

## English Language Arts Curricular Philosophies

### **Vocabulary**

Vocabulary words will be identified (by students and teacher) in the context of the complex texts students will be reading. We will target [tier 2 words](#) and will utilize best practices in vocabulary instruction to ensure students' mastery of selected words ([Marzano's 6 step vocabulary process](#)).

We will develop "live" word lists via Google Docs. Study of words in context will be supplemented by the ELA 8 tier 2 word list and study of word roots/prefixes/suffixes.

### **Grammar**

Grammar will be taught in the context of the texts students are reading and materials they are writing. Grammar instruction will most often take the form of mini-lessons throughout the year, and will seek to address the skills/conventions detailed in the CCSS for 8th graders.

The standards (L.8.1.a-d) address the explanation of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; the ability to form and use verbs in active and passive voice, as well as in in the indicative, imperative, interrogative, conditional, and subjunctive mood; the ability to recognize and correct inappropriate shifts in voice and mood. The standards (L.8.2.a-c) also address students' command of conventions of capitalization, punctuation, and spelling – specifically the use of punctuation (commas, ellipsis, dash) to indicate a pause or a break and the use of an ellipsis to indicate an omission.

### ***Grammar addressed in the previous year's curriculum will be revisited and refreshed as appropriate for students' needs:***

The standards (L.7.1.a-c) address the explanation of the function of phrases and clauses in general and their function in specific sentences; choice among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas, and the placement of phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

### **Research**

The **seventh grade** research curriculum focuses on introducing students to inquiry and internet research, on fostering collaborative research skills with peers, on appropriately citing sources and creating "works cited" pages, and on the assessment of sources for credibility and quality.

The **eighth grade** research curriculum requires students to regularly put these skills into practice via short research assignments and projects across all units of study.

### ***General Practices***

- **Writing:** Students will engage in the writing process on a daily basis. Students will write across various genres and forms in each unit of study. Students will engage in digital writing practices such as those made available through Google Apps For Education (collaborative note-taking, peer editing, etc.).
- **Technology:** Chromebooks and digital tools will be used to enhance and transform students' learning. Students will be to write collaboratively using GoogleDocs and TurnItIn, to both analyze and create multimodal texts, and to engage in open-ended inquiry on a regular basis.
- **Independent Reading:** Students are expected to engage in independent reading outside of class throughout the course of the year. This will be supported by ELA classroom libraries and by teachers' individual plans for encouraging/incentivizing reading.
- **Instructional Strategies:** The ELA 8 curriculum will be implemented via best practices and research-based instructional strategies. These strategies include, but are not limited to, small group work, Socratic circles, problem-based learning, and learner-centered pedagogy. Modeling will be leveraged to make the thinking process associated with high quality reading and writing explicit to students. The teacher will model high quality processes for his/her students, and will use collaborative classroom practices to shift the onus to students during "modeling" mini-lessons.

<b>Unit Name: <i>Making Connections</i></b>	
<p style="text-align: center;"><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● Summer Reading Book(s) As of June 2015, <i>Bruiser</i> by Neal Shusterman</li> </ul>	<p style="text-align: center;"><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>- “Crash Course Psychology: Adolescence” video, by Hank Green (video linked below) <a href="https://www.youtube.com/watch?v=PzyXGUCngoU">https://www.youtube.com/watch?v=PzyXGUCngoU</a></li> <li>- Stages of Adolescent Development” (link provided below) <a href="http://thebccp.org/wp-content/uploads/2014/12/Stages-of-Adolescent-Development.pdf">http://thebccp.org/wp-content/uploads/2014/12/Stages-of-Adolescent-Development.pdf</a></li> <li>- Upfront Article, <i>Should Schools Give Summer Homework</i>, by Nancy Kalish</li> </ul>
<p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Humans need other humans in order to thrive.</li> <li>- Making connections fosters self-discovery, provides social awareness, and accelerates change.</li> <li>- Good writers connect to their reader by reflecting and then articulating their experiences.</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- How do interpersonal interactions develop a person’s character?</li> <li>- How do a person’s connections define his/her role in society?</li> <li>- What is “society”?</li> <li>- How do people impact other peoples’ lives?</li> <li>- Why do people make connections?</li> </ul>
<p style="text-align: center;"><b>Knowledge (Students will know...)</b></p> <ul style="list-style-type: none"> <li>- Key terms and literary devices</li> <li>- Tier 2 vocabulary</li> <li>- The structures and expectations associated with performance tasks (detailed below)</li> </ul>	<p style="text-align: center;"><b>Skills (Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss key literary terms; use said terms in discussion and analysis.</li> <li>- Identify, define, and understand tier 2 vocabulary from the text.</li> <li>- Discuss complex texts (the novel, additional research and supplemental readings, both fiction and non-fiction).</li> <li>- Write in narrative, analytical, and argumentative forms.</li> </ul>

<p><b>Argumentative</b> <u>CCSS.ELA-LITERACY.W.8.1</u> Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"><li>- Write arguments to support the validation of characters' significance to the plot of the novel.</li><li>- Using the Upfront Article, <i>Should Schools Give Summer Homework</i>, make a decisive claim and use quotations from the article to support your position.</li></ul>
<p><b>Analytical/Expository</b> <u>CCSS.ELA-LITERACY.W.8.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"><li>- Students will review and analyze literary terms such as metaphor, point of view perspectives, symbolism and choose examples from the text to demonstrate knowledge of literary terms.</li><li>- Using excerpts from <i>Bruiser</i>, identify different parts of speech (nouns, adjectives, adverbs, verbs, etc.) and grammatical rules (sentence fragments, commas, clauses, etc.)</li><li>- Model vocabulary using chapter titles from <i>Bruiser</i>.</li></ul>
<p><b>Narrative</b> <u>CCSS.ELA-LITERACY.W.8.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<ul style="list-style-type: none"><li>- Write a final reflection of a character from the novel, from his or her perspective.</li><li>- Select a scene from the novel, and write yourself into a meaningful moment in the plot. What role would you play, and what effects would your intervention have on the plot?</li></ul>
<p><b>Research</b> <u>CCSS.ELA-LITERACY.W.8.7</u> 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.  <u>CCSS.ELA-LITERACY.W.8.8</u></p>	<ul style="list-style-type: none"><li>- Research reviews of <i>Bruiser</i> (<a href="http://amazon.com">amazon.com</a>), and find three credible reviews. Identify the aspects of these reviews, that make them credible.</li><li>- Research biographical information about the author, Neal Shusterman. Cite sources using MLA format.</li></ul>

<p>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><u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.8.6</u> 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>	<ul style="list-style-type: none"><li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li><li>- Google Docs (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Noodle Tools (note cards, citing sources)</li><li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li></ul>
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<b>Unit Name: <i>Tolerance &amp; Acceptance</i></b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>Romeo and Juliet</i> by William Shakespeare</li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>- The New York Times: <i>Verona Journal; Dear Juliet: Let Me Tell You About My Problem</i> (March 15, 1993). Article here:  <a href="http://www.nytimes.com/1993/03/15/world/verona-journal-dear-juliet-let-me-tell-you-about-my-problem.html">http://www.nytimes.com/1993/03/15/world/verona-journal-dear-juliet-let-me-tell-you-about-my-problem.html</a></li> <li>- The New York Times: <i>For Afghan Lovers, Joy is Brief, Ending in Arrest</i> (June 7, 2014) Article here:  <a href="http://www.nytimes.com/2014/06/08/world/asia/for-afghan-lovers-joy-is-brief-ending-in-arrest.html?_r=0">http://www.nytimes.com/2014/06/08/world/asia/for-afghan-lovers-joy-is-brief-ending-in-arrest.html?_r=0</a></li> <li>- John Green’s “Crash Course Literature series, Romeo &amp; Juliet Parts 1-3” (First video linked here)  <a href="https://www.youtube.com/watch?v=I4kz-C7GryY">https://www.youtube.com/watch?v=I4kz-C7GryY</a></li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Acceptance of diversity enriches a society’s functioning.</li> <li>- Diversity enhances a culture.</li> <li>- Good writers explain similarities and differences between two or more concepts or ideas.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- When do we need to accept and/or tolerate differences?</li> <li>- What is unacceptable and/or intolerable?</li> <li>- Does an environment mold our mindset?</li> </ul>
<p><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- Key terms and literary devices</li> <li>- Tier 2 vocabulary</li> <li>- The structures and expectations associated with performance tasks (detailed below)</li> </ul>	<p><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss key literary terms; use said terms in discussion and analysis.</li> <li>- Identify, define, and understand tier 2 vocabulary from the text.</li> </ul>

	<ul style="list-style-type: none"><li>- Discuss complex texts (the novel, additional research and supplemental readings, both fiction and non-fiction).</li><li>- Write in narrative, analytical, and argumentative forms.</li></ul>
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<p><b>Argumentative</b>  <u>CCSS.ELA-LITERACY.W.8.1</u>                  Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>- Ideas ... a letter from Romeo or Juliet to others' families posing arguments for their love / unity ... Argue for or against the notion of true love / love at first sight ... Were Romeo and Juliet truly in love? Support with textual evidence from the play and from research on love and psychology...</li> <li>- Who is responsible for the deaths... use text to support.</li> <li>- Identify elements of teenage life that are difficult or restrictive, in both 1300s Verona Italy, and 2010s NJ, USA. If given the choice, which society is preferable, and explain why with evidence.</li> </ul>
<p><b>Analytical/Expository</b>  <b>y</b>  <u>CCSS.ELA-LITERACY.W.8.2</u>                  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>- Identify secondary characters who support the primary characters in the text and validate with evidence their effectiveness on the relationship. (Nurse to Juliet, Mercutio to Romeo, the Friar to Romeo...)</li> <li>- Compare the conflicts in <i>Romeo and Juliet</i>, with those present in <i>The Outsiders</i>. Determine the role that society had on its members in both cases/scenarios, that impacted the characters and their judgments &amp; consequences.</li> <li>- Read excerpt/poem/short story/article and analyze content relating how environment and society assist making decision and the consequences of the issues.</li> </ul>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.8.3</u>                  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<ul style="list-style-type: none"> <li>- In small groups, students will be assigned specific scenes throughout the course of the play; students will rewrite these scenes through a modern lense.</li> <li>- Continue the storyline, after the Montagues and Capulets "make peace," using the same play format (iambic pentameter excluded), staying true to the character traits and their behaviors.</li> <li>- Write a Shakespearean Sonnet that introduces the original grudge between the Montagues and Capulets.</li> </ul>
<p><b>Research</b>  <u>CCSS.ELA-LITERACY.W.8.7</u>                  Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused</p>	<ul style="list-style-type: none"> <li>- The authorship of William Shakespeare's plays (did he really write his plays); (1) How do you know? (2) Credibility of sources? (3) Does it matter? [<i>*This can be transformed into an argumentative essay.</i>]</li> <li>- Were Romeo and Juliet truly in love? Research <i>love</i> as a scientific/psychological phenomenon and ...</li> </ul>

<p>questions that allow for multiple avenues of exploration.</p> <p><u>CCSS.ELA-LITERACY.W.8.8</u> 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><u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"><li>- Research current political conflicts (republicans/democrats, middle eastern conflicts, etc.), including conflict-resolution strategies.</li><li>- Ideas: Research historical contexts, i.e. life expectancy during 1300s and its impact on the way characters live their lives... (Interdisciplinary plug instead?)</li><li>- Based upon the Friar's original intent for Romeo to leave for Mantua, students will create a successful plan to travel from one destination to another, with limited resources, including budget and time (42 hours, the time in which the Friar had to work with).</li><li>- Using Juliet's line "What is in a name?" as a basis of exploration, research both your first and/or last name and show findings of the historical meaning behind them. Conduct an interview using audio/visual recording device (Chromebook/iPad).</li></ul>
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.8.6</u> 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>	<ul style="list-style-type: none"><li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li><li>- Google Docs (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Noodle Tools (note cards, citing sources)</li><li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li><li>- Chromebook (audio/visual recordings)</li></ul>
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<p><b>Interdisciplinary</b></p> <p><u>CCSS.ELA-LITERACY.RL.8</u> <u>CCSS.ELA-LITERACY.RH.6-8</u> <u>CCSS.ELA-LITERACY.RST.6-8</u> <b>DANIELSON'S FFT: 1A</b> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<ul style="list-style-type: none"><li>- Shakespeare was born in 1564; Romeo and Juliet was set in the 1300's. Why did Shakespeare choose to set the play 200+ years before his time? How would this be different in a modern historical context? (If you wrote a play set 200+ years before your time?) Research the acceleration of change over time.</li></ul>
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<b>Unit Name: <i>Changes Within</i></b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>Animal Farm</i> by George Orwell</li> <li>● <i>The Wave</i> by Todd Strasser</li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>- Hank Green’s “Crash Course Psychology: Agression vs. Altruism” (video linked below) <a href="https://www.youtube.com/watch?v=XoTx7Rt4dig">https://www.youtube.com/watch?v=XoTx7Rt4dig</a></li> <li>- Article, <a href="#"><i>Animal Farm: Banned by the Soviets, Promoted by the CIA</i></a>, by David Burr Gerrard</li> <li>-</li> <li>-</li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Exterior events and experiences shape internal changes.</li> <li>- Persuasive techniques impact people’s perspectives and understandings.</li> <li>- Distinguishing between fact and opinion solidifies a belief.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- How are viewpoints formed?</li> <li>- What strategies of persuasion are most effective?</li> <li>- How do events and experiences shape a person?</li> <li>- Why is a person/society influenced to take action?</li> </ul>
<p><b>Knowledge</b> <b>(<i>Students will know...</i>)</b></p> <ul style="list-style-type: none"> <li>- Key terms and literary devices</li> <li>- Tier 2 vocabulary</li> <li>- The structures and expectations associated with performance tasks (detailed below)</li> </ul>	<p><b>Skills</b> <b>(<i>Students will be able to...</i>)</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss key literary terms; use said terms in discussion and analysis.</li> <li>- Identify, define, and understand tier 2 vocabulary from the text.</li> <li>- Discuss complex texts (the novel, additional research and supplemental readings, both fiction and non-fiction).</li> <li>- Write in narrative, analytical, and argumentative forms.</li> </ul>

<p><b>Argumentative</b>  <u>CCSS.ELA-LITERACY.W.8.1</u>                  Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>- Compare the tactics of Snowball and Napoleon and examine their differences, both in terms of their effectiveness and moral resilience. Make a case for either Snowball or Napoleon, considering these two elements of their tactics.</li> <li>- Explain if the experiment presented by Ben Ross was successful in achieving his goals for his students. Alternatively, explain if the rebellion achieved the goals for which it was created. Draft a letter to either Principal Owens or Mr. Jones, addressing the overall success or failure of the endeavor.</li> </ul>
<p><b>Analytical/Expository</b>  <u>CCSS.ELA-LITERACY.W.8.2</u>                  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>- Read the article <i>Animal Farm: Banned by the Soviets, Promoted by the CIA</i>, and provide a Rhetorical Analysis. Define and explain the <i>ethos, pathos, logos, and purpose</i> of the article.</li> <li>- Use quotations from <i>The Wave</i>, <i>Animal Farm</i>, or other works of either author to determine their significance in and out of the context of their stories.</li> </ul>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.8.3</u>                  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<ul style="list-style-type: none"> <li>- Using the ten commandments presented in <i>Animal Farm</i> or the three theories presented in <i>The Wave</i>, create a set of commandments or theories that would be used in a particular community setting (example: school, classroom).</li> <li>- Choose a character from <i>The Wave</i> and write to the “<i>Grapevine</i>” about the experiment from their perspective, while retaining the tone of the character.</li> <li>- In the novel, <i>Animal Farm</i>, Old Major gathers the barnyard animals to deliver a speech to them. Choose one of the characters to share the status of the farm, according to that character’s perspective.</li> </ul>
<p><b>Research</b>  <u>CCSS.ELA-LITERACY.W.8.7</u>                  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>	<ul style="list-style-type: none"> <li>- Research the 10 Effective Steps of Leadership. Integrate the learned information and compare/contrast to leadership seen in the respective novels.</li> <li>- Research an advertisement and provide a Rhetorical Analysis. Define and explain the <i>ethos, pathos, logos, and purpose</i> of the advertisement.</li> </ul>

<p><u>CCSS.ELA-LITERACY.W.8.8</u> 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><u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.8.6</u> 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>	<ul style="list-style-type: none"><li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li><li>- Google Docs (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Noodle Tools (note cards, citing sources)</li><li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li></ul>
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<b>Unit Name: <i>Coming of Age</i></b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>The Outsiders</i> by S.E. Hinton</li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>- “Crash Course Psychology: Trauma and Addiction” video, by Hank Green (video linked) <a href="https://www.youtube.com/watch?v=343ORgL3kIc">https://www.youtube.com/watch?v=343ORgL3kIc</a></li> <li>- <i>I Was Born at the Wrong Time</i>, by Angela Shelf Medearis (pg. 387-388, Multicultural America)</li> <li>- “The Five Stages of Loss and Grief” (article linked): <a href="http://psychcentral.com/lib/the-5-stages-of-loss-and-grief/">http://psychcentral.com/lib/the-5-stages-of-loss-and-grief/</a></li> <li>-</li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- There are phases of individual development.</li> <li>- Everyone develops differently.</li> <li>- Experiences shape people differently.</li> <li>- An adolescent’s perspective varies from preadolescents and adults.</li> <li>- In narrative writing, plot mirrors life.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- Why do we write stories?</li> <li>- What makes an adolescent an adult?</li> <li>- What creates “maturity”...?</li> <li>- What makes you “you”...?</li> <li>- How do our experiences shape our identities?</li> <li>- What is “coming of age”...?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- Key terms and literary devices</li> <li>- Tier 2 vocabulary</li> <li>- The structures and expectations associated with performance tasks (detailed below)</li> </ul>	<p style="text-align: center;"><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss key literary terms; use said terms in discussion and analysis.</li> <li>- Identify, define, and understand tier 2 vocabulary from the text.</li> <li>- Discuss complex texts (the novel, additional research and supplemental readings, both fiction and non-fiction).</li> <li>- Write in narrative, analytical, and argumentative forms.</li> </ul>

<p><b>Argumentative</b>  <b>e</b>  <u>CCSS.ELA-LITERACY.W.8.1</u>                  Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>- Students will read articles discussing the unfulfilled needs of those who join gangs as opposed to the consequences of being associated with a group. Students will craft arguments, citing textual evidence in these articles as well in sources they locate on their own.</li> <li>- <i>The Outsiders</i> has been read in middle schools across the country for over forty years. Do you believe that this is a “timeless work?” Use events from the text to support the continuation or cessation of the novel in the middle school curriculum.</li> </ul>
<p><b>Analytical/Expository</b>  <u>CCSS.ELA-LITERACY.W.8.2</u>                  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>- Students will read excerpts from various text and informational novels. Students will use these readings to analyze core fictional texts, themes and characters.</li> <li>- Read an excerpt from <i>Outliers</i>, by Malcolm Gladwell and analyze the validity of the study’s impact on society.</li> </ul>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.8.3</u>                  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<ul style="list-style-type: none"> <li>- Select a significant scene, and write a narrative from various perspectives (incorporating tone, mood, diction, style, etc.). Characters not present at the scene, may also be explored.</li> <li>- Using Johnny’s favorite poem, <i>Nothing Gold Can Stay</i>, by Robert Frost, as a basis of continuation. From a selection of poems (4-5 selected by the teacher, generally dealing with loss, friendship, family, survival, hope, and coming of age), provide an explanation of why a particular character would have chosen a given selection to send or share with another character.</li> </ul>

<p><b>Research</b>  <u>CCSS.ELA-LITERACY.W.8.7</u>                  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.    <u>CCSS.ELA-LITERACY.W.8.8</u>                  Gather relevant information from multiple print and digital sources, using search terms effectively;</p>	<ul style="list-style-type: none"> <li>- Research American 1960s culture, including dress, music, slang, economy, politics to become familiar with the text.</li> <li>- Search for high quality evidence to support your position regarding whether or not gangs or “outliers” have had positive or negative influence on society.</li> <li>- Use the poem “I Was Born at the Wrong Time” (cited above) to discuss historical events, past and contemporary. Use the text to research and support a contemporary issue.</li> </ul>
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<p>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><u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.8.6</u> 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>	<ul style="list-style-type: none"><li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li><li>- Google Docs (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Noodle Tools (note cards, citing sources)</li><li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li></ul>
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<p><b>Interdisciplinary</b></p> <p><u>CCSS.ELA-LITERACY.RL.8</u> <u>CCSS.ELA-LITERACY.RH.6-8</u> <u>CCSS.ELA-LITERACY.RST.6-8</u> <b>DANIELSON'S FFT: 1A</b> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<ul style="list-style-type: none"><li>- Brain development and cognitive decision-making evident in the adolescent years</li></ul>
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<b>Unit Name: <i>Choices</i></b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>Monster</i> by Walter Dean Myers</li> <li>● Books designated for literature circles</li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>- <i>The Road Not Taken</i>, by Robert Frost (pg. 600, Prentice Hall Literature: Silver)</li> <li>- <i>The Identity</i>, by Julio Naboia Polonco (pg. 598, Prentice Hall Literature: Silver)</li> <li>- <i>The Choice</i>, by Dorothy Parker (page 604, Prentice Hall Literature: Silver)</li> <li>- <a href="#">USA Today article, "Officer in Tamir Rice shooting: 'He gave me no choice'"</a>, by Phil Trexler</li> <li>- “Crash Course Psychology: Prejudice &amp; Discrimination” video, by Hank Green (video linked below) <a href="https://www.youtube.com/watch?v=7P0iP2Zm6a4">https://www.youtube.com/watch?v=7P0iP2Zm6a4</a></li> <li>- “Hero” Lyrics by New Empire (also You Tube video) <a href="http://www.songlyrics.com/new-empire/hero-lyrics/">http://www.songlyrics.com/new-empire/hero-lyrics/</a></li> <li>- “Taking Back Parkway” - One Woman on a Mission Against Gang Activity” (article linked below) - <a href="http://www.ydr.com/crime/ci_19373699">http://www.ydr.com/crime/ci_19373699</a></li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Every choice has a consequence.</li> <li>- Every problem has multiple solutions.</li> <li>- Decision making criteria is formed by a present reality.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- How do we make decisions?</li> <li>- How do we learn and grow from our choices?</li> <li>- What are some of life’s most important choices?</li> <li>- How do a person’s choices impact others?</li> </ul>
<p><b>Knowledge</b> <i>(Students will know...)</i></p>	<p><b>Skills</b> <i>(Students will be able to...)</i></p>

<ul style="list-style-type: none"> <li>- Key terms and literary devices</li> <li>- Tier 2 vocabulary</li> <li>- The structures and expectations associated with performance tasks (detailed below)</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and discuss key literary terms; use said terms in discussion and analysis.</li> <li>- Identify, define, and understand tier 2 vocabulary from the text.</li> <li>- Discuss complex texts (the novel, additional research and supplemental readings, both fiction and non-fiction).</li> <li>- Write in narrative, analytical, and argumentative forms.</li> </ul>
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<p style="text-align: center;"><b>Argumentative</b></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.8.1</u></p> <p style="text-align: center;">Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>- Students will read articles discussing the unfulfilled needs of those who join gangs as opposed to the consequences of being associated with a group. Students will craft arguments, citing textual evidence in these articles as well in sources they locate on their own.</li> <li>- Read the case of Tamir Rice (or any contemporary case involving a young minority person involved in the news). Create an opening argument that either supports or opposes the accused, using textual evidence from the article.</li> </ul>
<p style="text-align: center;"><b>Analytical/Expository</b></p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.8.2</u></p> <p style="text-align: center;">Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>- Read the poem, <i>The Road Not Taken</i>, by Robert Frost. Explain how the poem relates to the case of Steve Harmon. Why would O'Brien present this poem to Steve (at any point in the novel)?</li> <li>- "A getover. I don't do getovers," I say in the movie in my mind, my chin tilted slightly upward. "I know what right is, what truth is. I don't do tightropes, moral or otherwise." (pg. 271) Explain what Steve Harmon means by this statement, and how does this relate to a student's personal observations, experiences, or knowledge.</li> <li>- Reimagine the story of Steve Harmon, as if he were another race (ie. white, asian, hispanic, etc.). How might the</li> </ul>

	<p>biases others use to judge Steve, change according to his skin color and phenotype?</p>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.8.3</u>                  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<p>- Select a “chapter” or “court date,” and rewrite the scene in prose, from the perspective of a character other than Steve Harmon.</p> <p>- “That is why I take the films of myself. I want to know who I am. I want to know the road to panic that I took. I want to look at myself a thousand times to look for the one true image. When Miss O’Brien looked at me, after we had won the case, what did she see that caused her to turn away?... What did she see?” Respond to this quotation from the end of the novel, as O’Brien.</p> <p>-</p>

<p><b>Research</b>  <u>CCSS.ELA-LITERACY.W.8.7</u>                  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><u>CCSS.ELA-LITERACY.W.8.8</u>                  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><u>CCSS.ELA-LITERACY.W.8.9</u>                  Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>- Search for high quality evidence to support your position regarding whether or not gangs or “outliers” have had positive or negative influence on society.</li> <li>- Research differing strategies to “Effective Problem Solving,” and demonstrate and apply understanding.</li> </ul>
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<p><b>Technology</b>  <u>CCSS.ELA-LITERACY.W.8.6</u>                  Use technology, including the Internet, to produce and publish</p>	<ul style="list-style-type: none"> <li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li> <li>- Google Docs (collaborative notes, peer-editing)</li> <li>- EasyBib Add-On (collective references list)</li> <li>- Google Operators (site:.edu to refine search results)</li> </ul>
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<p>writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"><li>- Noodle Tools (note cards, citing sources)</li><li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li></ul>
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