iPads to record/present Online text: web-based reading resources Online writing-submission resource Google Classroom Access to video streaming</p> <p><u>Career Education</u> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Human Services Information Technology Law, Public Safety, Corrections & Security Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Video/iPad/Chromebook access Online text: web-based reading resources Online writing-submission resource Google Classroom Access to video streaming</p> <p><u>Career Education</u> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>
PACING-->	UNIT #7 4 Weeks	UNIT #8 4 Weeks	UNIT #9 4 Weeks
TOPIC/THEME AND OBJECTIVES	<p>Biographies and Memoirs</p> <ul style="list-style-type: none"> • Students will be able to identify the character traits of nonfictional characters. • Students will read literary nonfiction text about people who faced conflict. • Students will explain how knowing the historical context of a story will enhance their understanding. • Students will identify and apply stylistic devices and narrative elements when writing their own personal narratives. 	<p>Poetry</p> <ul style="list-style-type: none"> • Students will be able to identify and interpret the author's choices of connotative and figurative language. • Students will be able to evaluate the impact of word choice. • Compare and contrast the content, format and style of works written or performed by the same author or referring a similar theme, event or topic. • Students will be able to produce a sample of poetry which exhibits a skillful use of word choice and specific figurative language. 	<p>Folk Tales, Myths and Legends</p> <ul style="list-style-type: none"> • Students will be able to read, compare, and contrast myths, legends, and folk tales from a variety of countries/cultures. • Students will be able to identify and analyze the cultural contexts of a reading selection. • Students will be able to reflect upon the values our culture finds significant through knowledge of folk heroes. • Students will be able to compose a traditional story exhibiting the form's essential characteristics.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> • Is it our similarities or our differences that matter the most? • How can reading about the courage of real people inform our understanding of determined literary characters? • Reading biographies and memoirs will inspire the reader to identify with the 	<ul style="list-style-type: none"> • What is the secret to reaching someone with words? • How does poetry reveal what we might not otherwise recognize? • Poetry may be ambiguous, therefore, meaning often must be found beyond the text. 	<ul style="list-style-type: none"> • Are yesterday's heroes important today? • What do folktales, myths, and legends reveal about world cultures - including our own? • Folk tales, myths and legends often reveal what a culture values as being significant and lasting.

	<p>nonfictional characters/author, recognize there are universal human struggles, and develop a sense of empathy.</p>	<ul style="list-style-type: none"> • A poet's craft is usually meant to evoke feelings rather than merely convey information. 	
<p>STANDARDS</p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.8.1</u> <u>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.</u></p> <p>NJSLSA.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLSA.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>NJSLSA.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>NJSLSA.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><u>NJSLSA.RL.8.10</u> <u>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.</u></p> <p>Reading Info Text (RI)</p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.8.1</u> <u>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.</u></p> <p>NJSLSA.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLSA.RL.8.3 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>NJSLSA.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><u>NJSLSA.RL.8.10</u> <u>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.</u></p> <p>Writing (W)</p> <p><u>NJSLSA.W.8.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p>	<p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.8.1</u> <u>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.</u></p> <p>NJSLSA.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLSA.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>NJSLSA.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>NJSLSA.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><u>NJSLSA.RL.8.7</u> <u>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.</u></p> <p><u>NJSLSA.RL.8.9</u></p>

<p><u>NJLSA.RI.8.1</u> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJLSA.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>NJLSA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>NJLSA.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><u>NJLSA.RI.8.5</u> <u>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.</u></p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p><u>NJLSA.RI.8.10</u> <u>By the end of the year read and</u></p>	<p>NJLSA.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.</p> <p>NJLSA.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.</p> <p>NJLSA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>NJLSA.W.8.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJLSA.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.</p> <p>NJLSA.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>NJLSA.SL.8.2</p>	<p><u>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.</u></p> <p><u>NJLSA.RL.8.10</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p><u>NJLSA.RI.8.1</u> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJLSA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>NJLSA.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Writing (W)</p> <p>NJLSA.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJLSA.W.8.2 Write informative/explanatory texts to</p>	
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	<p><u>comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Writing (W)</p> <p>NJLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.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.</p> <p>NJLSA.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>NJLSA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>NJLSA.W.8.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p>	<p>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.</p> <p>Language (L)</p> <p>NJLSA.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>NJLSA.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.</p> <p>NJLSA.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>NJLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJLSA.L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>NJLSA.L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>NJLSA.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.</p>	<p>examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>NJLSA.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>NJLSA.W.8.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p>NJLSA.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</p>
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	<p>NJLSLA.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>NJLSLA.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L)</p> <p>NJLSLA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJLSLA.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.</p> <p>NJLSLA.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.</p> <p>NJSLA Technology 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber</p>	<p>NJSLA Technology 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>following a standard format for citation.</p> <p>NJLSLA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJLSLA.W.8.9.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").</p> <p><u>NJLSLA.W.8.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJLSLA.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.</p> <p>NJLSLA.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.</p> <p>NJLSLA.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>NJLSLA.SL.8.6</p>
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	<p>bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>		<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L)</p> <p>NJSLSA.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>NJSLSA.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.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.</p> <p>NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLSA.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.</p> <p>NJSLA Technology 8.1.8.B.1 Synthesize and publish information about a</p>
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			<p>local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>
<p>INSTRUCTIONAL PROCEDURES</p>	<p><u>Whole Group</u></p> <p>Participate in class discussions Guide spelling, grammar, and vocabulary activities</p> <p>Investigate the historical/cultural contexts associated with the reading selection Analyze how the author’s specific word choices and diction impact the meaning and tone of their writing and the characterization of the individuals and places they describes. Conduct an author study by researching the life, influences and accomplishments of a favorite author. Students analyze in detail how the early years of the historical figure relate to the life experience of the author of the work. (What drew the author to that specific person?)</p>	<p><u>Whole Group</u></p> <p>Guide spelling, grammar, and vocabulary activities</p> <p>Explore song lyrics as poetry, identifying figurative language, connotative meanings, word choice, tone and mood.</p> <p>Read a variety of poetic forms, including narrative, sonnet, spoken word, couplets,lyrical, free verse, exploring the key idea of using words to create images. Understand the concept of puns. Uncover a poem’s analogies and allusions. Analyze the impact of specific word choices by the author and determine how they contribute to the overall meaning and tone of the poem.</p>	<p><u>Whole Group</u></p> <p>Guide spelling, grammar, and vocabulary activities</p> <p>Read book cover, investigate text features, discuss differences between different types of traditional literature.</p> <p>Shared and/or independent reading of selections</p> <p>Discuss societal and cultural differences within the text and draw parallels to other cultures or present day society.</p> <p><u>Individual</u></p>

	<p><u>Individual</u> Silent, shared and independent reading of the novel and various short stories.</p> <p>Reading Response Journals Compose an original memoir or personal narrative applying stylistic devices (this might include graphic representations, pictures, drawings, illustration)</p> <p><u>Small Groups</u> Silent, shared and independent reading of the novel and various short stories. Students determine the figurative and connotative meanings of words (such as <i>wayfaring</i>, <i>laconic</i>, and <i>taciturnity</i> as well as of phrases such as "hold his peace" in John Steinbeck's <i>Travels with Charley: In Search of America.</i>)</p>	<p><u>Individual</u> Illustrate a poem as it is read aloud.</p> <p>Write a short, descriptive poem that includes figurative language</p> <p>Compose a personal response to a poem.</p> <p><u>Small Groups</u> Give an oral interpretation of a poem</p>	<p>Record observations, reflections, evidence of comprehension and/or details about literary elements in a Reading Journal</p> <p>Shared and/or independent reading of selection</p> <p>Investigate related topics including the societal and cultural practices that would explain the rationale for the specific work</p> <p>Create a soundtrack of significance either to the plot of a novel or selection including a personal connection to events in the text. Explain significance of selections.</p> <p style="text-align: center;">-or-</p> <p>Create a parable, folktale, myth or legend using themes from the selected text.</p> <p style="text-align: center;">-or-</p> <p>Write an argument based on an issue presented in the text (teacher or self-selected prompt)</p> <p><u>Small Groups</u> Read a short biography of the author, including the historical/cultural influences on the selected text Design and construct products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate learning of how the traditional piece was rendered new.</p>
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/</p>	<p><u>Materials</u> Close-reading guide Computer or iPad with Internet</p>	<p><u>Materials</u> Close-reading guide Computer or iPad with Internet</p>	<p><u>Materials</u> Close-reading guide Computer or iPad with Internet</p>

LEVELED TEXTS			
	Document Camera	Document Camera	Document Camera
	LCD projector	LCD projector	LCD projector
	SmartBoard	SmartBoard	SmartBoard
	<u>Text/Leveled Texts</u>	<u>Text/Leveled Texts</u>	<u>Text/Leveled Texts</u>
	Commonlit.org	Commonlit.org	Commonlit.org
	Newsela.com	Newsela.com	Newsela.com
	MyAccess	MyAccess	MyAccess
	Scholastic Scope Magazine	Scholastic Scope Magazine	Scholastic Scope Magazine
	YouTube	YouTube	YouTube
	Holt Handbook, 2010	Holt Handbook, 2010	Holt Handbook, 2010
	Literature 8 McDougal Douglas 2008	Literature 8 McDougal Douglas 2008	Literature 8 McDougal Douglas 2008
	Prentice Hall Literature Grade 8 Common Core Edition. 2012	Prentice Hall Literature Grade 8 Common Core Edition. 2012	Prentice Hall Literature Grade 8 Common Core Edition. 2012
	<i>myPerspectives</i> - Pearson Realize digital textbook/consumable textbook	<i>myPerspectives</i> - Pearson Realize digital textbook/consumable textbook	<i>myPerspectives</i> - Pearson Realize digital textbook/consumable textbook
	Teacher-generated PowerPoint	Teacher-generated PowerPoint	Teacher-generated PowerPoint
	Teacher-generated worksheets	Teacher-generated worksheets	Teacher-generated worksheets
	Write Source, 2010	Write Source, 2010	Write Source, 2010
	Readwritethink.org	Readwritethink.org	Readwritethink.org
	Sadlier-Oxford Vocabulary Workshop, Level C	Sadlier-Oxford Vocabulary Workshop, Level C	Sadlier-Oxford Vocabulary Workshop, Level C
	Vocabulary Their Way. Pearson	Vocabulary Their Way. Pearson	Vocabulary Their Way. Pearson

	<p><u>Suggested Works:</u></p> <p>"My First Free Summer" by Julia Alvarez (Literature 8, McDougall Littell).</p> <p>Excerpts from <i>Woodson</i> - "A Glow in the Dark" by Gary Paulsen</p> <p>"Anne Frank Remembered" by Miep Gies</p> <p>"The Mysterious Mr. Lincoln" by Russell Freedman</p> <p>https://www.tiptoediscovery.com.br/wp-content/uploads/2016/10/u2_mysterio_lincoln_se-text.pdf</p> <p>"Cub Pilot on the Mississippi" by Mark Twain "Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself" Excerpts from "Night" by Elie Wiesel "Maus" by Art Spiegelman "The Upstairs Room" by Johanna Reiss "Travels with Charley" by John Steinbeck "Barrington Irving, Pilot and Educator / Got 30 Dollars" National Geographic, Magazine Article Yousafzai, Malala. <i>I Am Malala</i>. http://engl611-mueller.wikispaces.umb.edu/file/view/Goldberg_ENG611_MalalaUnit_FINAL.pdf</p> <p>Obama, Barack - Excerpt from "Dreams from My Father" "The Vision of Maya Lin" by Brent Ashabranner. (Prentice Hall Literature 8) http://www.phschool.com/atschool/georgia/pdfbooks/readers_journey/GR8_SE_unit1_before.pdf</p> <p>CommonLit: "The Real 'Hacksaw Ridge' Soldier Saved 75</p>	<p><u>Suggested Works:</u></p> <p>Carroll, Lewis. "Jabberwocky." <i>Alice Through the Looking Glass</i>. Cambridge, Mass.: Candlewick, 2005. (1872)</p> <p>From Dickinson, Emily. "The Railway Train." <i>The Complete Poems of Emily Dickinson</i>. Boston: Little, Brown, 1960. (1893) chapter 1: "Looking-Glass House"</p> <p>Frost, Robert. "The Road Not Taken." <i>The Poetry of Robert Frost: The Collected Poems</i>. Edited by Edward Connery Lathem. New York: Henry Holt, 1979. (1915)</p> <p>Giovanni, Nikki. "A Poem for My Librarian, Mrs. Long." <i>Acolytes</i>. New York: William Morrow, 2007. (2007)</p> <p>Hughes, Langston. "I, Too, Sing America." <i>The Collected Poems of Langston Hughes</i>. New York: Knopf, 1994. (1925)</p> <p>Longfellow, Henry Wadsworth. "Paul Revere's Ride." (1861)</p> <p>Navajo tradition. "Twelfth Song of Thunder." <i>The Mountain Chant: A Navajo Ceremony</i>. Forgotten Books, 2008. (1887)</p> <p>Sandburg, Carl. "Chicago." <i>Chicago Poems</i>. New York: Henry Holt, 1916. (1916)</p> <p>Soto, Gary. "Oranges." <i>Black Hair</i>. Pittsburgh: University of Pittsburgh Press, 1985. (1985)</p>	<p><u>Suggested Works:</u></p> <p>A Writer's Notebook, Ralph Fletcher</p> <p>Brer Possum's Dilemma by Jackie Torrence</p> <p>Coyote Steals the Sun and Moon by Richard Erdos and Alfonso Ortiz</p> <p>Steinbeck, John. <i>The Pearl</i>. Penguin Group, 1993</p> <p><i>The Pearl</i> Text Set: https://newsela.com/text-sets/7743</p> <p><i>The Kane Chronicles</i>, Rick Riordan</p> <p>Why the Waves have Whitecaps by Zora Neale Hurston</p> <p><i>The Lightning Thief</i> by Rick Riordan</p> <p>Greek Myths including, but not limited to: Icarus and Daedalus, Orpheus and Eurydice,</p> <p>Greek Mythology Text Set: https://newsela.com/text-sets/219256</p> <p>CommonLit https://www.commonlit.org/en/texts?query=myths&sort_by=relevant&lexile_min=&lexile_max=&level%5B%5D=7th-8th+grade&language%5B%5D=english</p> <p>Icarus and Daedalus, Josephine Preston Peabody, Myth</p> <p>Spoken Word poem: "Icarus" by Kate</p>
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	<p>Souls..” by Elizabeth Blair. Malala Yousafzai: A Normal Yet Powerful...” by NPR Staff (audio https://www.npr.org/books/titles/234740673/i-am-malala-the-girl-who-stood-up-for-education-and-was-shot-by-the-taliban Excerpt from ‘The Story of My Life’” by Helen Keller.</p>	<p>Whitman, Walt. “O Captain! My Captain!” Leaves of Grass . Oxford: Oxford University Press, 1990. (1865)</p> <p>Alfred Noyes. “The Highwayman”Prentice Hall Literature Silver.</p> <p>Iris Dement. “There’s a Wall in Washington.” in conjunction with nonfiction: “The Vision of Maya Lin” by Brent Ashabranner. (Prentice Hall Literature 8)</p> <p>http://www.phschool.com/atschool/georgia/pdfbooks/readers_journey/GR8_SE_unit1_before.pdf</p> <p>“The Unknown Citizen” by W. H. Auden</p> <p>CommonLit:</p> <p>“I am the People, The Mob” by Carl Sandburg</p> <p>“Wilderness” by Carl Sandburg</p>	<p>Tempest (2010)</p> <p>https://www.youtube.com/watch?v=yv5fqga_pRwQ</p> <p>Greek God and Goddess Bingo</p> <p>https://researchparent.com/wp-content/uploads/Greek_Mythology_God_and_Goddess_Control_Cards.pdf</p> <p>Newsela: https://newsela.com/search/#/?needle=folktales</p>
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<p>ASSESSMENTS</p>	<p><u>Formative</u></p> <p>Reading Response Journals</p> <p>Class participation in small and whole group discussions.</p> <p>Reading Conference</p> <p>Quick Writing Response/Share</p> <p>Writing Response Journal</p> <p>Writing Conference</p> <p>Exit Slip or other anecdotal record</p> <p>Teacher Observation</p> <p><u>Summative</u></p> <p>Memoir/Personal Narrative (poster or scrapbook)</p> <p>Teacher-generated rubrics and checklists.</p> <p><u>Benchmark</u></p> <p>MyAccess (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p><u>Alternative</u></p> <p>Letter to My Former Self The American Teenager Project: http://theamericanteenagerproject.org Six Word Memoir</p>	<p><u>Formative</u></p> <p>Reading Response Journals</p> <p>Class participation in small and whole group discussions.</p> <p>Reading Conference</p> <p>Quick Writing Response/Share</p> <p>Writing Response Journal</p> <p>Writing Conference</p> <p>Exit Slip or other anecdotal record</p> <p>Teacher Observation</p> <p><u>Summative</u></p> <p><u>"March Madness" poetry analysis</u></p> <p><u>Student generated poem</u></p> <p><u>Benchmark</u></p> <p>MyAccess (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p><u>Alternative</u></p> <p>Task Cards for figurative language identification Transmediation of a song of individual choice into a multimedia presentation.</p>	<p><u>Formative</u></p> <p>Reading Response Journals</p> <p>Class participation in small and whole group discussions</p> <p>Reading Conference</p> <p>Quick Writing Response/share</p> <p>Writing Response Journals</p> <p>Writing Conference</p> <p>Exit Slips and Anecdotal Recordings</p> <p>Teacher Observation</p> <p><u>Summative</u></p> <p>Writing sample: Narrative (parable, myth, legend or folktale), Argument or</p> <p>Literary Analysis</p> <p><u>Benchmark</u></p> <p>MyAccess (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p><u>Alternative</u></p> <p>Share playlist Spoken Word Poem Create a modern myth reflecting the concerns of current societal issues.</p>
<p>ACCOMMODATIONS</p>	<p><u>Special Education</u></p> <p>Assistive technology Check work frequently for understanding Highlighted text visual presentation Modified test content, format or length Preview of historical context</p>	<p><u>Special Education</u></p> <p>Assistive technology Center-Based Instruction Check work frequently for understanding Have student repeat directions to check for understanding</p>	<p><u>Special Education</u></p> <p>Assistive technology Center-Based Instruction Have student repeat directions to check for understanding Highlighted text visual presentation</p>

	<p>Secure attention before giving instruction/directions Teacher initiated weekly assignment sheet Choice of books or activities Exploration by interest Flexible grouping Varied journal prompts Varied supplemental materials based on student reading level</p> <p><u>ELL</u> Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Accept the amount of work presented Modifying tests to reflect selected objectives</p> <p><u>At Risk</u> Teaching key aspects of a topic Eliminate nonessential information Allowing students to select from given choices. Accept the amount of work presented Modifying tests to reflect selected objectives Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify Choice of books or activities Exploration by interest Flexible grouping Think-Pair-Share Varied journal prompts Varied supplemental materials based on student's reading level.</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessment Group investigations Independent research and projects Leveled rubrics Literature circles Multiple intelligence options Multiple texts -Project-based learning</p>	<p>Highlighted text visual presentation Modified test content, format or length Multi-sensory presentation Preview of content, concepts, and vocabulary Secure attention before giving instruction/directions Choice of poem, song or activities Flexible grouping Goal setting with students Think-Pair-Share Varied supplemental materials based on student's reading level.</p> <p><u>ELL</u> Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Accepting the amount of work presented. Providing study guides Reducing the number of answer choices on a multiple choice test Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p><u>At Risk</u> Teaching key aspects of a topic Accepting the amount of work presented. Marking students' correct and acceptable work, not the mistakes Providing study guides Reducing the number of answer choices on a multiple choice test Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify Choice of poem, song, or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills</p>	<p>Modified test content, format and/or length Multi-sensory presentation Preview of content, concepts, and vocabulary Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Choice of reading selection and/or product Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Think-Pair-Share Varied supplemental materials based on student's reading level.</p> <p><u>ELL</u> Teaching key aspects of a topic Using videos, illustrations, pictures, and drawings to explain or clarify Accept the amount of work presented. Modifying tests to reflect selected objective Reducing the number of answer choices on a multiple choice test</p> <p><u>At Risk</u> Reteaching key aspects of a topic Allowing students to select from given choices . Allowing the use of note cards or open-book during testing Accept the amount of work presented Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify Goal setting with students Think-Pair-Share Reading buddies Varied supplemental materials based on student's reading level and interests.</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Group investigations Independent research and projects</p>
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	<p>Problem-based learning Stations/centers</p> <p>504 Assistive technology Center-Based Instruction Check work frequently for understanding Highlighted text visual presentation Modified test content, format, and length Multi-sensory presentation Secure attention before giving instruction/directions Shortened assignments Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied journal prompts Varied supplemental materials based on student's reading level</p>	<p>Open-ended activities Think-Pair-Share Varied supplemental materials based on student's reading and interest level</p> <p>Gifted and Talented Alternative formative and summative assessments Group investigations Independent research and projects Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments</p> <hr/> <p>504 Assistive technology Check work frequently for understanding Have student repeat directions to check for understanding Highlighted text visual presentation Modified test content, format, and length Multi-sensory presentation Secure attention before giving instruction/directions Student working with an assigned partner Choice of poem, song and activities Exploration by interest Goal setting with students Mini workshops to re-teach or extend skills Varied supplemental materials based on student's reading level and interests</p>	<p>Interest groups Leveled rubrics Multiple intelligence options Project-based learning Problem-based learning Stations/centers</p> <hr/> <p>504 Assistive technology Center-Based Instruction Check work frequently for understanding Highlighted text visual presentation Modified test content, format, and length. Multi-sensory presentation Preview of content, concepts, and vocabulary Student working with an assigned partner Exploration by interest Goal setting with students Mini workshops to re-teach or extend skills Think-Pair-Share Varied supplemental materials based on student's reading level and interests</p>
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES/ LIFE & CAREERS (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p>	<p>Interdisciplinary Connections: English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p>	<p>Interdisciplinary Connections: - English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p>	<p>Interdisciplinary Connections : English Language Arts Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p> <hr/> <p>21st Century Skills/ Themes/Life &</p>

<p style="text-align: center;">CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p style="text-align: center;"><u>21st Century Skills/ Themes/Life & Careers</u> - Global Awareness</p> <p>Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u> Chromebook Video/iPads to record/present Online text: web-based reading resources Online writing-submission resource Google Classroom</p>	<p style="text-align: center;"><u>21st Century Skills/ Themes/Life & Careers</u> - Global Awareness</p> <p>Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u> Chromebook Video/iPads to record/present Online text: web-based reading resources Online writing-submission resource</p>	<p style="text-align: center;"><u>Careers</u> - Global Awareness</p> <p>Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u> Chromebook Video/iPads to record/present Online text: web-based reading resources (See Suggested Works)</p>
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	<p>Access to video streaming</p> <p><u>Career Education:</u> Mathematics Global Awareness Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Google Classroom Access to video streaming</p> <p><u>Career Education:</u> Arts, A/V Technology & Communications Education & Training Government & Public Administration Health Science Human Services Information Technology Law, Public Safety, Corrections & Security Marketing Science, Technology, Engineering & Mathematics (STEM)</p>	<p>Online writing-submission resource Google Classroom Access to video streaming</p> <p><u>Career Education:</u> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>
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