Language Arts Curriculum
Copeland Middle School
Grade 8

Developed by:
Christy Vetere
Suzanne Barkawi

Under the Supervision of:
Ms. Jacqueline Storts
Assistant Superintendent of Curriculum/Instruction & PD

The following standards will be addressed throughout the course of the year within each unit:

CCSS.ELA-LITERACY.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

CCSS.ELA-LITERACY.L.8.6
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.
# Short Stories – Narrative Elements and Structure

## Approximate Time Frame:
2-3 weeks

## Essential Questions
- How does plot structure, word choice, and technique affect meaning?
- Can fiction reveal truth?

## Enduring Understandings
- Reading expands understandings of the world, people, and oneself.
- Literature reveals truths about human experience that transcends its time.

## Focus Standards

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

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

**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.

**L.8.4**
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- **L.8.4.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.
- **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).
- **L.8.4.C**
  Consult general and specialized 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.
- **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 in a dictionary).

## Required Unit Objectives

Students will be able to:
- Analyze the themes or central ideas of a literary text.
- Analyze the significance of particular lines of text.
- Evaluate how events in a story impact story development.
- Identify figurative, connotative, descriptive language, and tone.

## Texts/Media Resources
- from *Travels with Charley* by John Steinbeck
- “All Summer in a Day” by Ray Bradbury
- “Marigolds” by Eugenia W. Collier
- “Charles” by Shirley Jackson
- John Lewis Christmas – Monty the Penguin – [https://www.youtube.com/watch?v=cSU34BwObCQ](https://www.youtube.com/watch?v=cSU34BwObCQ)
### Required Formative Assessments (must complete two from the list below)

- 3x summary (5-10, 10-15, 15-20 words)
- Three possible misunderstandings that a fellow student might have
- Using a poem, identify figurative and connotative language
- Theme – write, crumple, and toss (include citation)
- Teacher observation of text annotation (partner or small group)
- Teacher observation of text discussion based on student annotation – student created questions must demonstrate higher order thinking (Bloom’s Taxonomy level 4-6)

### Required Summative Assessments

- Performance Task – Advertisement Analysis (RL.8.2, RL.8.3, RL.8.4, L.8.4.A)
  - Watch advertisement: John Lewis Christmas – Monty the Penguin
  - Annotate: tone, figurative/connotative language, theme/message (graphic organizer)
  - Watch again – plot structure diagram
  - Discuss
- Using one of the two texts: “All Summer in a Day” (M), and “Marigolds” (H), write a constructed response that:
  - Provides examples which reveal the theme of isolation from mainstream society, demonstrated through the protagonist of the story. Examples include: lines of dialogue, incidents from the story, literary terms, figurative language, or plot elements. (RL.8.2, RL.8.3, RL.8.4)
- * Literature Plus – Using both “Marigolds” and “All Summer in a Day”, identify a common theme present in both texts. In a constructed response, provide examples which reveal the theme demonstrated through the protagonist of the story. Examples include: lines of dialogue, incidents from story, literary terms, figurative language, or plot elements. (RL.8.2, RL.8.3, RL.8.4)

### Suggested Learning Activities

- Annotation Assignment – “Marigolds” (L.8.4.A-D)
- Plot Diagram (see attached in appendix) – “All Summer in a Day” and “Marigolds” (RL.8.2)
- Analyze how dialogue and characters’ actions help move the plot towards a resolution (RL.8.3)
- Review meaning of figurative language, connotative language, tone, and literary devices. (Literary Device and Terms reference packet)
- Using a short story, students will identify figurative and connotative language. (RL.8.4)
- Pre-Assessment of grade level Greek and Latin affixes and roots (L.8.4.B)
- Analyze excerpts in order to determine meaning through context clues (L.8.4.A, D)
# Narrative Writing

## Approximate Time Frame:
2-3 weeks

## Essential Questions
- How do writers use and analyze author’s craft to create engaging and vivid narratives?
- Why share personal experiences in writing?

## Enduring Understandings
- A writing process helps communicate ideas, describe experiences, and inform audiences.
- Writers use their craft to express the human experience.

## Focus Standards

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

- **W.8.3.A**
  Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- **W.8.3.B**
  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

- **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.

- **W.8.3.D**
  Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- **W.8.3.E**
  Provide a conclusion that follows from and reflects on the narrated experiences or events.

**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.

## Required Unit Objectives
Students will be able to:
- Establish an exposition by introducing characters, point of view, and setting
- Develop characters through description, dialogue, figurative language, and voice
- Manipulate pace to organize the sequence of events
- Include a variety of transition words, phrases, and clauses to show relationships among events
- Use descriptive details to convey narrated events
- Establish a well-developed plot
### Texts/Media Resources

- “All Summer in a Day” by Ray Bradbury
- “Charles” by Shirley Jackson
- [http://learning.blogs.nytimes.com/2014/03/21skills-practice-alternative-history-as-narrative/?_r=0#more-143953](http://learning.blogs.nytimes.com/2014/03/21skills-practice-alternative-history-as-narrative/?_r=0#more-143953)

### Required Formative Assessments (must complete two from the list below)

- Students practice editing a sample text
- Teacher-student conferences
- Use a graphic organizer for at least one of the narratives
- Self assessment/reflection
- Exit slip to assess knowledge of plot elements
- Think-Pair-Share

### Required Summative Assessments

- Performance Task - Alternate History as Narrative
  - Choose an article from The New York Times archive about a historical event, and create a new version. Develop a scenario — an alternate version in narrative form — describing how the world would be different if that event had never occurred. (W.8.3.A-E)
- Write a personal narrative which includes a well-structured plot, vivid description, and well-developed characters. Choose one of the following prompts:
  - an event from your summer vacation (L)
  - a moment of failure or success (M)
  - an experience that showed how appearances can be deceiving (H) (W.8.3.A-E)
- * Literature Plus – In addition to the above prompt, students will write an additional personal narrative; topic to be student generated. (W.8.3.A-E)

### Suggested Learning Activities

- Review the steps of the writing process.
- Demonstrate knowledge of narrative elements by using “Charles” to write an alternate ending that begins at the conclusion of the story. (W.8.3.A-E)
- A Picture’s Worth a Thousand Words: From Image to Detailed Narrative - After looking at an image (artwork) that tells a story, students brainstorm about the possible events and characters the image illustrates. Students then write from the point of view of one of the characters in the image, sharing the character’s thoughts and feelings, describing the events that led up to the picture, or imagining the events that followed. (W.8.3.A-E)
- Peer/Self edit and revise a narrative written during the course of the unit. (W.8.5)
# Of Mice and Men

## Approximate Time Frame:
6 weeks

## Essential Questions
- How will choosing effective textual evidence to cite lend credibility to text analysis?
- Is the American Dream attainable for everyone?
- What is one’s civic and moral responsibility within one’s community and society as a whole?
- What groups of people are marginalized and what does this say about society?

## Enduring Understandings
- The awareness and tolerance of differences creates empathy.
- Loneliness effects ones attitude toward life.

## Focus Standards

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

**RL.8.9**
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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

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

**SL.8.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.1.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.
- **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.
- **SL.8.1.C**
  Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- **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.

**L.8.2**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.2.B**
  Use an ellipsis to indicate an omission.

**L.8.5.A**
Interpret figures of speech (e.g. verbal irony, puns) in context.
### Required Unit Objectives

Students will be able to:

- Determine characterization and analyze the development of characters throughout the novel.
- Use background information about time period before, during, and after reading.
- Distinguish, analyze, and explain major themes.
- Cite effective textual evidence to support text analysis.
- Demonstrate command of language conventions specifically using an ellipsis for an omission.
- Engage effectively in a range of collaborative discussions.

### Texts/Media Resources

- *Of Mice and Men* by John Steinbeck
- Videos, articles, photos of The Great Depression / Dust Bowl:
  - PBS documentary video - Surviving the Dust Bowl - [http://www.pbs.org/wgbh/americanexperience/films/dustbowl/player/](http://www.pbs.org/wgbh/americanexperience/films/dustbowl/player/) (min 1:00 - 12:50)
  - Informational text - Black Blizzard
  - Video clip from The Grapes of Wrath (min 13:31 - 18:49)
  - Video - Stories from the Great Depression - [https://www.youtube.com/watch?v=TpfY8kh5lUw](https://www.youtube.com/watch?v=TpfY8kh5lUw)
  - Informational text - The Great Depression - A Short History of the Great Depression by Nick Taylor
  - Great Depression and Dust Bowl photos
  - Video - Mini Bio - John Steinbeck - [https://www.youtube.com/watch?v=3ivrknk-fg](https://www.youtube.com/watch?v=3ivrknk-fg)
  - Of Mice and Men film – clips to reinforce concepts
  - * Literature Plus – *The Pearl* by John Steinbeck

### Required Formative Assessments (must complete two from the list below)

- Three minute pause during reading with discussion prompts
- Four corners
- One minute essay with focus question
- Graffiti Wall
- Inside-Outside circle
- Annotation while reading

### Required Summative Assessments

- George Milton – Guilty or Innocent?
  - Performance Task – Conduct a court style debate arguing whether or not George Milton is guilty of the murder of Lennie Small. (RL.8.1, RL.8.9, SL.8.1.A-D)
  - Literary Analysis Essay – Is George Milton guilty of the murder of Lennie Small? (RL.8.1, RL.8.9, W.8.4, L.8.2)
  - * Literature Plus – Complete the above assignments with an additional body paragraph required for the Literary Analysis Essay. (RL.8.1, RL.8.9, W.8.4, L.8.2)
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<td>• Comparing Two Media (Grapes of Wrath video clip and Dust Bowl</td>
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<td>• Poem analysis of “To a Mouse” by Robert Burns (RL.8.9)</td>
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<td>• Theme Activity – Post-it note race (RL.8.1)</td>
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<td>• * Literature Plus – <em>The Pearl</em> analysis activities: imagery,</td>
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<td>characterization, compare/contrast <em>The Pearl</em> and *Of Mice</td>
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<td>and <em>Men</em> (RL.8.1, RL.8.9, L.8.5.A)</td>
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**Examining Human Rights**

**Approximate Time Frame:**  
5 - 6 weeks

**Essential Questions**

- How and why do ethnic groups become de-humanized by racism?  
- How does the inherent human need for survival guide one’s actions?  
- How can citizens break through barriers of prejudice to promote tolerance?  
- Given the history of prejudice in the United States, could a holocaust happen here?

**Enduring Understandings**

- Prejudice generates powerful feelings which can lead to violent consequences and human suffering.  
- There exists a ladder of prejudice that organizes perspectives.

**Focus Standards**

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

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

**RI.8.5**  
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**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.

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

- **SL.8.1.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.

- **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.

- **SL.8.1.C**  
  Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

- **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.

**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.
W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **W.8.2.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.

- **W.8.2.B**
  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- **W.8.2.C**
  Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- **W.8.2.D**
  Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **W.8.2.E**
  Establish and maintain a formal style.

- **W.8.2.F**
  Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

**Required Unit Objectives**

Students will be able to:

- Identify the central idea of multiple texts
- Support analysis of a text by using textual evidence
- Compare, contrast, and analyze a multitude of mediums (articles, speeches, videos, poems, memoirs, photos)
- Analyze specific excerpts and their connection to overarching themes and central ideas
- Engage effectively in collaborative discussions
- Write well-developed constructed responses which examine a topic and convey ideas based on analysis of the text

**Texts/Media Resources**

- *Night* by Elie Wiesel
- Concentration Camp Liberation – [http://www.history.com/topics/world-war-ii/the-holocaust](http://www.history.com/topics/world-war-ii/the-holocaust)
- Elie Wiesel Testimony video – [https://www.youtube.com/watch?v=NxaQM09LPNI](https://www.youtube.com/watch?v=NxaQM09LPNI)
- Elie Wiesel/Oprah video – [http://www.youtube.com/watch?v=mUEEYa0pygU](http://www.youtube.com/watch?v=mUEEYa0pygU)
- Dr. Mengele - The Twins of Auschwitz – [https://www.youtube.com/watch?v=-8_oWrDk4Hs](https://www.youtube.com/watch?v=-8_oWrDk4Hs) with related nonfiction articles – “Holocaust Twins’ Survival Story”
### Required Formative Assessments (must complete two from the list below)

- Choose own excerpt to analyze from *Night*. In a well-developed constructed response, students will synthesize and reflect on the context of their chosen excerpt.
- Annotation while reading
- Three minute pause during reading with discussion prompts
- Small collaborative discussion based on student generated questions – discussion questions should demonstrate higher order thinking (Bloom’s Taxonomy level 4-6)
- Reflection Journals
- Whip Around

### Required Summative Assessments

  
  Using the following texts:
  
  - Elie Wiesel’s Remarks at the Dedication Ceremonies for the United States Holocaust Memorial Museum – [https://www.ushmm.org/research/ask-a-research-question/frequently-asked-questions/wiesel](https://www.ushmm.org/research/ask-a-research-question/frequently-asked-questions/wiesel)
• “Realizing It’s a Small, Terrifying World After All”

• “Sharp Emotions, Further Protests Deepen Nation’s Divide Over Race and Policing”

• “Black South Carolina Trooper Explains Why He Helped a White Supremacist”

* Literature Plus – Students will select one additional news article that relates to the topic to cite in their constructed response. (RI.8.1, RI.8.2, W.8.2.A-F, W.8.7)

Socratic Discussion/Seminar – (RI.8.1, RI.8.2, SL.8.1.A-D, SL.8.4)
  o Using the above texts, students create six discussion questions that demonstrate higher order thinking (Bloom’s Taxonomy level 4-6).
  o Using student generated questions, students will conduct a collaborative discussion, touching upon themes and ideas studied throughout unit.
  o Students will use textual evidence/analysis to drive discussion.
  o Students are to evaluate a partner during the Socratic discussion using provided rubric.


Suggested Learning Activities

• Supplementary background on Holocaust and related topics – *see texts/media resources
• Night metaphor activity (RI.8.5)
• “Never shall I…” (Wiesel 34) excerpt analysis (RI.8.5, W.8.2.A-F)
• Chapter 4 Found poem (RI.8.5, RI.8.7)
• Holocaust Photo Activity – Deconstructing the Familiar (RI.8.7, SL.8.1.C-D, SL.8.4, W.8.2.A)
• Elie Wiesel’s Nobel Peace Prize 1986 speech – read/listen, analyze, and discuss (RI.8.1, RI.8.2, RI.8.5, RI.8.7, SL.8.1.C)
• Text to text analysis – e.g. The Psychology Behind Racism and Obedience (RI.8.1, RI.8.2, RI.8.5, RI.8.7, SL.8.1.A-D, W.8.2.A-F)
• Maya Angelou – “Still I Rise” text and audio analysis (RI.8.5, RI.8.7, SL.8.1.C-D)
• Martin Luther King, Jr. – speech and related nonfiction articles with constructed responses and class discussion (RI.8.1, RI.8.2, SL.8.1.A-D, W.8.2.A-F)
• Literature Circle using nonfiction and/or fiction books of similar topic
# Censorship in Society

## Approximate Time Frame:
5 – 6 weeks

## Essential Questions
- Are there settings in which censorship is appropriate and important?
- What are the potential dangers of technological advancement?
- What happens to an individual and/or group in a dystopian society?
- How do authors use satire to warn against censorship, conformity, and equality?

## Enduring Understandings
- A society without books may face complications and negative consequences.
- A society’s rules affect the development of its citizens.
- There are both effective and ineffective ways to protest.
- Equality and fairness are not synonymous.
- There are dangers of giving government too much authority.

## Focus Standards

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

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

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

### RL.8.7
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

### RI.8.6
Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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

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

## Required Unit Objectives
Students will be able to:
- Support analysis of a text by using textual evidence
- Identify and utilize literary devices such as symbolism within a text
- Determine common themes among a series of literary works by the same author
- Analyze the development of common themes among multiple texts within the same genre
- Write a well-developed constructed response which supports analysis and reflection of multiple texts
- Analyze how authors use satire in order to highlight a conflict
- Analyze how a film stays faithful to or departs from its corresponding text
- Analyze how an author responds to conflicting viewpoints in a text
## Texts/Media Resources

- *Fahrenheit 451* by Ray Bradbury
- Discussion with Ray Bradbury video – [http://www.youtube.com/watch?v=FL_y6gtxLvQ](http://www.youtube.com/watch?v=FL_y6gtxLvQ)
- “Heinrich Heine on Burning Books” article – [http://atheism.about.com/od/weeklyquotes/a/heine01.htm](http://atheism.about.com/od/weeklyquotes/a/heine01.htm)
- Fahrenheit 451 film – clips to reinforce concepts
- “2BR02B” by Kurt Vonnegut – [https://www.gutenberg.org/files/21279/21279-h/21279-h.htm](https://www.gutenberg.org/files/21279/21279-h/21279-h.htm)
- 2081 film – clips to reinforce concepts
- *A Pleasure to Burn: Fahrenheit 451 stories* by Ray Bradbury

## Required Formative Assessments (must complete two from the list below)

- Annotation while reading
- Three minute pause during reading with discussion prompts
- Small collaborative discussion based on student generated questions – discussion questions should demonstrate higher order thinking (Bloom’s Taxonomy level 4-6)
- Quick Write – Students respond in 2 – 10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading
- Say Something – Students take turns leading discussions in a cooperative group on sections of a reading or video
- Five Events/Five Questions

## Required Summative Assessments

- Performance Task – Ray Bradbury short story analysis and discussion with constructed response answering the essential question: What happens to an individual and/or group in a dystopian society? (RL.8.1, RL.8.2, RL.8.6, W.8.9, SL.8.4)
  - In small collaborative groups, students will read, analyze, and respond to one short story by Ray Bradbury.
  - Synthesizing their extensive repertoire of Bradbury’s themes raised throughout the unit, groups will then turnkey their short story of focus.

  **Using the following texts:**
  - “The Library” (can be found in *A Pleasure to Burn*)
  - “The Smile” (can be found in *A Pleasure to Burn*)
  - “Bonfire” (can be found in *A Pleasure to Burn*)
  - “Sometime Before Dawn” (can be found in *A Pleasure to Burn*)
- Literary Analysis Essay – Explain how Ray Bradbury and Kurt Vonnegut use satire to warn against technology, censorship, conformity, and equality. (RL.8.1, RL.8.2, RL.8.6, W.8.9)
  
  Using three of the following texts:
  - Fahrenheit 451 by Ray Bradbury
  - “The Pedestrian” by Ray Bradbury
  - “Harrison Bergeron” by Kurt Vonnegut
  - “2BR02B” by Kurt Vonnegut

- * Literature Plus – Students will use all four of the listed texts in their literary analysis essay.
- Performance Task – Build a Utopian Society group project (W.8.9, SL.8.5)

<table>
<thead>
<tr>
<th>Suggested Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Poem analysis and discussion of “Burning a Book” (RL.8.2, RL.8.4)</td>
</tr>
<tr>
<td>• Symbolism activities – identify significance, cite examples, create personal symbol (RL.8.1, RL.8.2)</td>
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<tr>
<td>• Satire in Literature activities (RL.8.6, W.8.9)</td>
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<tr>
<td>• Discussion and responses to nonfiction related articles (RI.8.1, SL.8.1.C-D, W.8.4)</td>
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<tr>
<td>• Analysis and discussion of Kurt Vonnegut’s letter (RI.8.6)</td>
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<tr>
<td>• Compare and contrast Fahrenheit 451 to Fahrenheit 451 movie (RL.8.7)</td>
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<tr>
<td>• Compare and contrast “Harrison Bergeron” to 2081 movie (RL.8.7)</td>
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<tr>
<td>• Utopia vs. Dystopia – identify characteristics of the genre (RL.8.2)</td>
</tr>
</tbody>
</table>
# Political Power and Propaganda

## Approximate Time Frame:
4 – 5 weeks

## Essential Questions
- How can propaganda influence a society?
- How does involvement in a group or community change one’s perspective?
- Can the actions of a leader, or individual members, change one’s perspective?
- To what extent does power, or lack of power, affect individuals?
- How can an author’s use of allegory promote social change?

## Enduring Understandings
- Freedom of thought and expression is necessary but could be dangerous.
- Authors often provide insights about human experience through fiction.
- Propaganda is a powerful tool which can sway the masses.
- Knowledge is the greatest defense against propaganda.

## Focus Standards

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

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

**RL.8.4**
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.

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

**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.

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

**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.

**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.
• **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.

• **8.1.B**
  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

• **8.1.C**
  Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

**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.

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

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**Required Unit Objectives**

Students will be able to:

- Analyze the allegory used in *Animal Farm*
- Identify the use of allegory as a rhetorical device
- Analyze how texts make connections among historical events and figures
- Analyze the impact of specific word choices on meaning, including analogies and allusions to other texts
- Support analysis of a text by using textual evidence
- Identify the central idea of a text and analyze its development
- Demonstrate understanding of nuances in word meaning
- Write well-developed constructed responses which examine a topic and convey ideas based on analysis of the text
- Engage in collaborative discussion and democratic decision making, building on others’ ideas and expressing their own clearly
- Analyze the purpose of information presented and evaluate the motives (social and political) behind its presentation

**Texts/Media Resources**

- *Animal Farm* by George Orwell
- George Orwell biographical information – [http://www.bbc.co.uk/history/historic_figures/orwell_george.shtml](http://www.bbc.co.uk/history/historic_figures/orwell_george.shtml)
- Old Major’s speech (Chapter 1) – [https://docs.google.com/file/d/0BylIB43oKz_lbnRnWTBfRzBHWUk/edit?pref=2&pli=1](https://docs.google.com/file/d/0BylIB43oKz_lbnRnWTBfRzBHWUk/edit?pref=2&pli=1)
- Squealer’s speeches (Chapter 3 and 5) –
### Required Formative Assessments (must complete two from the list below)

- Annotation while reading
- Three minute pause during reading with discussion prompts
- Small collaborative discussion based on student generated questions – discussion questions should demonstrate higher order thinking (Bloom’s Taxonomy level 4-6)
- One Minute Essay
- Four Corners
- Exit slips

### Required Summative Assessments

- Performance Task – Students are to conduct a close read of Squealer’s speeches, analyzing the appeals and persuasive techniques. Students will write a constructed response answering the essential question: How can propaganda influence a society? (RL.8.4, W.8.4, L.8.5)
- End of Novel Test – fill in the blank, matching, multiple choice, essay – Compare and contrast one parallel between *Animal Farm* and historical events/characters. (RL.8.1, RL.8.2, RL.8.4, RI.8.3, RI.8.4, W.8.4)
- * Literature Plus – Students will compare and contrast two parallels between *Animal Farm* and historical events/characters. (RL.8.1, RL.8.2, RL.8.4, RI.8.3, RI.8.4, W.8.4)

### Suggested Learning Activities

- George Orwell biographical information (RI.8.4)
- Historical context – events and figures relating to Communism and the Russian Revolution (RI.8.4)
- Literary devices – allegory and symbolism (RL.8.2, RL.8.4, L.8.5)
- Storyboard – research the important political figures that are alluded to in *Animal Farm* (RL.8.4, RI.8.3, W.8.7)
- Perform a close read and analysis of Old Major’s speech (Chapter 1), which implores the animals to dream of a better future (RL.8.1, RL.8.2, RL.8.4, RI.8.3, SL.8.2)
- At the conclusion of Chapter 2, conduct classroom social experiment (SL.8.1.A-C, SL.8.2)
- Identify Orwell’s elements and objects of satire from an excerpt from Chapter 8. (RL.8.1, RL.8.2, RL.8.4)
- Convert the events of the novel into a ballad or song. Write the lyrics and music or adapt words to a melody by someone else. (RL.8.1, SL.8.2)
- Re-evaluate *Animal Farm* and show its relevance and symbolism to the world today (RL.8.4, RI.8.4)
- Discussion and responses to nonfiction related articles (RI.8.1, SL.8.1.C-D, W.8.4)
## Argumentative Writing

### Approximate Time Frame:
2 - 3 weeks

### Essential Questions
- How can one compose compelling evidence-based arguments to persuade an audience about urgent issues that affect us and others?
- What makes an argument effective?
- How can arguments be a catalyst for change?
- When might argument be beneficial in our lives?

### Enduring Understandings
- Arguments can inspire discussion and change within your community.
- Refuting counterarguments serves to strengthen a writer’s argument.
- Claims must be supported with substantive fact based evidence to be persuasive.
- Research requires selecting credible sources, sifting information to find the most effective evidence, and fluidly incorporating that evidence into the argument.

### Focus Standards

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

**RI.8.9**
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**W.8.1**
Write arguments to support claims with clear reasons and relevant evidence
- **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.
- **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.
- **W.8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- **W.8.1.D** Establish and maintain a formal style.
- **W.8.1.E** Provide a concluding statement or section that follows from and supports the argument presented.

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

**W.8.8**
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.
| **SL.8.4** | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| **SL.8.5** | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |

**Required Unit Objectives**

Students will be able to:

- Identify an issue (topic) and argument (whether or not...)
- Identify a claim and relevant evidence in argumentative texts
- Draw important conclusions from research based on issue
- Refute opposing claims with strong counterclaims
- Support claims with relevant, well-researched evidence
- Distinguish and identify accurate and credible sources
- Effectively paraphrase information when writing evidence and supporting explanations
- Gather multiple sources on an issue, considering credibility and identifying bias
- Adapt writing to oral presentation, selecting visual elements to enhance the presentation of argument

**Texts/Media Resources**

- *The Power to Persuade* by Pam Allyn – Appendix 8.2 – Sample Argumentative Texts #1-8
- Read, Cover, Say, Write, Check process – *The Power to Persuade* pg. 182-183

**Required Formative Assessments (must complete two from the list below)**

- Argumentative Essay Outline – demonstrate mastery of elements of an argumentative essay (e.g. thesis statement, claim, counterclaim, evidence, explanation of evidence, conclusion)
- All sources in correct MLA format
- Identify elements of an argumentative essay by color coding a model essay
- Paraphrase excerpts from personal researched articles including properly formatted citations

**Required Summative Assessments**

- PowerPoint or Google Slides presentation of researched argumentative issue (W.8.6)
- Performance Task – presentation of argumentative (SL.8.4, SL.8.5)
- * Literature Plus – Students will choose a debatable issue as the topic of argument. Collaboratively conducting research, deciding upon claims and counterclaims which support their respective positions, and supporting claims with fact based evidence; students are to present their argument in the form of a debate and accompanying visual presentation. (W.8.1, W.8.6, SL.8.4, SL.8.5)

**Suggested Learning Activities**

- Argumentative Essay reference sheet – review elements and structure of argumentative essay (W.8.1)
- Assess the credibility and accuracy of each source by using Research Guide: Assessing Sources (RI.8.8, RI.8.9)
- Read, Cover, Say, Write, Check process for paraphrasing information (W.8.8)
A Midsummer Night’s Dream

Approximate Time Frame:
2 – 3 weeks

Essential Questions
- To what extent does love cause people to act irrationally?
- What is the power of dreams? Can dreams have an effect on “reality”? 
- What is the relationship between dreaming and the imagination?
- What is the common perception of true love vs. love at first sight?
- How can love be difficult? What forces impede love?
- How do fantasy and imagination influence how we see the world and behave toward each other?

Enduring Understandings
- "The course of true love ne'er did run smooth" -- love is difficult, particularly when there are forces of resistance.
- Literature is a comment on the human condition.
- Our morals and values are reflected in our literature.

Focus Standards

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

RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

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

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

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

Required Unit Objectives

Students will be able to:
- Identify the use of dramatic irony through the use of point of view
- Identify characterization, character traits, and archetypes
- Analyze how an author employs suspense and humor in a work of literature
- Demonstrate knowledge of language conventions when performing dramas

Texts/Media Resources

- A Midsummer Night’s Dream by William Shakespeare
- A Midsummer Night’s Dream movie clips for reinforcement
- William Shakespeare Mini Biography – https://www.youtube.com/watch?v=geey441vbMI
### Required Formative Assessments (must complete two from the list below)

- 3x summary (5-10, 10-15, 15-20 words)
- Annotation while reading
- Three minute pause during reading with discussion prompts
- Exit slips

### Required Summative Assessments

- Students will answer the following question in a constructed response: (RL.8.6, RL.8.10, L.8.3)
  - When Lysander tells Hermia, “The course of true love never did run smooth” (Shakespeare 29), he is uttering a central theme of the play. Explain how this is true with one of the following:
    - a) Hippolyta and Theseus’ engagement
    - b) Hermia’s conflict with her father
    - c) The complications between the four young lovers
    - d) The trouble between Oberon and Titania
  - * Literature Plus – Students will choose one of the following activities/topics to create a digital story board based on Shakespeare’s comedy, *A Midsummer Night’s Dream*. (RL.8.6, RL.8.10, L.8.3)
    - o Storyboard That – Five Act structure graphic organizer, themes, symbols and motifs, characterization, literary conflict, Shakespearean comedy elements

### Suggested Learning Activities

- Character Map (RL.8.6)
- Story Board (RL.8.6, RL.8.10, L.8.3)
- 60 second Shakespeare: Tabloid style summary for background on play (RL.8.10)
- Shakespeare background – life and works
- Reader’s Theater (RL.8.10, SL.8.6, L.8.1, L.8.3)
- Symbolism and characterization analysis (RL.8.6)
- Plot diagram, themes, imagery (RL.8.6, RL.8.10)
- Annotation/discussion questions (RL.8.10, SL.8.6)
## Writing Workshop

### Approximate Time Frame:
Throughout the year

### Essential Questions
- How do memoirs help us to make meaning of our lives?
- How do writers use reflection to make sense of prior experiences?

### Enduring Understandings
- Writers understand we write memoirs to record thoughts or actions for future reference or reflection to help them view themselves and how they make sense of their lives.
- Writers understand by writing a memoir they are exploring the significance of their life events/moments and how they add up to reveal their life as a whole.
- When writing a memoir, writers find the intensity of the feelings behind the moments to write through them with honesty and emotion.
- Writers understand that by writing a memoir, they pay attention to detail surprise and delight the viewers with their unique perspective and touch us with an honesty that reminds we are human.

### Focus Standards

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

- **W.8.3.A**
  Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- **W.8.3.B**
  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

- **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.

- **W.8.3.D**
  Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- **W.8.3.E**
  Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

**W.8.10**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  
  • **L.8.1.A**
    Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  
  • **L.8.1.B**
    Form and use verbs in the active and passive voice.
  
  • **L.8.1.C**
    Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  
  • **L.8.1.D**
    Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2.C
Spell correctly.

**Required Unit Objectives**

Students will be able to:
  
  • Write personal narratives which employ effective technique, sequencing, plot structure, and literary devices
  
  • Write personal narratives which include:
    o Defined point of view, context, well-developed characters, and organization
    o Narrative techniques
    o Organized sequence of events
    o Sensory language and vivid details
    o Conclusion which resolves conflict(s)
  
  • Revise, edit, and plan with support from peers and adults
  
  • Demonstrate command of language conventions in writing which include:
    o Gerunds, participles, and infinitives
    o Verbs in both the active and passive voice
    o Spell correctly
    o Use verbs in indicative, imperative, interrogative, conditional, and subjunctive mood
    o Recognize shifts in verb voice and mood

**Texts/Media Resources**
  
  • *Grammar for Writing* – Grade 8
  

**Required Formative Assessments (must complete two from the list below)**
  
  • Noredink.com assignments/assessments
  
  • Six word memoir
  
  • Students practice editing a sample text
  
  • Peer edit/revision/conference
  
  • Teacher-student conferences
  
  • Use a graphic organizer
  
  • Self assessment/reflection
### Required Summative Assessments

Choose one of the following options:

### Suggested Learning Activities

- Grammar lessons from *Grammar for Writing* (L.8.1.A-D)
- Mini lessons on dialogue, sequencing/pacing, plot structure, characterization, and conflict/resolution (W.8.3.A-E)
- Peer/Self edit and revise narratives written during the course of the unit (W.8.5)
This Appendix is designed as an additional resource for all Rockaway Township School District curricula for the implementation of accommodations and modification for the following sub-groups of students in grade K-8:

- Special Education Students
- English Language Learners
- At-Risk Students
- Gifted and Talented Students
- Students with 504 Plans

**Special Education Students (Students with an IEP):**
1. Implement a “reader response” notebook with notes for family reading once a week.
2. Teach annotation strategies on how to mark-up and highlight text.
3. Provide abundance of praise and positive reinforcement.
4. Provide small group instruction.
5. Provide opportunities for student to verbally express their ideas.
6. Provide study guides
7. Utilize running record assessments to determine independent and instructional reading levels.
8. Provide peer tutoring
9. Provide index cards with procedures on them.
10. Provide structure time for student to organized classroom materials and storage areas.
11. Encourage student to write with a computer.
12. Implement regular conference with student.
13. Talk with student privately to provide encourage and/or hear concerns.
14. Encourage peer-to-peer tutoring.

**English Language Learners:**
1. Visual Supports: Post highlights of the lesson prior to teaching. e.g. key vocabulary, main idea, or picture prompts. For example: The students are learning about the planets orbiting the sun. Print Google images of these facts.
2. Consider alternate responses instead of written responses. e.g. draw a picture of the sun and the plants orbiting. Or, put the story/details in chronological order using sentence strips.
3. Additional time on tests. This gives processing time, and reduces anxiety.
4. Model. Model. Model. Show, don't tell! "This is how I get my laptop" This is how I log-in." "This is how we line up for dismissal." Assign a buddy to help when class time is too hectic. Change the buddy frequently so the exposure to English is varied.
5. Reduce level of verbal and written instructions. Keep the directions simple, and if possible post what you want to convey on the Starboard. (Repeat. Repeat. Repeat)
6. TPR (Total Physical Response) Move around the room. This encourages a new perspective and gives students a mental break.
7. Technology makes so many things better and makes translation almost effortless. It is very appealing to student to work on laptops and many programs are multi-lingual. So, the concepts can be understood yet the directions are in a student's native language.

At-Risk Students:
1. Initiate and maintain frequent family contact with regular updates about student progress toward goals.
2. Implement a “reader response” notebook with notes for family reading once a week.
3. Teach annotation strategies on how to mark-up and highlight text.
4. Provide abundance of praise and positive reinforcement.
5. Provide small group instruction.
6. Provide opportunities for student to verbally express their ideas.
7. Provide study guides.
8. Utilize running record assessments to determine independent and instructional reading levels.
10. Provide index cards with procedures on them.
11. Provide structure time for student to organized classroom materials and storage areas.
12. Encourage student to write with a computer.
13. Implement regular conference with student.
14. Talk with student privately to provide encourage and/or hear concerns.
15. Encourage peer-to-peer tutoring.

Students with 504 Plans:
1. Provide small group instruction.
2. Provide opportunities for student to verbally express their ideas.
3. Provide study guides
4. Utilize running record assessments to determine independent and instructional reading levels.
5. Provide peer tutoring
6. Provide index cards with procedures on them.
7. Also refer to above.

Gifted and Talented Students:
1. Implement Independent Studies, Passion Projects and/or a Genius Hour where student directs their exploration of curriculum topic.
2. Create "menus" where students can choose activities from a list based off of Bloom's Taxonomy.
3. Design project ideas to extend the topic being taught.
4. Use WebQuest's, websites, Google Classroom for extensions of curriculum.
5. Implement learning centers that allow for higher-level thinking and reflecting about material.
6. On occasion, compact learning which allows for students to move through a specific content area faster.