

English Language Arts Grade 8 Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: [21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages](#)

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum

Content Area:Language Arts	
Course Title: English Language Arts	Grade level:8
Unit 1: Is the Truth the Same for Everyone?	Dates for Units- September & October
Unit 2: Can All Conflicts Be Resolved?	Dates for Units: November & December
Unit 3: Is it Our Differences or Similarities that Matter Most?	Dates for Units: January & February
Unit 4: How Much Information is Enough?	Dates for Units: March & April
Unit 5: What is the Secret to Reaching Someone with Words?	Dates for Units: May & June
Date Created:	Board Approved On:

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 1 Overview**

Content Area: Language Arts

Unit Title: Is the Truth the Same for Everyone?

Target Course/Grade Level: 8

Unit Summary:

Stories are linked to a common theme: truth. Students read and analyze how an individual's experiences can change their truth about themselves and the world around them.

Prentice Hall Literature Common Core Edition Grade 8:

- Raymond's Run, p. 28
- A Retrieved Reformation, p. 42 (video)
- The Adventure of the Speckled Band, p. 122 (audio version)
- From Steinbeck: A Life in Letters; from Travels with Charlie, p.160
- From An American Childhood, p. 114

Extended Text: The Pigman: teach literature circle roles

- Leveled novels from the book room can also be used in place of the above novel

Prestwick House, Inc. Preparation for State Reading Assessment Level 8

- Celiac Disease, pg. 12-13
- Gold, Greed, and Grief, pg. 38-39
- The Pachyderm, pg. 68-69
- Lewis and Clark, pg. 78-79

Lucy Calkins unit on Investigative Journalism

Vocabu-Lit Building Vocabulary Through Reading Level G

- Lessons 16 & 17

Interdisciplinary Connections:

- Above informational texts connect to both science and history
- Forensics Project

21st Century Themes, Skills, and Standards:

- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP9. Model integrity, ethical leadership and effective management.**
- **CRP11. Use technology to enhance productivity.**
- **9.3.12.AR- JB.2 Demonstrate writing processes used in journalism and broadcasting.**
- <http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards:

RL.8.1	RI.8.1	W.8.2 A,B,C,D	SL.8.1 A,B,C,D	L.8.1A
RL.8.2	RI.8.2	W.8.4	SL. 8.4	L.8.2C
RL.8.3	RI. 8.3	W.8.5	SL. 8.6	L.8.4 A,C,D
RL.8.4	RI. 8.4	W.8.6		L.8.6
RL.8.5	RI. 8.6	W. 8. 9 A,B		
RL.8.6		W.8.10		

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.8.4.A,D RL.8.1 RL.8.2	Unit 1 Benchmark: Raymond’s Run and Retrieved Reformation. 11 Multiple Choice questions/ 1 Essay response- Explanatory

RL.8.5 W.8.2 A-F CRP 2	
W.8.2 A-F W.8.4 W.8.5 W.8.6 W.8.10 L.8.2 C L.8.6 9.3.12.AR-JB.2 CRP 2, 11	Lucy Calkins Investigative Journalism
RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.6 SL.8.1A-D SL.8.4 SL.8.6 L.8.4 A,C,D L.8.6 W.8.4 W.8.10 CRP 1, 2, 4, 6, 9, 11	Literature Circle
RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 L.8.4 W.8.4 W.8.10	Celiac Disease: Informational Text, 5 Multiple Choice Questions & Short Response
RI.8.1 RI.8.2 RI.8.3 RI.8.5	Gold, Greed and Grief: Informational Text, 5 Multiple Choice Questions & Short Response

RI.8.6 L.8.4 W.8.4 W.8.10	
RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 L.8.4	The Pachyderm: Informational Text, 6 Multiple Choice Questions
RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 L.8.4	Lewis and Clark: Informational Text, 6 Multiple Choice Questions
W.8.2 W.8.6 W.8.9 A,B CRP 11	Research/Writing: Use information gathered through reading “Raymond’s Run” and informational text, “Celiac Disease”, to prompt further research.
RI.8.4 L.8.4 A,C,D L.8.6 W.8.4 CRP 2	Vocabu-LIT Lesson 16: Informational 6 Exercises: context clues, words in context, sentence completion, related words and meanings, analogies 1 Short Response
RL.8.4 L.8.4 A,C,D L.8.6 W.8.4 CRP2	Vocabu-LIT Lesson 17: Fiction 6 Exercises: context clues, synonyms, sentence completion, root Word families, idioms and sayings 1 Short Response
	Bellringer activities that reinforce Language standards

Unit Enduring Questions:

- Is the truth the same for everyone?
- Do you have the ability to change your own truth?
- How does the power of close observation affect the characters?
- How do you effectively make your point through writing?

Unit Enduring Understandings:

- “Truth” is related to perspective, so the truth can not be the same for everyone.
- Your experiences and interactions with others can change your “truth” overtime.
- Close observation is imperative throughout your daily life.
 - Relevant textual support and the inclusion of specific detail adds validity to your writing.

Unit Objectives:

Students will know....

“Raymond’s Run” and A Retrieved Reformation”

- Literary Analysis- Plot
- Reading Skill-Making Predictions

“The Adventure of the Speckled Band”

- Reading Skill-Author’s Purpose
- Literary Analysis-Mood

“From Steinback: A Life in Letters” and “From Travels with Charlie”

- Reading Skill-Author’s Purpose
- Literary Analysis-Author’s Style

“From An American Childhood”

- Reading Skill-Author’s Purpose
- Literary Analysis-Mood

Unit Objectives:

Students will be able to.....

- Identify and Analyze effect of the following elements of plot:

Exposition: basic information about the characters and situation

Conflict: struggle between two opposing forces in the story

Rising Action: events that increase the tension

Climax: the high point of the story, usually the point at which the eventual outcome of the conflict is revealed

Falling Action: events that follow the climax

Resolution: the final outcome, during which any remaining conflicts are resolved or left open

- Develop an idea of what will happen next based on the details in the story itself as well as your own experience and background knowledge of the subject
- Support predictions by finding additional clues in the story that help you confirm or refute original idea about what will happen next.
- Recognize details from which you can infer the purpose (To inform, to persuade, to entertain) and analyze whether or not the purpose has been met
- Analyze elements that contribute to mood including: words and phrases with figurative and connotative meanings, setting, and dramatic events
- Analyze elements that contribute to an author’s style including: word choice. Sentence structure, tone and use of literary devices

Writing Unit 1: Investigative Journalism

- Observe to capture events
- Turn moments of drama to newscasts
- Research and report experiences
- Make nonfiction writing powerful
- Setting ambitious goals and publishing

- The author's heritage, traditions, attitudes, and beliefs

Writing Unit 1: Investigative Journalism

- Observe the world closely to capture the who, what, where, when, and why of events within concise and captivating news stories
- Closely observe the world around you to look for heightened emotion, or for a line that occurs underneath the main events to start a newscast
- Turn to and research past events while maintaining a non-fiction, journalistic tone
- Using specific techniques, make the newscast short and powerful
- Use tools to set ambitious goals such as checklists to help measure progress and achievements

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

Teacher tutoring

Peer tutoring

Cooperative Learning Groups

Modified Assignments

Modified texts

Differentiated Instruction

Response to Intervention (www.help4teachers.com)

Follow all IEP and 504 modifications

Adaptive Technology

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 2 Overview**

Content Area: Language Arts

Unit Title: Can all conflicts be resolved?

Target Course/Grade Level: 8

Unit Summary:

Stories are linked to a common theme: conflict. Students analyze texts for how the characters react when faced with conflict(s).

Prentice Hall Literature Common Core Edition Grade 8:

The Tell Tale -Heart pg. 294

Thank you M'am pg. 388

Up the Slide pg. 314 or A Glow in the Dark pg. 321

Extended Text: Flowers for Algernon pg. 347

Prestwick House, Inc. Preparation for State Reading Assessment Level 8

Buried Alive pg. 70

6LL3 pg. 50

Vocabu-Lit Building Vocabulary Through Reading Level G

Lessons 21 & 29

Interdisciplinary Connections:

- Above informational texts connect to both science and history
- Introduction to psychological testing including ink blots

21st Century Themes, Skills, and Standards:

- **CRP1. Act as a responsible and contributing citizen and employee.**
 - **CRP2. Apply appropriate academic and technical skills.**
 - **CRP4. Communicate clearly and effectively and with reason.**
 - **CRP6. Demonstrate creativity and innovation.**
 - **CRP9. Model integrity, ethical leadership and effective management.**
 - **CRP11. Use technology to enhance productivity.**
- <http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards:

RL.8.1	RI.8.1	W.8.1 A,B,C,D,E	SL.8.1 A,B,C,D	L.8.1B
RL.8.2	RI.8.2	W.8.4	SL. 8.3	L.8.2 B,C
RL.8.6	RI. 8.3	W.8.5	SL. 8.4	L.8.3 A
	RI. 8.4	W.8.6	SL. 8.6	L.8.4 A,C,D
	RI. 8.5	W. 8. 9A,B		L.8.5 B
	RI. 8.6	W.8.10		L.8.6
	RI. 8.7			
	RI.8.8			
	RI.8.9			



Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.6 L.8.4 A,C,D W.8.1 A-E W.8.4 W.8.6 W.8.9 A,B W.8.10 CPR 2	Unit 2 Benchmark: Tell Tale Heart and Thank You M'am. 9 Multiple Choice questions/ 1 Essay response- Argument
W.8.1 A-E W.8.4 W.8.5 W.8.6 W.8.10 L.8.1 L.8.2 B,C	Lucy Calkins Argument Writing: Violent Video Games

L.8.3 L.8.5 L.8.6 CRP 4, 11	
RL.8.1 RL.8.2 RL.8.3 SL.8.1 A-D SL.8.3 SL.8.4 SL.8.6 CRP 1,4,9	Debate: topics linked to Flowers for Algernon
RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 L.8.4	Buried Alive: Informational Text- 6 multiple choice questions
RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 L.8.4 W.8.4 W.8.10	6LL3: Informational Text- 5 multiple choice questions, 1 short response
RL.8.4 L.8.4 A,C,D L.8.6 W.8.4 CRP 2	Vocabu-LIT Lesson 21: Fiction 6 Exercises: context clues, synonyms & antonyms, sentence completion, related words and meanings, root word families 1 Short Response
RL.8.4 L.8.4 A,C,D L.8.6	Vocabu-LIT Lesson 29: Fiction 6 Exercises: context clues, using context clues, synonyms and antonyms, sentence completion, shades of meaning, analogies

W.8.4 CRP 2	1 Short Response	
	Bellringer activities that reinforce Language standards	
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What is conflict? ● Is there a resolution for every conflict? ● Did the character make the right decision? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Conflicts can be both internal and external. ● The word resolution does not always have a positive connotation. ● Decisions are made based on both prior experiences and morals/ethics- yet all decisions have consequences. 	

Unit Objectives:

Students will know...

”Flowers for Algernon”

- Inferences
- Point of View

“Tell-Tale Heart”

- Compare and Contrast
- Character Traits

“Thank you, Ma’m”

- Inferences
- Theme

“Up the Slide” and “A Glow in the Dark”

- Comparing Narratives

Writing Unit 2: Research and Argument

- Debate different positions on a complicated issue
- Flash-drafting while accomplishing goals
- Angling evidence to support points
- Using connotative language to create tone

Unit Objectives:

Students will be able to.....

- Identify connections and analyze details as clues to make logical assumptions about what the author leaves unstated
- Analyze how point of view propels the plot
- Look at similarities and differences among the characters using a variety of strategies
- Analyze character traits that determine the type of character and how the character propels plot with evidence.
- Determine how a theme is developed by a story’s characters, setting, and plot. Employ evidence to support your claims.
- Show similarities between elements of fictional and nonfictional narratives

Writing Unit 2: Research and Argument

- Debate different positions on a complicated issue to develop an argument that allows for complexity.
- Writers will plan more than what they will write about. They will set goals to plan the writing work that’s ahead for them.

- Writing powerful conclusions
- Getting ready to publish

- Angle evidence by explaining it fully, showing how the evidence illustrates or supports specific points.
- Nonfiction writers make their case and advance their ideas with the words they choose.
- Employ strategies for power conclusions such as, restating a claim, offering insights, and leaving readers with memorable ideas or a call to action.

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

Teacher tutoring

Peer tutoring

Cooperative Learning Groups

Modified Assignments

Modified Texts

Differentiated Instruction

Response to Intervention (www.help4teachers.com)

Follow all IEP and 504 modifications

Adaptive Technology

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 3 Overview**

Content Area: Language Arts

Unit Title: Is it our differences or our similarities that matter most?

Target Course/Grade Level: 8

Unit Summary:

Stories are linked to a common theme: tolerance. Students will examine the concept of tolerance through drama, memoir and historical / non fiction writings.

Prentice Hall Literature Common Core Edition Grade 8:

News Release, p. 962

Holocaust Museum, pg. 963

From Anne Frank The Diary of a Young Girl pg. 970

From Anne Frank Remembered pg. 975

Close read: Character, Action and Theme pg. 808

Extended Text:

The Diary of Anne Frank pg. 855

Lucy Calkins: Memoir Unit

Vocabu-Lit Building Vocabulary Through Reading Level G

- Lessons 1 & 7

Interdisciplinary Connections:

- Above Informational texts connect to history
- Video Introduction of historical background

21st Century Themes, Skills, and Standards:

- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP11. Use technology to enhance productivity.**

- <http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards:

RL.8.1	RI.8.1	W.8.3 A,B,C,D,E	SL.8.1 A,B,C,D	L.8.1c
RL.8.2	RI.8.2	W.8.4	SL. 8.2	L.8.2 A,C
RL.8.3	RI. 8.3	W.8.5	SL. 8.4	L.8.3A
RL.8.4	RI. 8.4	W.8.6	SL. 8.5	L.8.4 A,C,D
RL.8.5	RI. 8.5	W. 8.7	SL.8.6	L.8.5 A,C
RL.8.6	RI.8.6	W.8.10		L. 8.6
RL.8.7				
RL.8.9				

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.8.3 A-E W.8.4 W.8.5	Lucy Calkins Memoir Writing

W.8.6 W.8.10 CRP 2, 6, 11	
W.8.2 W.8.6 W.8.9 A,B SL 8.1 A-D SL.8.2 SL.8.4 SL.8.5 SL.8.6 CRP 2, 11	Research Project: Use information gathered through reading “Diary of Anne Frank” and other related texts to prompt further research.
RL.8.4 L.8.4 A,C,D L.8.6 W.8.4 CRP 2	Vocabu-LIT Lesson 1: Autobiography 6 Exercises: context clues, synonyms & antonyms, sentence Completion, shades of meaning, analogies 1 Short Response
RI.8.4 L.8.4 A,C,D L.8.6 W.8.4 CRP 2	Vocabu-LIT Lesson 7: NonFiction 6 Exercises: context clues, synonyms & antonyms, sentence completion, using words with multiple meanings, analogies 1 Short Response
	Bellringer activities that reinforce Language standards

Unit Enduring Questions:

- How does the structure of the text influence a reader's comprehension?
- What is a memoir?

Unit Enduring Understandings:

- In order to comprehend any text, the reader must understand the structure.
- Memoir is the telling of a personal event one has experienced and the inner lesson/truth one has gained as a result.

Unit Objectives:

Students will know...

“The Diary of Anne Frank” Act I

- Cause and Effect
- Dialogue

“Diary of Anne Frank” Act II

- Cause and Effect
- Character’s Motivation

“News Release” and “Holocaust Museum”

- Evaluate Unity and Coherence

“from Anne Frank” and “from Anne Frank and Me”

- Comparing Sources with a Dramatization

Lucy Calkins Memoir Writing

- Writing “Big” and “Small” to discover meaningful topics, patterns, and questions to explore in a memoir

Unit Objectives:

Students will be able to...

●Use Background information to link historical causes and effects.

●Analyzing how dialogue develops characters, establishes tone and meaning, and propels the plot. Note what characters and audience know.

●Determine character’s possible motivations for actions he or she takes.

●Examine details, noting how they are arranged and whether the arrangement makes sense.

●Compare information and the sources using details in the text that suggest the author’s opinions and attitudes. Note primary and secondary sources.

Lucy Calkins Memoir Writing

- Collect entries and freewriting
- Balance narrative and expository skills
- Learn to move between reliving small moments and writing to capture and analyze themes and lessons

Content Area: Language Arts

Unit Title: How much Information is enough?

Target Course/Grade Level: 8th

Unit Summary:

Stories are linked to a common theme: rights and freedoms. Students will analyze the pursuit of freedom throughout the history of our country.

Prentice Hall Literature Common Core Edition Grade 8

From Harriet Tubman: Conductor on the Underground, pg. 486

Emancipation from Lincoln: A Photobiography pg. 600

Brown vs. Board of Education pg. 605

On Woman's Right to Suffrage pg. 566

From Sharing the American Dream pg. 576

From I Know Why the Caged Bird Sings pg. 514

Preparation for State Reading Assessments Level 8

An Influential Talk Show Host pg. 22

Harriet Tubman: The Moses of Her People pg. 46

Maya Angelou pg. 40

Vocabu-Lit Building Vocabulary Through Reading Level G

Lessons 6 and 9

Interdisciplinary Connections:

- Analysis of relevant historical documents including the Emancipation Proclamation and The Gettysburg Address
- Above informational texts connect to history

21st Century Themes, Skills, and Standards:

- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP9. Model integrity, ethical leadership and effective management.**
- **CRP11. Use technology to enhance productivity.**
- <http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards:

RL.8.1	RI.8.1	W.8.2 A,B,C,D,E,F	SL.8.1 A,B,C,D	L.8.1D
RL.8.2	RI.8.2	W.8.4	SL. 8.2	L.8.2 C
RL.8.3	RI. 8.3	W.8.5	SL. 8.5	L.8.4 A,B,C,D
RL.8.4	RI. 8.4	W.8.6	SL. 8.6	L.8.6
RL.8.5	RI. 8.5	W. 8.8		
RL.8.6	RI.8.6	W.8.10		
RL. 8.10	RL.8.10			

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 L.8.4 W.8.2 A-F	Benchmark # 3: Elizabeth Cady Stanton & On Women’s Right to Suffrage 6 multiple choice questions, 1 short response
W.8.2 A-F W.8.4 W.8.5 W.8.6 W.8.8 W.8.10 L.8.1 L.8.2 CRP2 CRP7	Research Paper
W.8.2 A-F W.8.4 W.8.5 W.8.6 W.8.10	Lucy Calkins Literary Essay
RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 L.8.4 W.8.4 W.8.10	An Influential Talk Show Host: Informational Text- 5 multiple choice questions, 1 short response
RI.8.1 RI.8.2	Harriet Tubman: The Moses to Her People Informational Text- 6 multiple choice questions

RI.8.3 RI.8.5 RI.8.6 L.8.4	
RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 L.8.4 W.8.4 W.8.10	Maya Angelou Informational Text- 5 multiple choice questions, 1 short answer
RL.8.4 L.8.4 A,C,D L.8.6 W.8.4 CRP 2	Vocabu-LIT Lesson 6: Informational 6 Exercises: context clues, using context clues, synonyms and antonyms, sentence completion, shades of meaning, analogies 1 Short Response
RL.8.4 L.8.4 A,C,D L.8.6 W.8.4 CRP 2	Vocabu-LIT Lesson 9: Fiction Poetry 6 Exercises: context clues, using context clues, using synonyms, sentence completion, shades of meaning, analogies 1 short response
	Bellringer activities that reinforce Language standards

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How much information is enough? ● What is the American Dream? ● What is theme and how is it expressed in a piece of writing? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● It is quality of information that is important, not quantity. ● The American Dream has changed over time and means different things to groups of people. ● A story’s theme is the lasting lesson the author wants the reader to take away from the text. Theme is often implied rather than directly stated.
<p>Unit Objectives: <i>Students will know...</i></p> <p>“From Harriet Tubman: Conductor on the Underground Railroad”</p> <ul style="list-style-type: none"> ● Main idea ● Narrative Essay Analysis <p>“Emancipation from Lincoln: A Photobiography” and “Brown vs Board of Education”</p> <ul style="list-style-type: none"> ● Comparing Tone <p>“On Women’s Right to Suffrage” “from Sharing in the American Dream”</p>	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Use structure of key paragraphs to find details to identify the implied main idea ● Analyze how setting influences the way the characters think, speak, act, and mood of story. ● Decipher author’s purpose to then compare tone between two texts ● Differentiate between a fact and opinion and a generalization and overgeneralization

<ul style="list-style-type: none"> ● Fact and Opinion <p>“From I Know Why the Caged Bird Sings”</p> <ul style="list-style-type: none"> ● Main Idea ● Biography vs Autobiography <p><u>Research Paper</u></p> <ul style="list-style-type: none"> ● Research topic to create claim and gain evidence ● Angling evidence to support claim ● Getting ready to publish 	<ul style="list-style-type: none"> ● Link topic sentences to see how the main idea helps develop the key concepts ● Differentiate between the elements that create an autobiography vs. a biography <p><u>Research Paper</u></p> <ul style="list-style-type: none"> ● Using resources, collecting evidence to support your claim ● Angle evidence by explaining it fully, showing how the evidence illustrates or supports specific points. ● Edit using a variety of strategies including checklists and peer editing

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning</p>
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> ● Observation, Self-Assessment, Exit cards, 3 Minute Pause, Student Conference, KWL, One Questions/ One Comment, Journal Entry, Choral Response, Debriefing, Think-Pair-Share, Oral Questioning, 3-2-1, and Say Something are some of the daily Formative Assessments that may be used in class. Link here for ideas. More ideas and here. ● Kahoot, Socrative and quizlet may be used as online assessment platforms.
<p>Summative Assessment Utilized throughout Units:</p> <ul style="list-style-type: none"> ● Benchmarks listed above per unit.

Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:

Teacher tutoring

Peer tutoring

Cooperative Learning Groups

Modified Assignments

Modified Texts

Differentiated Instruction

Response to Intervention (www.help4teachers.com)

Follow all IEP and 504 modifications

Adaptive Technology

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

[Life and Career Standards](#)

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

LINK APPROPRIATE INTERDISCIPLINARY CONNECTIONS & RELEVANT NJSLS HERE

Project-based Learning Tasks:

- Unit 1: Students will explore the real life problem of living with a disability, creating their own questions and researching accordingly. Findings will be presented to class.

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

- Link Research resources here.

<https://www.mla.org/>

<https://owl.english.purdue.edu/owl/resource/747/2/>

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
Google Docs, Google Slides, internet research, YouTube, Safari Montage, Online Assessment Platforms like: Kahoot, Socrative and Quizlet, Google Forms through Google Classroom

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
Materials vary by teacher.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

**Varied journal prompts,
spelling or vocabulary lists**

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).

Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

**Tic-Tac-Toe Choice Board
(sometimes called “Think-
Tac-Toe”**

The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

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Board of Education Approved Text(s)

- List BOE Approved text here

