

Califon Public School
Curriculum

Subject: ELA	Grade: 8th	Unit #: 1	Pacing: 12 weeks
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Unit Title: Multicultural Fiction & Literary Essays**OVERVIEW OF UNIT:**

In this unit, students will explore another culture from a historical perspective. Students will develop a cultural perspective promoted by an understanding of ourselves and others. Learning from history, students will connect how uninformed assumptions can lead to unfair judgments about individuals and groups. Students will develop a logical argument and thesis for literary essays. These essays will center around the thematic elements of literature. Additionally, the students will analyze the author's craft. Additionally, they will focus on clear and coherent essay structure and writing in a timed setting.

Big Ideas

- Assumptions can lead to stereotypes and unfair judgments about individuals and groups.
- Stereotypes, biases, and societal norms have a profound impact on people's behavior; questioning them can have positive/negative repercussions for the individual (or group)
- Argument is a process through which writers present several strong, well-researched, logical arguments to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue, or problem.
- Persuasion is an approach through which writers try to convince a reader to take a certain action or adopt a point of view using techniques that establish the credibility of the writer and appeal to the emotions and self-interest of the reader.
- Argumentative and persuasive writing have common, predictable elements and an organized structure, which support the writer's claim/thesis.
- Writers often use both logical argument and persuasive techniques in a single piece of writing.
- Effective argumentative writing is dependent upon acknowledging and addressing a reader's perspective.

Essential Questions

- How can literature personalize historical events and facilitate understanding of people's lives?
- How can historical/multicultural literature promote empathy and facilitate the understanding of ourselves and others?
- How does our cultural perspective inform/influence our ideas about the "truths" of history?
- How are logical arguments (and persuasive techniques) used in writing to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem?
- How does knowledge of an audience shape the writer's decisions in crafting an argument?

Objectives

- Students will be able to comprehend how literature can personalize historical events and facilitate understanding of people's lives
- Students will be able to identify historical/multicultural literature that promotes empathy and facilitates the understanding of ourselves and others.

Assessment

Formative Assessment:

- Group Discussions
- Independent Reading Journal responses
- Book Club discussions & responses
- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Do Now work
- NewsELA article summary

Summative Assessment:

- Novel assessment
 - Projects
 - o MOE Graphic novel
 - o Revolution project
 - Published essays
 - Published writing
 - Novel quizzes
- Word Study quizzes

Benchmark:

- LinkIt Benchmark A

Alternative:

- Walk through gallery

Key Vocabulary

inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose, affix, prefix, and suffix, root, facts, thesis, plagiarism, cite, paraphrase, quote, claim, counterclaim, evidence, analysis

Resources & Materials

Murder on the Orient Express by Agatha Christie
 Informational articles on Agatha Christie and the Orient Express
Esperanza Rising by Pam Munoz Ryan
 Informational articles on Mexican farm worker camps
Animal Farm by George Orwell
Animal Farm Cheat Sheet
 Various novels for independent reading (student choice)
The Literary Essay: Analyzing Craft and Theme by Lucy Calkins
Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy
300 Writing Prompts by Piccadilly (USA) Inc.

Above-Level Novels:

- Animal Farm

On-Level Novels:

- Murder on the Orient Express

Below-Level Novels:

- Esperanza Rising

Technology Infusion**Teacher Technology:**

- Google Classroom
- Promethean Board

Student Technology:

- Chromebooks

Activities:

- Students will use Chromebooks to access Google Classroom and Google Docs, where they will elaborate within reading journals and collaborate with peers' reading journals.
- Use of Chromebooks for reading journals, quizzes, and projects

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration**Activities:**

- Students will be able to create an explanation using evidence from informational text

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

21st Century Life Skills Standards**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards

Standard #	Standard Description
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters

	influence ideas or events) across multiple text types, including across literary and informational texts.
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone .
RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
W.AW.8.1	Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue , acknowledge and distinguish alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources . C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal or academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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).
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. • 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. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • 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.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood. E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

	F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Analyze the impact of specific word choices on meaning and tone. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm	

- Adapt a Strategy – Adjusting strategies for ESL students -
<http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 8th	Unit #: 2	Pacing: 8-10 weeks
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Unit Title: Narrative Writing, Memoirs & Self-Discovery

OVERVIEW OF UNIT:

In this unit, students will learn the characteristics of memoir. Additionally, the students will explore personal growth through the lens of real-life examples and their own life experiences, and apply the idea of personal growth to a coming-of-age novel. Moreover, they will utilize their narrative writing skills to write journalistic narratives from the third-person perspective.

Big Ideas

- Recognizing, understanding, and applying the conventions of standard English can improve communication skills.
- Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader.
- Journalists use narrative techniques to tell their story objectively.
- Literature and art can reflect and bring meaning to the process of self-discovery.
- Coming of age means accepting ambiguity and that there are few clear-cut answers of character or of situation.
- Memoirs help readers learn from someone else's experiences, broaden a reader's perspective, and develop increased empathy for others.

Essential Questions

- How does an individual's command of the English language influence others' perceptions of him or her?
- How can you hook your reader?

Objectives

- Students will be able to hook the reader when writing
- Students will be able to identify how an individual's command of the English language influences others' perceptions of him or her.
- Students will be able to identify how the study of grammar is an integral part of English education.

Assessment

Formative Assessment:

- Group Discussions
- Independent Reading Journal responses
- Book Club discussions & responses

Summative Assessment:

- Novel assessment
- Projects
 - TKAM Quote project

- Writing conferences (teacher/student)
 - 6 Word memoir
- Peer conferences
- Published essays
- Word Study activities
- Published narratives
- Do Now work
- Novel quizzes
- Memoir maps
- Word Study quizzes
- Signpost maps

Benchmark:

- Baseline
- Link it

Alternative:

- Podcast

Key Vocabulary

affix, prefix, and suffix, root, audience, hook, emotions, visualization, reporting, narrative writing, third person, observation, bias, inference, cite, text evidence, summarize, and supporting details, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose

Resources & Materials

Investigative Journalism by Lucy Calkins

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

300 Writing Prompts by Piccadilly (USA) Inc.

To Kill a Mockingbird by Harper Lee

Informational articles on Harper Lee and other issues involved in the novel

Various memoirs for independent reading (student choice)

Various memoir excerpts - “Eleven” by Sandra Cisneros, “Superman & Me” by Sherman Alexie, etc. (choose based on student interest)

Above-Level Novels:

- To Kill a Mockingbird

On-Level Novels:

- Informational articles on Harper Lee

Below-Level Novels:

- “Eleven”

Technology Infusion**Teacher Technology:**

- Google Classroom
- Promethean Board

Student Technology:

- Chromebooks

Activities:

- Chromebooks for writing journals, published writing
- Promethean Board activities for grammar and weekly word study work

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration

Activities:

- Students will be able to create an explanation using evidence from informational text on the Holocaust

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers	
Activities: Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	Standard Description
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone.

RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Analyze the impact of specific word choices on meaning and tone. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. 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).
RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
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.
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.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

	C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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).
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood. E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Analyze the impact of specific word choices on meaning and tone. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

	D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech	

- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 8th	Unit #: 3	Pacing: 4 weeks
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Unit Title: Narrative Writing, Memoirs & Historical Book Clubs

OVERVIEW OF UNIT:

In this unit, students will read historical fiction and discuss the accuracy of the history depicted within the novels.. Moreover, they will utilize their narrative writing skills to write journalistic narratives from the third-person perspective.

Big Ideas

- Recognizing, understanding, and applying the conventions of standard English can improve communication skills.
- Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader.
- Journalists use narrative techniques to tell their story objectively.
- Historical fiction is based on real events during a specific time period. The authors of historical fiction conduct research to ensure the work stays true to history.

Essential Questions

- How do you report on a scenario objectively?
- How does an author decide which aspects to keep historically accurate?

Objectives

- Students will be able to determine how the author decides which aspects to keep historically accurate.
- Students will be able to comprehend how to report on a scenario objectively.

Assessment

Formative Assessment:

- Group Discussions
- Book Club discussions & responses
- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Do Now work

Summative Assessment:

- Novel assessment
- Projects
 - o Book Club project
 - o 6 Word memoir
- Published essays
- Published narratives
- Novel quizzes
- Word Study quizzes

Benchmark:

- Link it

Alternative:

- Graphic Essay
- One Pager

Key Vocabulary

affix, prefix, and suffix, root, audience, hook, emotions, visualization, reporting, narrative writing, third person, observation, bias, inference, cite, text evidence, summarize, and supporting details, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose

Resources & Materials

Investigative Journalism by Lucy Calkins
Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy
300 Writing Prompts by Piccadilly (USA) Inc.
Chains by Laurie Halse Anderson
Day of Tears by Julius Lester
 Informational texts on slavery

Above-Level Novels:

- Day of Tears

On-Level Novels:

- Chains

Below-Level Novels:

- Informational texts

Technology Infusion**Teacher Technology:**

- Google classroom
- Promethean Board

Student Technology:

- Chromebook

Activities:

- Students will use Chromebooks to access Google Classroom and Google Docs, where they will elaborate within reading journals and collaborate with peers' reading journals.

Standard**Standard Description**

8.1.8.DA.1

Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration**Activities:**

- Students will be able to create an explanation using evidence from informational text

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is

problems and persevere in solving them.	agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
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Standards	
Standard #	Standard Description
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone .
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Analyze the impact of specific word choices on meaning and tone. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	E. 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).
RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
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.
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.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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).
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood. E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Analyze the impact of specific word choices on meaning and tone. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes

- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied

**Califon Public School
Curriculum**



Subject: ELA	Grade: 8th	Unit #: 4	Pacing: 8-10 weeks
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Unit Title: Sonnets, Drama and Research Writing

OVERVIEW OF UNIT:

In this unit, students will successfully read and summarize the major aspects of Shakespeare's work. Students will connect the themes within Shakespeare's plays and their enduring presence throughout literature and life. Additionally, students will begin by writing persuasive, research-based letters. Then, they will research information to report effectively on a topic. They will work to find appropriate sources for their topics/arguments, take notes from those sources and weave information together into a coherent report.

Big Ideas

- Shakespeare's dramas still speak to modern audiences through the exploration of the human condition and timeless themes.
- Shakespeare's innovative use of language has had a profound and lasting impact on English language and literature.
- Informational/explanatory writing conveys accurate information to increase the reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.
- Effective informational/explanatory writing uses a variety of techniques (naming, defining, describing, differentiating different types or parts, comparing/contrasting ideas or concepts, citing an anecdote or scenario) to communicate how things work and why things happen.

Essential Questions

- What key elements comprise Shakespearean literature?
- How does acting out Shakespeare's words contribute to a deeper understanding of his plays?
- Why are we still reading Shakespeare's work today?
- How does a writer convey information clearly and accurately to deepen the reader's understanding of a topic?

Objectives

- Students will be able to convey information clearly and accurately to deepen the reader's understanding of a topic

Assessment

Formative Assessment:

- Group Discussions
- Reading journal responses

Summative Assessment:

- Quizzes
- Tests

- | | |
|---|--|
| <ul style="list-style-type: none"> • Book Club discussions & responses • Storyboards • Writing conferences (teacher/student) • Peer conferences • Word Study activities • Grammar practice/Quick Writes • Research note cards, webs and outlines | <ul style="list-style-type: none"> • Projects • Essays • Published Writing • Movie/Play Comparison |
|---|--|

Benchmark:

- Cold write

Alternative:

- Prezi

Key Vocabulary

inference, cite, text evidence, theme, supporting detail, and figurative language, sonnet, iambic pentameter, affix, prefix, and suffix, root, facts, thesis, plagiarism, cite, paraphrase, quote, claim, counterclaim, evidence, analysis, in-text citation, MLA formatting

Resources & Materials

Romeo and Juliet by William Shakespeare

The Diary of Anne Frank (play)

Film interpretations of plays (e.g. Zeffirelli's 1968 *Romeo and Juliet*, the 1996 adaptation - *Romeo + Juliet*)

biography.com

Folger Shakespeare Library website

Playingwithplays.com

Shakespeare Kids (University of Texas website)

Shakespeare navigator website: <http://www.shakespeare-navigators.com/>

Position Papers: Research and Argument by Lucy Calkins

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

300 Writing Prompts by Piccadilly (USA) Inc.

Glencoe Language Arts Grammar and Language Grade 8

http://www.glencoe.com/sites/common_assets/workbooks/language_arts/grammar_gr8/la_0078205417_01.pdf

Above-Level Novels:

- Romeo and Juliet

On-Level Novels:

- Shakespeare Kids

Below-Level Novels:

- Playing with Plays

Technology Infusion**Teacher Technology:**

- Google Classroom
- Promethean Board

Student Technology:

- Chromebooks

Activities:

- Students will use Chromebooks to access Google Classroom and Google Docs, where they will elaborate within reading journals and collaborate with peers' reading journals.
- Use of Chromebooks for reading journals, quizzes, and projects

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration**Activities:**

- Students will be able to create an explanation using evidence from informational text

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
1.2.8.Cn10b	Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

21st Century Life Skills Standards**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Student Learning Objectives
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9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers	
Activities: Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	Standard Description
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context.

	B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone.
RL.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
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.
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.
RI.AA.8.7	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.CT.8.8	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain/grade level- specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form.

	F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products ; focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. ● Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). ● Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
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. ● 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. ● Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ● Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. ● Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Analyze the impact of specific word choices on meaning and tone. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Differentiation	
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• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	
Enrichment	
• Process should be modified: higher order thinking skills, open-ended thinking, discovery	

- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 8th	Unit #: 5	Pacing: 8-10 weeks
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Unit Title: Memoir Writing/Language

OVERVIEW OF UNIT:

During this unit, students will experiment with symbolism and metaphor within their writing to write compelling graduation speeches. Additionally, they will conduct short research projects for the Califon Historical Society. Lastly, the students will read and discuss a novel that centers around issues related to high school students. Lastly, the students will conduct another independent reading assignment.

Big Ideas

- Memoirs are carefully structured narratives that depict diverse human experiences of real people.
- Time is the main organizational structure of narrative writing.
- A narrative conveys meaning through deliberate use of literary elements and narrative techniques.
- While any life may seem mundane, reflecting on important moments can bring insight into common human experiences.

Essential Questions

- Why do people tell/write their stories?
- How do writers craft engaging, vivid narratives?
- How can we learn from the struggles of a character?

Objectives

- Students will be able to craft engaging, vivid narratives
- Students will be able to comprehend the struggles of a character

Assessment

Formative Assessment:

- Group Discussions
- Independent Reading
- Journal responses
- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Do Now work
- Signpost maps

Summative Assessment:

- Novel assessment
- Projects
 - TOT project
- Published essays
 - Graduation speeches
 - Dan Handy essays
 - Califon Historical essays
- Novel quizzes
- Word Study quizzes

Benchmark:

- Cold write

Alternative:

- Blog

Key Vocabulary

affix, prefix, and suffix, root, facts, author's purpose, theme, circular closings symbolism/metaphor, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose

Resources & Materials

<i>Word Build: A Better Way to Teach Vocabulary</i> by Dynamic Literacy <i>300 Writing Prompts</i> by Piccadilly (USA) Inc. <i>Tears of a Tiger</i> by Sharon Draper Various independent reading novels <i>A Califon Story</i> by the Califon Historical Society Sample essays from past graduating classes
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Above-Level Novels:

- Choice Novels

On-Level Novels:

- Tears of a Tiger

Below-Level Novels:

- A Califon Story

Technology Infusion

Teacher Technology:

- Promethean Board
- Google classroom

Student Technology:

- Chromebooks

Activities:

- Students will use Chromebooks to access Google Classroom and Google Docs, where they will elaborate within reading journal and collaborate within peers' reading journals.

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration

Activities:

- Students will be able to create an explanation using evidence from informational text

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Student Learning Objectives
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the

problems and persevere in solving them.	problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
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Standards	
Standard #	Standard Description
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. - 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. - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

	• 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. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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)
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.

	A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood. E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Analyze the impact of specific word choices on meaning and tone. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. 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).
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NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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