



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English, Grade 8

Department: English

Board Approval	Supervisor	Notes
September 2018	Ian Schwartz	Born Date Combine Reading and Language Arts

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	Unit 1		Unit 3
1	Vocabulary Lessons 1-4/Grammar (On Going)	21	Vocabulary Lessons 9-11/Grammar (On Going)
2	Digital Portfolio Summer Reading Assessment Opening Benchmark	22	Mid Year Benchmark
3		23	Literary Analysis
4		24	<i>Night</i>
5	Literary Analysis/ Short Story Unit Outside Reading	25	<i>The Diary of Anne Frank</i> play
6		26	Outside Reading
7	Research Simulation Task	27	Research Simulation Task
8		28	
9	Narrative Writing	29	Narrative Writing
10		30	
	Unit 2		Unit 4
11	Vocabulary Lessons 5-8/Grammar (On Going)	31	Vocabulary Lessons 12-14/Grammar (On Going)
12	Literary Analysis/ Novel of the Teacher's Choice Outside Reading	32	Digital Portfolio
13		33	Final Benchmark
14		34	Literary Analysis/ Novel of the Teacher's Choice Outside Reading
15	35	Research Simulation Task	

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16		36	
17	Narrative Writing	37	Research Simulation Task
18		38	
19	Creative Expression Unit	39	Narrative Writing
20		40	

* Units can be done at any point in the school year.

* As writing is a skill that can only be achieved through consistent practice, the writing topics should be done throughout the school year.

* Class assigned novels are chosen by the teacher and can be read at any point throughout the year.

** With the exception of *Night* which should be completed before Spring Break.

Mandatory Readings	Optional Readings
<i>Night</i>	<i>The Green Glass Sea</i>
<i>The Diary of Anne Frank</i>	Define "Normal"
Short Story Unit in the Literature Book (Teacher option on which stories to read)	<i>The Call of the Wild</i>
	<i>And Then There Were None</i>

Time Frame	Throughout the course of the year
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Topic

1. Literary Analysis

Essential Questions

1. How do readers and writers find the author's purpose for either a narrative piece or an informational piece?
2. How do struggling readers and writers use strategies to interpret informal and formal pieces?
3. How does finding connections between two works help the reader and writer in understanding and relating to a piece?
4. What key elements in a writing piece help the reader and writer in finding connections between two seemingly different pieces?
5. Why are mechanics, word choice, grammar, and spelling important to the overall effectiveness of a piece?

Enduring Understandings

1. Readers quickly identify an author's purpose in a piece and elaborate/expand on his or her purpose for that piece.
2. Once identifying the writer's purpose and writing style, the reader can respond and connect two pieces of work by focusing on the theme and/or key elements within the works.
3. Skilled readers will connect various writings and genres based on specific elements within the pieces.
4. Strong writers will use organizational patterns depending on the genre and purpose of writing.
5. Coherence and flow depend on the organization of each paragraph as it contributes to the purpose and overall piece of the writing.
6. An author's purpose affects organization, genre, and style

Alignment to NJSL

NJLSA.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.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in

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order to build knowledge or to compare the approaches the authors take.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

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

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NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Key Concepts and Skills

Learners will:

- Apply strategies for understanding and analyzing narrative literature and formal writing pieces.
- Use content specific vocabulary to analyze and respond to various forms of literature.
- Recognize and use rhetorical devices to create strong arguments and connect pieces of literature
- Identify and connect characters, themes, literary devices, and/or plot development in two or more works.
- Use a block method or point-by-point method to compare two or more works.
- Gather/assembly/brainstorm information before they begin to write
- Identify different ways to write/approach introductions and conclusions
- Write thesis statements that are precise, unified, and restricted to their chosen topic
- Develop thoughtful paragraphs with topic sentences

Learning Activities

Learners will:

- Take notes on the block method and the point-by-point method
- Read various pieces finding connections in themes, characters, writing style, literary devices, and/or plot development.
- Write a literary analysis focusing on the formal writing structure
- Collaborate with others to determine other connections within two pieces

Assessments

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Summative: Formal Essays/Writing Portfolio

formative/alternate:

Class discussion

Test and Quizzes

Public Speaking

Self Assessment

Benchmark

21st Century Skills

Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		

Interdisciplinary Connections

SOC.6.1.8 - [*Standard*] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SCI.7-8.5.1.8 - [*Standard*] - All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

Technology Integration

8.1 Educational Technology: 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.

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Time Frame	Throughout the course of the year
Topic	
2. Narrative	
Essential Questions	
<ol style="list-style-type: none">1. How does a writer's style and form contribute to the overall theme?2. How do skilled readers and writers approach and experience narratives?3. How do authors create an interplay of details in order to support and develop their purpose?4. What purpose do literary devices serve in propelling the plot and theme?5. How does the setting of the novel help the writer to include relevant colloquialisms and allusions?	
Enduring Understandings	
<ol style="list-style-type: none">1. Literary devices, voice, theme, and imaginative language enhances the audience's understanding of a piece.2. Character depth, realistic dialogue, and a clear resolution strengthens a storyline.3. Stylistic writers can influence and inspire reluctant readers and critics.4. A relatable theme can be developed through symbolism and literary devices5. Dialogue and colloquialisms can add to the reader's connection to the character.6. Readers quickly identify an author's purpose in a piece and elaborate/expand on his or her purpose for that piece.	
Alignment to NJSLS	
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the	

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action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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 grade level text-complexity or above, scaffolding as needed.

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

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

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

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

W.8.6. 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, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

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

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

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CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

Learners will:

- Identify and use literary elements in isolation, via close-reading and annotation
- Consider the interplay of literary elements in order to support a deeper reading and understanding of the author's style
- Determine which type of narrative is most appropriate to audience and message
- Draft, revise, and support sophisticated statements of theme
- Create and develop conflict/resolution that support a theme and related narrative elements
- Support and continue conflict development with dialogue, language choice, sentence structure
- Apply these skills to personal reading experience without teacher guidance

Learning Activities

Learners will:

- Watch various short clips (Pixar/ Disney) and identify the characters and plot
- Take notes on various writing styles and literary devices used in writing
- Identify various kinds of characters and their character traits.
- Read various pieces identifying themes, characters, writing style, literary devices, and/or plot development.
- Write a narrative focusing on the author's writing style and form
- Complete a story focusing on falling action and a resolution

Assessments

Summative: Writing Portfolio

formative/alternate:

Class discussion
Test and Quizzes
Public Speaking
Informal Writing
Self Assessment

21st Century Skills

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Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		
Interdisciplinary Connections							
<p>VPA.1.1.8.C.CS1 - [<i>Content Statement</i>] - Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.</p> <p>VPA.1.1.8.C.1 - [<i>Cumulative Progress Indicator</i>] - Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.</p>							
Technology Integration							
<p>8.1 Educational Technology: 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.</p>							

Time Frame	Throughout the course of the year
Topic	
3. Expository/ Research	
Essential Questions	
<ol style="list-style-type: none"> How do readers and writers identify and write a non-biased and factual piece? How do struggling readers and writers use strategies to interpret formal and scholarly pieces? Why is it important to use credible websites when citing information? How does using various sources to defend an argument make the argument more substantial and legitimate? What key elements are needed in writing a research paper? 	

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6. Why are mechanics, word choice, grammar, and spelling important to the overall effectiveness of a piece?
7. What is the purpose of using MLA format?
8. What is plagiarism?

Enduring Understandings

1. Readers quickly identify a informative piece as factual, biased, or fabricated.
2. Once identifying the chosen research topic, the researcher will gather and organize all sources properly and effectively.
3. Skilled researchers will connect various articles, journals, videos, and graphs based on specific elements within the pieces.
4. Strong writers will use organizational patterns to inform or defend his or her piece.
5. Coherence and flow depend on the organization of each paragraph as it contributes to the purpose and overall piece of the writing.

Alignment to NJSLs

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.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

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

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print

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or digital text, video, multimedia) to present a particular topic or idea.

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

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that 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 grade level text-complexity or above, with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

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

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

W.8.7. 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.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

Career Ready Practices

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CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Companion Standards

RH.6-8.1.
RH.6-8.2.
RH.6-8.4.
RH.6-8.5.
RH.6-8.6
RST.6-8.1.
RST.6-8.2
RST.6-8.4
RST.6-8.5
RST.6-8.7
RST.6-8.10
WHST.6-8.1.
WHST.6-8.4.
WHST.6-8.5.
WHST.6-8.6.
WHST.6-8.7
WHST.6-8.8.
WHST.6-8.9.
WHST.6-8.10

Key Concepts and Skills

Learners will:

- Define and avoid plagiarism
- Create a schedule for the research process allowing him or her to stick to time allocations
- Select a topic focusing on relevance, importance, and fervor he or she may have on the chosen topic.
- Identify legitimate websites, biased websites, and false websites
- Find, evaluate, fact check sources
- Properly use MLA format using in text citations properly and creating a Works Cited page
- Formulate strong and effective three point thesis statements
- Fluently write a research paper transitioning from quotes, paraphrasing, and filling in the gaps.

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Learning Activities							
<p>Learners will:</p> <ul style="list-style-type: none"> ● Take notes on the research process and the MLA format ● Analyze graphs, scholarly journals, videos, and other forms of media ● Summarize, paraphrase, and cite from various forms of media ● Write research papers ● Collaborate and debate with others to help gather various points-of-view on his or her chosen topic. ● Peer review noting strengths and weaknesses in other's writing 							
Assessments							
<p>Summative: Research Papers Writing Portfolio</p> <p>formative/alternate: Class Discussion Test/ Quizzes Reading Comprehension Peer Reviews Self Assessment</p>							
21st Century Skills							
Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		
Interdisciplinary Connections							
<p>SOC.6.3.8 - [Standard] - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Science: Conduct interdisciplinary research and writing based on areas of scientific inquiry.</p>							

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Technology Integration

8.1 Educational Technology: 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.

Time Frame	Throughout the course of the school year
Topic	
4. Creative Expression/ Portfolio Reflection (Poetry, Children's Book, Memoir, Documentary, Life Map)	
Essential Questions	
<ol style="list-style-type: none">1. How does creative expression differentiate from formal expression?2. What are the traits of creative writing and/or expression?3. How does the author's personal experience influence the expressed piece, whether expressed through media or the written language?4. How does the writer's purpose connect with the form and content of the chosen expression?5. Why is voice and stylistic approach especially important in the overall effectiveness of a piece?6. What purposes and audiences are served by portfolios?7. How are portfolios used for evaluation?	
Enduring Understandings	
<ol style="list-style-type: none">7. Author's/Artist's "can break the rules when they know the rules" while producing an expressive piece.8. Literary devices, voice, theme, and imaginative language enhances the audience's understanding of a piece.9. Analyzing and understanding the artist can amplify the audience's understanding of the overall piece.10. Skilled writers can use personal experience to strengthen their connection to their audience and exemplify their purpose.11. Stylistic writers can influence and inspire reluctant readers and critics.	

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12. A filmmaker follows the essential writing process
13. Portfolios document the significant developmental mileposts that mark a writer's progress from planning to publishing, from the beginning of the process towards definable curriculum goals at the end of the process

Alignment to NJSLA

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

NJSLA.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.

NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLA.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.

NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

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

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

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.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

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

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

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

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

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.

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

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Key Concepts and Skills

Learners will:

- Vary their artistic writing approach based on their chosen project
- Identify and use various writing styles to express their purpose
- Develop a “voice” to help express their overall message, theme, and purpose.
- Acquire content specific vocabulary and phrases related to the creative piece
- Read and recognize literary devices and sound devices within children's books to enhance memorization and understanding
- Identify the steps in plot development and their purpose in achieving a strong theme
- Reflect on work placed into a portfolio

Learning Activities

Learners will:

- Define and “find” their voice, writing style, and stylistic approach
- Document varying techniques in creative expression whether written or verbal
- Create significant and personally unique projects to help present their findings, thoughts, and purpose
- Develop a “voice” and stylistic approach to informing/ educating others
- Search and discover various styles used by other authors and artists
- Form appropriate literary and documentary stations
- Research and analyze successful authors and artists
- Create a digital portfolio/ add pieces to digital portfolio

Assessments

Summative: Documentary

formative/alternate:

Class discussion
Test/Quizzes
Children's Book
Written Poetry
Memoir
Life Map
Self Assessment

21st Century Skills

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Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		
Interdisciplinary Connections							
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p>							
Technology Integration							
<p>8.1 Educational Technology: 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.</p>							

Time Frame	Throughout the course of the school year
Topic	
5. Vocabulary	
Essential Questions	
<ol style="list-style-type: none"> How does the use of advanced vocabulary help to progress the writer's plot and/or purpose? How does the use of advanced vocabulary help to enhance the speaker's argument and validity? How does the understanding of advanced vocabulary help the reader to comprehend the writer's writing style and purpose? What benefits do a skilled speaker, reader, and writer achieve through the use and understanding of advanced and mature vocabulary? 	

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Enduring Understandings

1. Writer's apply varied and advanced diction to help propel the plot, purpose, and theme of his or her writing piece.
2. Speaker's gain credibility in a debate and public speaking through use of advanced and purposeful vocabulary.
3. Reader's are able to read and comprehend higher level text in any subject, genre, and format.
4. Writer's, speaker's, and reader's find greater influence in projecting their point/purpose while experiencing greater ease in understanding and comprehending advance material and discussions.

Alignment to NJSLA

NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (D. Use precise language and domain-specific vocabulary to inform about or explain the topic.)

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.)

NJSLA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career Ready Practices

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

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CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

Learners will:

- Define and use advanced vocabulary in writing, speaking, and reading.
- Compare and connect advanced vocabulary to other synonymous terminology.
- Determine the difference between denotation and connotation when using domain specific terms.
- Apply content specific vocabulary to analyze various text and forms of media.
- Use context clue and word part analysis to determine the meaning of unfamiliar words

Learning Activities

Learners will:

- Define and take notes on advanced vocabulary.
- Document use of vocabulary strategies using a self-selected vocabulary sheet, personal dictionary (technology based and/or personal hardcopy)
- Create crossword puzzles and various other games to help memorization.
- Develop mnemonic devices
- Search and discover advanced vocabulary through peer review

Assessments

Summative: Formal Essay; Tests

formative/alternate:

Class discussion
Games (Pictionary, crosswords, Kahoot, etc)
Quizzes
Public Speaking
Informal Essays
Self Assessment

21st Century Skills

Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
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Life & Career Skills	x	Information Technology	x	Media Literacy	x	
Interdisciplinary Connections						
WL.7.1.IM.A.L.1.c - Infer the meaning of some unfamiliar words when used in familiar contexts.						
Technology Integration						
8.1 Educational Technology: 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.						

Time Frame	Throughout the course of the school year
Topic	
6. Grammar	
Essential Questions	
<ol style="list-style-type: none"> 1. What is meant by “proper grammar”? 2. How are Sentence Types (Compound, Complex, Compound-Complex) used correctly? 3. How do Sentence Types improve essays? 4. Why is proper grammar advantageous in writing and speaking? 5. How is proper capitalization, punctuation, and spelling attainable? 	
Enduring Understandings	
<ol style="list-style-type: none"> 1. Reader’s can recognize the sentence and its parts 2. Writer’s use capitalization and punctuation effectively 3. Reader’s recognize all parts of speech and how syntax can change the word’s part of speech 4. Writer’s demonstrate sentence variation 5. Identify and choose among simple, compound, complex and compound-complex 	

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sentences to signal differing relationships among ideas and different emotions.
6. Understand that using varied language can more accurately express and explain ideas

Alignment to NJSLS

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

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

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

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

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

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

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

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

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.

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NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Key Concepts and Skills

Learners will:

- Vary simple, compound, complex, and compound-complex sentences in writing.
- Use capitalization and punctuation properly
- Vary their sentences depending on the purpose of the section
- Easily recognize parts of speech within writing

Learning Activities

Learners will:

- Define and take notes on grammar
- Peer Edit
- Complete and review of grammar exercises both from the student textbook and teacher generated handouts.
- Tests/quizzes
- Grammar games

Assessments

Summative: Formal Essay/Tests

Formative/Alternate:

Class discussion

Games (Pictionary, crosswords, Kahoot, etc)

Quizzes

Informal Essays

Self Assessment

21st Century Skills

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Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		
Interdisciplinary Connections							
WL.7.1.IM.A.L.1.c - Infer the meaning of some unfamiliar words when used in familiar contexts.							
Technology Integration							
8.1 Educational Technology: 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.							

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Modifications (ELL, Special Education, Gifted and Talented, and 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

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- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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