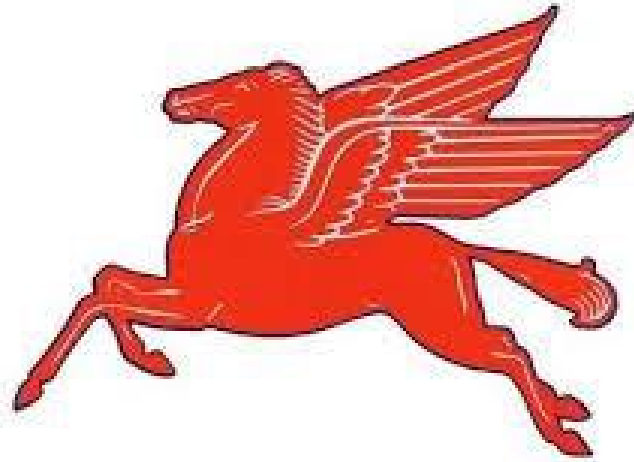


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**Language Arts Literacy / Grade 8**

**UPDATED 2022**

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

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# Paulsboro Public Schools

*Superintendent, Dr. Roy Dawson, III*

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Mrs. Anisah Coppin, Business Administrator/Board Secretary

Ms. Stacey DiMeo, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21<sup>st</sup> Century and is rich in tradition and pride.

## DEFINITIONS

**NJ Student Learning Standards** – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

**21st Century Life and Careers Standards** – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

**Gifted and Talented Learners** – Students with high-ability who may need more depth and complexity in instruction.

**Special Education Learners** – Students in need of support and interventions to improve student achievement.

**English Language Learners** – Students with a native language other than English or who are at varying degrees of English language proficiency.

## 8th GRADE PACING CHART (2022-2023)

TOPIC	# OF DAYS	DATES	COMMENTS
Unit 1 – Gadgets and Glitches	22	<i>MP 1</i>	Short Stories, Articles, Folktales, Poetry, Screenplay, Graphic Novel, Informational Text, Personal Essay, Informative Essay
Unit 2 – The Thrill of Horror	23	<i>MP 1</i>	Short Stories, Myths, Poetry, Historical Writing, Articles, Legends, Novel Choice, Informative Essay, Film Critique
Unit 3 – Places We Call Home	22	<i>MP 2</i>	Science Fiction, Argument, Poetry, Video, Personal Essay, Biography, Novel Choice, Articles, Writing an Argument Essay, Creating a Podcast
Unit 4 – The Fight for Freedom	23	<i>MP 2</i>	Short Story, Argument, Memoir, Poetry, Video, Poster, Articles, Novel Choice, Writing an Argument Essay
Unit 5 – Finding Your Path	22	<i>MP 3</i>	Short Story, Informational Text, Novel Choice, Poem, Blog, Articles, Writing a Short Story
Unit 6 – The Legacy of Anne Frank	23	<i>MP 3</i>	Short Story, Personal Essay, Documentary, Poetry, Historical Documents, Articles, Autobiography, Information Text, Novel Choice
Unit 7 – Research Report	45	<i>MP 4</i>	Research Report

# Unit 1: Gadgets and Glitches

## Big Idea / Essential Question: Does technology improve or control our lives?

### NJSLS:

RL.8.3, RL.8.2, RI.8.2, RI.8.3, RI.8.5, RL.8.5, RL.8.6, L.8.5.a, RI.8.6, RI.8.8, RI.8.7, RI.8.4, W.8.4, SL.8.1, W.8.3, W.8.2, SL.8.6, W.8.1, SL.8.4, SL.8.1.c, W.8.7, W.8.8, W.8.9, L.8.4.a, L.8.5.b, L.8.4.c, L.8.4.d, L.8.4.b, L.8.1.a, L.8.2.c, W.8.2.c, W.8.1.c, L.8.1.b, L.8.1.d, L.8.3.a, RI.8.1, RI.8.9, RL.8.10, RI.8.10, W.8.1.a–e, W.8.10, SL.8.3, SL.8.5, W.8.5

### 21<sup>st</sup> Century Life and Careers:

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### Technology Standards:

**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.CS1:** Understand and use technology systems.

**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.

**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.

### Critical Knowledge and Skills

#### Concept(s):

**1:** The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

**2:** Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

**3:** Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

**4:** A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

#### Students are able to:

- Analyze plot, organization, structure, irony, claims and evidence, rhetoric

#### Learning Goal(s):

1. Communicate in clear, concise, organized language that varies in

<p><b>TECH.8.1.8.D:</b> Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p><b>TECH.8.1.8.D.1:</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>TECH.8.1.8.D.4:</b> Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><b>TECH.8.1.8.E:</b> Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p><b>TECH.8.1.8.E.CS2:</b> Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><b>TECH.8.1.8.F:</b> Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p><b>TECH.9.4.8.TL.2:</b> Gather data and digitally represent information to communicate a real-world problem.</p> <p><b>TECH.9.4.8.TL.4:</b> Synthesize and publish information about a local or global issue or event..</p>	<ul style="list-style-type: none"> <li>● Analyze science fiction</li> <li>● Identify central ideas and details</li> <li>● Evaluate and cite evidence</li> <li>● Compare arguments</li> <li>● Write and present an argument</li> </ul>	<p>content, format, and form for different audiences and purposes.</p> <ol style="list-style-type: none"> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> <li>4. Follow the process for writing an Argument.</li> </ol>
<p><b>Companion Standards:</b></p> <p><b>SOC.5-8.1.1.2:</b> Explain how major events are related to one another in time.</p>	<p><b>Formative/Summative Assessments</b></p>	<p><b>Primary &amp; Supplementary Resources</b></p>
<p><b>MODIFICATIONS:</b></p> <p>Advanced Learner: Independent research &amp; Presentations Frequent writing tasks Vocabulary Study Independent Reading</p> <p>Students with Disabilities: Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods. Utilize remediation resources which include assessment and intervention, in planning and instruction.</p> <p>English Language Learners: Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).</p>	<p><b>FORMATIVE:</b></p> <p>Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><b>SUMMATIVE:</b></p> <p>NJ SmartStart Assessment Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> <li>1. <i>HMH into Literature Grade 8 (Text &amp; Online Resources)</i></li> <li>2. <i>HMH Writable (Text &amp; Online Resources)</i></li> <li>3. SCOPE Magazine</li> <li>4. Novels</li> <li>5. Commonlit.com</li> <li>6. NewsELA.com</li> <li>7. Link-It</li> <li>8. Open Educational Resources</li> </ol>



Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.  
Use English Learners resources such as study guides, assessments and a visual glossary.

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# UNIT 2: The Thrill of Horror

## Big Idea / Essential Question: Why do we sometimes like to feel frightened?

**NJSLS:**

RI.8.2, RL.8.6, RL.8.3, RL.8.2, RL.8.9, RL.8.7, RL.8.4, W.8.7, W.8.8, SL.8.1, W.8.1, W.8.3.b, SL.8.6, W.8.4, SL.8.1.c, L.8.4.b, L.8.4.c, L.8.2.a, L.8.3.a, RL.8.10, RI.8.10, W.8.2, W.8.2.a-f, W.8.6, W.8.10, W.8.3

**21<sup>st</sup> Century Life and Careers:**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**

**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.CS1:** Understand and use technology systems.

**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.

**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.

### Critical Knowledge and Skills

**Concept(s):**

**1:** The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

**2:** Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

**3:** Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

**4:** A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

**Students are able to:**

**SWBAT:**

- Analyze literary criticism, Point of view, suspense, themes,

**Learning Goal(s):**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes.

<p><b>TECH.8.1.8.D:</b> Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p><b>TECH.8.1.8.D.1:</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>TECH.8.1.8.F:</b> Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p><b>TECH 9.4.8.IML.13:</b> Identify the impact of the creator on the content, production, and delivery of information.</p> <p><b>TECH 9.4.8.IML.6:</b> Identify subtle and overt messages based on the method of communication.</p> <p><b>Companion Standards:</b></p> <p><b>SOC.5-8.1.1.2:</b> Explain how major events are related to one another in time.</p> <p><b>SOC.5-8.1.3.2:</b> Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner: Independent research &amp; Presentations Frequent writing tasks Vocabulary Study Independent Reading</p> <p>Students with Disabilities: Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods. Utilize remediation resources which include assessment and intervention, in planning and instruction.</p> <p>English Language Learners: Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language. Use English Learners resources such as study guides, assessments and a visual glossary.</p>	<p>foreshadowing, film, epic poetry,</p> <ul style="list-style-type: none"> <li>• Paraphrase and summarize text</li> <li>• Write a literary analysis</li> <li>• Write a short story</li> </ul>	<ol style="list-style-type: none"> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> <li>4. Follow the process for writing a short story.</li> </ol>
	<p><b>Formative/Summative Assessments</b></p> <p><b>FORMATIVE:</b> Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><b>SUMMATIVE:</b> NJ SmartStart Assessment Link-It Assessment HMH Unit Tests</p>	<p><b>Primary &amp; Supplementary Resources</b></p> <ol style="list-style-type: none"> <li>1. <i>HMH into Literature Grade 8 (Text &amp; Online Resources)</i></li> <li>2. <i>HMH Writable (Text &amp; Online Resources)</i></li> <li>3. SCOPE Magazine</li> <li>4. Novels</li> <li>5. Commonlit.com</li> <li>6. NewsELA.com</li> <li>7. Link-It</li> <li>8. Open Educational Resources</li> </ol>

# UNIT 3: Places We Call Home

## Big Idea / Essential Question: What are the places that shape who you are?

**NJSLS:**

RL.8.3, RL.8.2, RL.8.9, RL.8.4, RI.8.6, RI.8.7, SL.8.2, RI.8.5, W.8.4, SL.8.6, SL.8.1, W.8.9, W.8.7, W.8.8, SL.8.1.c, L.8.2.a–b, L.8.1.c, L.8.2, L.8.4.a, L.8.4.c–d, RL.8.10, RI.8.10, W.8.3, W.8.3.a–e, W.8.10, W.8.2, W.8.2.a, W.8.2.f

**21<sup>st</sup> Century Life and Careers:**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**

**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.CS1:** Understand and use technology systems.

**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.

**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.

### Critical Knowledge and Skills

**Concept(s):**

**1:** The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

**2:** Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

**3:** Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

**4:** A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

**Students are able to:**

**Learning Goal(s):**

**SWBAT:**

1. Communicate in clear, concise, organized language that varies in

<p><b>TECH.8.1.8.D:</b> Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p><b>TECH.8.1.8.D.1:</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>TECH.8.1.8.E.CS2:</b> Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><b>TECH.8.1.8.F:</b> Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p><b>TECH 9.4.8.IML.13:</b> Identify the impact of the creator on the content, production, and delivery of information.</p> <p><b>TECH 9.4.8.IML.6:</b> Identify subtle and overt messages based on the method of communication.</p> <p><b>Companion Standards:</b></p> <p><b>SOC.5-8.1.1.2:</b> Explain how major events are related to one another in time.</p> <p><b>SOC.5-8.1.3.3:</b> Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner: Independent research &amp; Presentations Frequent writing tasks Vocabulary Study Independent Reading</p> <p>Students with Disabilities: Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods. Utilize remediation resources which include assessment and intervention, in planning and instruction.</p> <p>English Language Learners: Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).</p>	<ul style="list-style-type: none"> <li>Analyze plot, theme, character, imagery, text elements</li> <li>Evaluate a documentary</li> <li>Write a short story</li> <li>Write an article</li> </ul>	<p>content, format, and form for different audiences and purposes.</p> <ol style="list-style-type: none"> <li>Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats.</li> <li>Investigate, research, and synthesize information from various media sources.</li> <li>Follow the process for writing a short story / write an article</li> </ol>
	<p><b>Formative/Summative Assessments</b></p>	<p><b>Primary &amp; Supplementary Resources</b></p>
	<p><b>FORMATIVE:</b></p> <p>Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><b>SUMMATIVE:</b></p> <p>NJ SmartStart Assessment Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> <li><i>HMH into Literature Grade 8 (Text &amp; Online Resources)</i></li> <li><i>HMH Writable (Text &amp; Online Resources)</i></li> <li>SCOPE Magazine</li> <li>Novels</li> <li>Commonlit.com</li> <li>NewsELA.com</li> <li>Link-It</li> <li>Open Educational Resources</li> </ol>

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.  
Use English Learners resources such as study guides, assessments and a visual glossary.

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# UNIT 4: The Fight for Freedom

## Big Idea / Essential Question: What will People risk to be free?

**NJSLS:**

RI.8.4, RI.8.6, RI.8.3, RI.8.5, RL.8.2, RL.8.4, W.8.4, SL.8.1, W.8.2, W.8.7, W.8.8, W.8.9, SL.8.6, W.8.1, W.8.1.d, SL.8.4, SL.8.2, L.8.5.c, L.8.5.a, L.8.4.b, L.8.1.a, L.8.1.c, L.8.3.a, RL.8.5, RI.8.7, RI.8.9, SL.8.1.c, RL.8.10, RI.8.10, W.8.2.a–f, W.8.6, W.8.10, W.8.3, RI.8.7

**21<sup>st</sup> Century Life and Careers:**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**

**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.CS1:** Understand and use technology systems.

**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.

**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.

### Critical Knowledge and Skills

**Concept(s):**

**1:** The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

**2:** Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

**3:** Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

**4:** A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

**Students are able to:**

- Analyze autobiography

**Learning Goal(s):**

1. Communicate in clear, concise, organized language that varies in



<p><b>TECH.8.1.8.C:</b> Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p><b>TECH.8.1.8.D:</b> Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p><b>TECH.8.1.8.D.1:</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>TECH.8.1.8.D.4:</b> Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><b>TECH.8.1.8.E:</b> Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p><b>TECH.8.1.8.E.CS2:</b> Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><b>TECH.8.1.8.F:</b> Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p><b>TECH.9.4.8.IML.7:</b> Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</p> <p><b>TECH.9.4.8.TL.2:</b> Gather data and digitally represent information to communicate a real-world problem.</p> <p><b>Companion Standards:</b></p> <p><b>SOC.5-8.1.1.1:</b> Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p><b>SOC.5-8.1.3.3:</b> Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives.</p> <p><b>SOC.5-8.1.4.1:</b> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner:  Independent research &amp; Presentations  Frequent writing tasks  Vocabulary Study  Independent Reading</p> <p>Students with Disabilities:</p>	<p>Analyze structure, setting, literary devices, figurative language</p> <ul style="list-style-type: none"> <li>Analyze poetry</li> <li>Analyze biography</li> <li>Analyze word choice</li> <li>Write a research report</li> <li>Participate in collaborative discussion</li> <li>Create an infographic</li> </ul>	<p>content, format, and form for different audiences and purposes.</p> <ol style="list-style-type: none"> <li>Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats.</li> <li>Investigate, research, and synthesize information from various media sources.</li> <li>Follow the process for writing a research report and creating an infographic</li> </ol>
	<p><b>Formative/Summative Assessments</b></p>	<p><b>Primary &amp; Supplementary Resources</b></p>
	<p><b>FORMATIVE:</b></p> <p>Guided reading/ Conferencing  Reading Response Journal  Teacher Observation  Class discussion  Homework/Classwork</p> <p><b>SUMMATIVE:</b></p> <p>NJ SmartStart Assessment  Link-It Assessment  HMH Unit Tests</p>	<ol style="list-style-type: none"> <li><i>HMH into Literature Grade 8 (Text &amp; Online Resources)</i></li> <li><i>HMH Writable (Text &amp; Online Resources)</i></li> <li>SCOPE Magazine</li> <li>Novels</li> <li>Commonlit.com</li> <li>NewsELA.com</li> <li>Link-It</li> <li>Open Educational Resources</li> </ol>



Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

## UNIT 5:

# Big Idea / Essential Question: How do the challenges you face today help to shape your future?

**NJSLS:**  
 RL.8.6, RL.8.3, RI.8.3, RI.8.5, RI.8.6, RL.8.5, RI.8.8, RI.8.4, W.8.4, SL.8.6, SL.8.1, W.8.2, W.8.2.b, W.8.7, W.8.8, W.8.9, W.8.1, SL.8.1.c, L.8.4.a, L.8.4.c, L.8.4.d, L.8.5.b, L.8.4.b, L.8.1.a, L.8.1.c, L.8.1.b, L.8.1.d, L.8.3.a, L.8.1, RI.8.9, SL.8.4, RL.8.4, RL.8.2, SL.8.1.c, RL.8.10, RI.8.10, W.8.1.a-e, W.8.10, SL.8.5, SL.8.3, W.8.3.a-e

**21<sup>st</sup> Century Life and Careers:**  
**CRP1:** Act as a responsible and contributing citizen and employee.  
**CRP2:** Apply appropriate academic and technical skills.  
**CRP3:** Attend to personal health and financial well-being.  
**CRP4:** Communicate clearly and effectively and with reason.  
**CRP5:** Consider the environmental, social and economic impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9:** Model integrity, ethical leadership and effective management.  
**CRP10:** Plan education and career paths aligned to personal goals.  
**CRP11:** Use technology to enhance productivity.  
**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**  
**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  
**TECH.8.1.8.A.CSI:** Understand and use technology systems.  
**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.  
**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.  
**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

<b>Critical Knowledge and Skills</b>	
<p><b>Concept(s):</b></p> <p><b>1:</b> The ability to read a variety of text requires independence, comprehension and fluency.</p> <ul style="list-style-type: none"> <li>• How to use text evidence to support analysis.</li> <li>• Identify the theme or central idea of the text by analyzing the development of the story.</li> <li>• Analyze how the text's form/structure contributes to its meaning.</li> <li>• Identify how the author develops and contrasts different characters' points of view.</li> <li>• Use context clues, online, or print resources to expand vocabulary usage/understanding.</li> </ul> <p><b>2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.</p> <ul style="list-style-type: none"> <li>• Use clear reasons and relevant evidence to support claims in arguments.</li> <li>• Write a detailed story using a well-structured event sequence.</li> <li>• Write a report drawing on several sources to answer a question.</li> <li>• Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.</li> <li>• Use evidence from the text to support your analysis, reflection, or research.</li> </ul> <p><b>3:</b> Oral language and listening are tools for communicating, thinking, and learning.</p> <ul style="list-style-type: none"> <li>• Follow the rules for discussion.</li> <li>• Vary sentence structure when in a conversation.</li> </ul> <p><b>4:</b> A media literate person can evaluate how words, images, and sounds influence a message.</p> <ul style="list-style-type: none"> <li>• Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.</li> </ul>	
<b>Students are able to:</b>	<b>Learning Goal(s):</b>
<ul style="list-style-type: none"> <li>• Analyze perspectives</li> </ul>	1. Communicate in clear, concise, organized language that varies in

<p><b>TECH.8.1.8.B.CS2:</b> Create original works as a means of personal or group expression.</p> <p><b>TECH.8.1.8.D:</b> Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p><b>TECH.8.1.8.D.1:</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>TECH.8.1.8.D.4:</b> Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><b>TECH.8.1.8.E:</b> Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p><b>TECH.8.1.8.E.CS2:</b> Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><b>TECH.8.1.8.F:</b> Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p><b>TECH.9.4.8.TL.2:</b> Gather data and digitally represent information to communicate a real-world problem.</p> <p><b>TECH.9.4.8.TL.4:</b> Synthesize and publish information about a local or global issue or event.</p> <p><b>Companion Standards:</b>  <b>SOC.5-8.1.1.2:</b> Explain how major events are related to one another in time.</p> <p><b>MODIFICATIONS:</b>  Advanced Learner:  Independent research &amp; Presentations  Frequent writing tasks  Vocabulary Study  Independent Reading</p> <p>Students with Disabilities:  Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.  Utilize remediation resources which include assessment and intervention, in planning and instruction.</p> <p>English Language Learners:  Provide hands-on activities and explanations.</p>	<ul style="list-style-type: none"> <li>● Analyze characterization</li> <li>● Analyze structure</li> <li>● Analyze author’s purpose</li> <li>● Compare poetic structure</li> <li>● Analyze claim and evidence</li> <li>● Identify counterclaims</li> <li>● Analyze rhetorical devices</li> <li>● Write and present an argument</li> </ul>	<p>content, format, and form for different audiences and purposes.</p> <ol style="list-style-type: none"> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> <li>4. Follow the process for writing an Argument.</li> </ol>
	<b>Formative/Summative Assessments</b>	<b>Primary &amp; Supplementary Resources</b>
	<p><b><i>FORMATIVE:</i></b>  Guided reading/ Conferencing  Reading Response Journal  Teacher Observation  Class discussion  Homework/Classwork</p> <p><b><i>SUMMATIVE:</i></b>  NJ SmartStart Assessment  Link-It Assessment  HMH Unit Tests</p>	<ol style="list-style-type: none"> <li>1. <i>HMH into Literature Grade 8 (Text &amp; Online Resources)</i></li> <li>2. <i>HMH Writable (Text &amp; Online Resources)</i></li> <li>3. SCOPE Magazine</li> <li>4. Novels</li> <li>5. Commonlit.com</li> <li>6. NewsELA.com</li> <li>7. Link-It</li> <li>8. Open Educational Resources</li> </ol>

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).  
Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.  
Use English Learners resources such as study guides, assessments and a visual glossary.

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# UNIT 6: The Legacy of Anne Frank

## Big Idea / Essential Question: What can we learn from Tragic Events?

**NJSLS:**

RL.8.3, RI.8.3, RI.8.1, RI.8.4, RI.8.6, RI.8.8, RL.8.4, W.8.7, W.8.8, W.8.9, W.8.4, W.8.3, W.8.3.b, SL.8.1, SL.8.6, W.8.1, SL.8.1.c, L.8.4.b, L.8.5.c, L.8.2, W.8.2.c, W.8.3.c, RL.8.5, RL.8.2, RL.8.10, RI.8.10, W.8.3.a-e, W.8.6, W.8.10

**21<sup>st</sup> Century Life and Careers:**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**

**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge..

**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.

**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.

**TECH.8.1.8.D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### Critical Knowledge and Skills

**Concept(s):**

**1:** The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

**2:** Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

**3:** Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

**4:** A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

**Students are able to:**

- Analyze drama
- Analyze a diary

**Learning Goal(s):**

1. Communicate in clear, concise, organized language that varies in

**TECH.8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**TECH.8.1.8.E.CS2:** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.F:** Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH 9.4.8.CL3:** Examine challenges that may exist in the adoption of new ideas.

**TECH 9.4.8.DC.5:** Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

**Companion Standards:**

**SOC.5-8.1.1.2:** Explain how major events are related to one another in time.

**SOC.5-8.1.3.3:** Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

**MODIFICATIONS:**

Advanced Learner:  
Independent research & Presentations  
Frequent writing tasks  
Vocabulary Study  
Independent Reading

**Students with Disabilities:**

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.  
Utilize remediation resources which include assessment and intervention, in planning and instruction.

**English Language Learners:**

Provide hands-on activities and explanations.  
Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).  
Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.  
Use English Learners resources such as study guides, assessments and a visual glossary.

- Make inferences
- Analyze appeals
- Analyze rhetorical devices
- Analyze sound devices
- Analyze figurative language
- Write a personal narrative

content, format, and form for different audiences and purposes.

2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats.
3. Investigate, research, and synthesize information from various media sources.
4. Follow the process for writing a personal narrative

**Formative/Summative Assessments**

**FORMATIVE:**  
Guided reading/ Conferencing  
Reading Response Journal  
Teacher Observation  
Class discussion  
Homework/Classwork

**SUMMATIVE:**  
NJ SmartStart Assessment  
Link-It Assessment  
HMH Unit Tests

**Primary & Supplementary Resources**

1. *HMH into Literature Grade 8 (Text & Online Resources)*
2. *HMH Writable (Text & Online Resources)*
3. SCOPE Magazine
4. Novels
5. Commonlit.com
6. NewsELA.com
7. Link-It
8. Open Educational Resources

# UNIT 7: Research Paper

## Big Idea / Essential Question:

**NJSLS:**  
 RL.8.1, RL.8.2, RI.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.4., SL.8.5, L.8.1, L.8.2, D, L.8.3, L.8.4, L.8.5, L.8.6

**21<sup>st</sup> Century Life and Careers:**  
**CRP1:** Act as a responsible and contributing citizen and employee.  
**CRP2:** Apply appropriate academic and technical skills.  
**CRP3:** Attend to personal health and financial well-being.  
**CRP4:** Communicate clearly and effectively and with reason.  
**CRP5:** Consider the environmental, social and economic impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9:** Model integrity, ethical leadership and effective management.  
**CRP10:** Plan education and career paths aligned to personal goals.  
**CRP11:** Use technology to enhance productivity.  
**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**  
**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  
**TECH.8.1.8.A.CS1:** Understand and use technology systems.  
**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.  
**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.  
**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  
**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.  
**TECH.8.1.8.C:** Communication and Collaboration: Students use digital media and environments to

### Critical Knowledge and Skills

**Concept(s):**

- 1:** The ability to read a variety of text requires independence, comprehension and fluency.
- How to use text evidence to support analysis.
  - Identify the theme or central idea of the text by analyzing the development of the story.
  - Analyze how the text's form/structure contributes to its meaning.
  - Identify how the author develops and contrasts different characters' points of view.
  - Use context clues, online, or print resources to expand vocabulary usage/understanding.
- 2:** Writing is the process of communicating in print for a variety of audiences and purposes.
- Use clear reasons and relevant evidence to support claims in arguments.
  - Write a detailed story using a well-structured event sequence.
  - Write a report drawing on several sources to answer a question.
  - Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
  - Use evidence from the text to support your analysis, reflection, or research.
- 3:** Oral language and listening are tools for communicating, thinking, and learning.
- Follow the rules for discussion.
  - Vary sentence structure when in a conversation.
- 4:** A media literate person can evaluate how words, images, and sounds influence a message.
- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

**Students are able to:**

- understand the primary purpose of an academic research paper.

**Learning Goal(s):**

1. Communicate in clear, concise, organized language that varies in



<p>communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p><b>TECH.8.1.8.D:</b> Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p><b>TECH.8.1.8.D.1:</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>TECH.8.1.8.D.4:</b> Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><b>TECH.8.1.8.E:</b> Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p><b>TECH.8.1.8.E.CS2:</b> Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><b>TECH.8.1.8.F:</b> Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p><b>TECH.9.4.8.DC.1:</b> Analyze the resource citations in online materials for proper use.</p> <p><b>TECH 9.4.8.IML:</b> Critically curate multiple resources to assess the credibility of sources when searching for information.</p>	<ul style="list-style-type: none"> <li>• know ways to get started with the writing process.</li> <li>• understand barriers associated with writing a research paper.</li> <li>• be able to start writing a research paper</li> </ul>	<p>content, format, and form for different audiences and purposes.</p> <ol style="list-style-type: none"> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> <li>4. Follow the process for writing a research paper</li> </ol>
<p><b>Companion Standards:</b></p> <p><b>SOC.5-8.1.1.2:</b> Explain how major events are related to one another in time.</p> <p><b>SOC.5-8.1.3.3:</b> Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner:          Independent research &amp; Presentations          Frequent writing tasks          Vocabulary Study          Independent Reading</p> <p>Students with Disabilities:          Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.</p>	<p><b>Formative/Summative Assessments</b></p> <p><b>FORMATIVE:</b>          Writing workshop / Conferencing          Reading Response Journal          Teacher Observation          Class discussion          Homework/Classwork</p> <p><b>SUMMATIVE:</b>          Research Paper</p>	<p><b>Primary &amp; Supplementary Resources</b></p> <ol style="list-style-type: none"> <li>1. Chromebook</li> <li>2. Open Educational resources</li> <li>3. Academic Research websites</li> <li>4. EBSCO Host</li> </ol>



Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.