

| Marking Period  | Unit Title   | Recommended Instructional Days   |
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| 1   | Unit 1: Rites of Passage   | 42 Days  |
| <p><b>Reading Literature Text Strand:</b></p> <p><u><a href="#">Grade 8 NJSLs ELA</a></u></p> <p><b>Progress Indicator:</b><br/>Key Ideas and Details<br/>RL.8.2<br/>Craft and Structure<br/>RL.8.4<br/>RL.8.5<br/>Range of Reading and Level of Complexity<br/>RL.8.10</p>   | <p><b>Reading Informational Text Strand:</b></p> <p><b>Progress Indicator:</b><br/>Craft and Structure<br/>RI.8.4<br/>Integration of Knowledge and Ideas<br/>RI.8.7<br/>Range of Reading and Level of Complexity<br/>RI.8.10</p> | <p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</b></p> |
| <p><b>Companion Standards Subject:</b></p> <p><b>Progress Indicator:</b><br/>RH.8.1.<br/>RH.8.2.<br/>RH.8.3.<br/>RH.8.4.<br/>RH.8.5.<br/>RH.8.6.<br/>RH.8.7.<br/>RH.8.8.<br/>RH.8.9.</p>  | <p><b>Writing Strand:</b></p> <p><b>Progress Indicator:</b><br/>W.8.2<br/>W.8.2a<br/>W.8.3.a<br/>W.8.3.b<br/>W.8.3.d<br/>W.8.3.e<br/>W.8.6<br/>W.8.7</p>   |  |
| <p><b>Essential Question/s:</b><br/>What are some milestones on the path to growing up?</p> <p><b>Activity Description:</b></p> <p><b>Whole-Class Learning</b></p> <p><b>Instructional Resource (Launch Text): “Red Roses”</b></p> <ul style="list-style-type: none"> <li>Academic Vocabulary: Attribute, gratifying, persistent, notable, inspire</li> </ul> |  |  |

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|   | W.8.10   | <p><b>NJSLS: L.8.6</b></p> <ul style="list-style-type: none"> <li>● <b>Launch Text:</b> Students will read “<i>Red Roses.</i>” They will then be able to participate in discussions about rites of passages. <b>(Have students copy the definition of nonfiction narrative as explained on pg. 6.)</b> <ul style="list-style-type: none"> <li>○ <b>Word Network:</b> Students add new words to their Word Network as they read texts in the unit.</li> <li>○ <b>Summary:</b> Students write a summary of the Launch Text.</li> <li>○ <b>Launch Activity:</b> Students participate in an activity related to the unit theme.</li> <li>○ <b>QuickWrite:</b> Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</li> <li>○ <b>Evidence Log:</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment.</li> </ul> </li> <li>● <b>Instructional Resource Anchor Text: The Medicine Bag</b> <ul style="list-style-type: none"> <li>○ <b>MAKING MEANING</b> <ul style="list-style-type: none"> <li>■ <b>Concept Vocabulary:</b> wearily; straggled; fatigue; frail; sheepishly</li> <li>■ <b>First Read:</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</li> </ul> </li> </ul> </li> </ul> <p><b>NJSLS RL 8.10</b></p> <ul style="list-style-type: none"> <li>■ <b>Comprehension Check:</b> Students complete comprehension questions.</li> <li>■ <b>Close Read the Text:</b> Students will review the Close Read Model and complete the close read sections in the selection. (Also introduce Notice and Note model)</li> <li>■ <b>Analyze the Text:</b> Students will respond to questions about the text, citing textual evidence. <b>(Use Question #1 as RACE strategy. Focus on having students turn “Do you think?” style</b></li> </ul> |
| <b>Speaking and Listening Strand:</b>   | <b>Language Strand:</b>  |   |
| <p><b>Progress Indicator:</b><br/>SL.8.1<br/>SL.8.1.c<br/>SL.8.1.c<br/>SL.8.1.d<br/>SL.8.2<br/>SL.8.4<br/>SL.8.5<br/>SL.8.6</p> | <p><b>Progress Indicator:</b><br/><i>Conventions of Standard English</i><br/><b>L.8.1</b><br/><b>L.8.1.b</b><br/><b>L.8.1.c</b><br/><b>L.8.1.d</b><br/><i>Knowledge of Language</i><br/><b>L.8.3</b><br/><b>L.8.3.a</b><br/><i>Vocabulary and Acquisition and Use</i><br/><b>L.8.4</b><br/><b>L.8.4.a</b><br/><b>L.8.4.b</b><br/>L.8.4.c<br/>L.8.4.d<br/>L.8.5<br/>L.8.5.b<br/>L.8.5.c<br/>L.8.6</p> |   |
| <b>Social and Emotional Learning: Competencies</b>  | <b>Social and Emotional Learning: Sub-Competencies</b>   |   |
| Self-Awareness<br>Self-Management<br>Social Awareness   | <p><u>Self-Awareness -</u></p> <ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> </ul>   |   |

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| <p>Relationship Skills<br/>Responsible Decision-Making</p> | <ul style="list-style-type: none"> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize one’s personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><u>Self-Management-</u></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals.</li> </ul> <p><u>Social Awareness-</u></p> <ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul> <p><u>Relationship Skills-</u></p> <ul style="list-style-type: none"> <li>● Establish and maintain healthy relationships</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> <li>● Identify ways to resist inappropriate social pressure</li> <li>● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> </ul> | <p><b>questions into third person. Do not have students answer with “I think”.)</b></p> <ul style="list-style-type: none"> <li>■ <b>Analyze Craft &amp; Structure:</b></li> <li>■ <b>Figurative Meaning: Symbolism-</b> Students will analyze symbols and their meanings and purpose in the story. <b>(Expand the activity and create a chart using direct text evidence where the symbol appears.)</b></li> </ul> <p><b>NJSLS RL 8.4</b></p> <ul style="list-style-type: none"> <li>○ <b>LANGUAGE DEVELOPMENT</b> <ul style="list-style-type: none"> <li>■ <b>Concept Vocabulary:</b> Students complete activities related to the Concept Vocabulary words: wearily; straggled; fatigue; frail; sheepishly</li> <li>■ <b>Word Study: Animal Words-</b> Students complete activities relating to animal words.</li> </ul> </li> </ul> <p><b>NJSLS L.8.4.c; L.8.4.d</b></p> <ul style="list-style-type: none"> <li>■ <b>Conventions:</b> Verbs in Active and Passive Voice- Students identify active and passive voice verbs. <b>(Use IXL Skill Plan to reinforce.)</b></li> </ul> <p><b>NJSLS L.8.1.a; L.8.3.a</b></p> <ul style="list-style-type: none"> <li>○ <b>EFFECTIVE EXPRESSION</b> <ul style="list-style-type: none"> <li>■ <b>Writing to Sources: Retelling a Story -</b> Students write a retelling of the story “The Medicine Bag” from Grandpa’s point of view. <b>(Use NJSLA Format and make it a timed write. See Assessments for Unit.)</b></li> </ul> </li> </ul> <p><b>NJSLS .8.3.a; W.8.3.b; W.8.3.d; W.8.3.e</b></p> <ul style="list-style-type: none"> <li>■ <b>SELECTION TEST</b></li> </ul> <p><b>NJSLS SL.8.4</b></p> <ul style="list-style-type: none"> <li>● <b><u>Instructional Resource Anchor Text: Media Video- Apache Girl’s Rite of Passage</u></b> <ul style="list-style-type: none"> <li>○ <b>MAKING MEANING</b> <ul style="list-style-type: none"> <li>■ <b>Media Vocabulary-</b> narration; audio; close-up; contrast; pan; synchronization (sync)</li> </ul> </li> </ul> </li> </ul> |
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|  | <ul style="list-style-type: none"><li>• Identify who, when, where, or how to seek help for oneself or others when needed.</li></ul> <p><u>Responsible Decision-Making-</u></p> <ul style="list-style-type: none"><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Identify the consequences associated with one's actions in order to make constructive choices</li><li>• Evaluate personal, ethical, safety, and civic impact of decisions.</li></ul> | <ul style="list-style-type: none"><li>■ <b>First Review-</b> Students Watch, Note, Connect, Respond as they watch the video the first time.</li><li>■ <b>Comprehension Check-</b> Students complete comprehension questions.</li></ul> <p><b>NJSLS RI.6.10; L.8.6</b></p> <ul style="list-style-type: none"><li>■ <b>Close Review-</b> Students will watch the video and record any new observations.</li><li>■ <b>Analyze the Media-</b> Students will respond to questions about the video.</li><li>■ <b>Media Vocabulary-</b> Students complete activities related to the Media Vocabulary words: narration; audio; close-up; contrast; pan; synchronization (sync)</li></ul> <ul style="list-style-type: none"><li>○ <b>EFFECTIVE EXPRESSION</b><ul style="list-style-type: none"><li>■ <b>Writing to Compare: Comparison-and-Contrast Essay-</b> Students compare the rites of passage in the two selections about young Native Americans.</li></ul></li></ul> <p><b>NJSLS RI.8.7; W.8.2.a; SL.8.2</b></p> <ul style="list-style-type: none"><li>○ <b>PERFORMANCE TASK-NARRATIVE (Use task from page 26. Review all listed below before timed write.)</b><ul style="list-style-type: none"><li>■ <b>PreWriting/Planning-</b> Students choose their topic, gather evidence, and connect across texts.</li></ul></li></ul> <p><b>NJSLS W.8.3.a-e</b></p> <ul style="list-style-type: none"><li>■ <b>LANGUAGE DEVELOPMENT</b></li><li>■ <b>Create Cohesion: Transitions-</b> Students choose transitions to show specific connections among ideas and events.</li></ul> <p><b>NJSLS W.8.3.c</b></p> <ul style="list-style-type: none"><li>■ <b>Revising-</b> Students evaluate and revise draft utilizing peer reviews.</li><li>■ <b>Editing and Proofreading-</b> Students edit for conventions and proofread for accuracies.</li><li>■ <b>Reflecting-</b> Students reflect on their narrative essays.</li></ul> |
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**NJSLS W.8.3.d; W.8.3.e; W.8.4; W.8.5**

**Interdisciplinary Connections:**

**Social Studies-** In some cultures, gift-giving and hospitality are extremely important. Have students research one of these cultures and report on it to the class. Discuss differences and similarities between these cultures and the social culture of the United States. Have students locate the Rosebud Reservation in South Dakota.

**Science:** Research Native American medicines: Which Native American medicines have proven medicinal properties? What are these medicinal properties? Are any of these medicines used today in mainstream medicine?

**Music:** Consider how the role of music plays in "Apache Girl's Rite of Passage": What kind of music is used in the video? How does music help create the mood or set the scene? How does music help viewers understand or better appreciate what they are seeing and hearing? Would a different kind of music be appropriate for this video? Why or why not?

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**Instructional Resource: The Giver**

**Essential Questions:**

Is it possible for a perfect society (utopia) to exist?  
Is conformity necessary to create an ideal society?  
What is at stake for the individual when they conform to the ideas and beliefs of a society?

**Instructional Resource: The Giver**

**Chapter 1 – 2**

**Basic Comprehension Questions**

1. Discuss what you learn about Jonas' family.
2. What is a 'release'?

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|  |  | <p>3. What is the “Ceremony of 12”? Why is it so important? 4. Who is the Receiver?</p> <p>5. How are rules changed?</p> <p><u>Digging Deeper Questions</u></p> <p>6. Discuss the differences you already see between Jonas’ community and your own. Consider practices, rules, and traditions. Also discuss the possible negative effects of living in this type of community.</p> <p><b><u>Chapter 3 - 4</u></b></p> <p><u>Basic Comprehension Questions</u></p> <p>1. What does Jonas notice about the apple?</p> <p>2. What do we learn about birthmothers?</p> <p>3. Where does Jonas spend his volunteer hours? What does he do? What do you learn?</p> <p><u>Digging Deeper Questions</u></p> <p>4. Describe the characterization of Jonas. Your response should consider his personality traits, values, and special qualities.</p> <p><b><u>Chapter 5 - 6</u></b></p> <p><u>Basic Comprehension Questions</u></p> <p>1. What was Jonas’ dream?</p> <p>2. Why wasn’t Gabriel at the naming?</p> <p>3. What was the Ceremony of Loss?</p> <p><u>Digging Deeper Questions</u></p> <p><u>4. Why do you think the members of this community celebrate the Ceremony of Loss?</u></p> <p><b><u>Chapter 7 - 9</u></b></p> <p><u>Basic Comprehension</u></p> <p>1. What is Asher’s assignment?</p> <p>2. What is Jonas selected to do? Why was he selected for this assignment?</p> <p>3. What does Jonas think of each rule he receives in chapter 9?</p> <p><u>Digging Deeper</u></p> <p>4. Discuss how people get a spouse in Jonas’s community. What is your opinion on this practice?</p> |
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|  |  | <p>5. How are children taught in Jonas's society? What is your opinion of these methods?</p> <p>6. Why do you think it is important that a Receiver have the characteristics named by the Chief Elder at the ceremony?</p> <p><b><u>Chapter 10 - 11</u></b><br/><b><u>Basic Comprehension:</u></b></p> <p>1. What is different about the Receiver's home?</p> <p>2. What is the Giver's job? What must he give Jonas?</p> <p>3. What is Jonas' first memory? How do he and the Giver react to it? 4. What happened to snow?</p> <p>5. What is Jonas' second and third memory?</p> <p><b><u>Digging A Little Deeper:</u></b></p> <p>6. Why do you think it is necessary for this community to have a receiver?</p> <p>7. Why do you think Jonas' society chose to institute 'Sameness'? consequences of Sameness on people's lives in this community?</p> <p><b><u>Chapter 12 - 13</u></b><br/><b><u>Basic Comprehension</u></b></p> <p>1. What happens to color in this community?</p> <p>2. What is Jonas' opinion on Sameness?</p> <p>3. What is Jonas' first disturbing memory? How does he react?</p> <p>4. Why does the Giver sometimes send Jonas away?</p> <p><b><u>Digging A Little Deeper</u></b></p> <p>5. How is the inability to see color a symbol for the lives of the people in Jonas' community? Why is this important with regards to theme and symbolism?</p> <p>6. What does the breaking up of the family (when parents go to live with the childless adults) reveal about the relationships between people in this community?</p> <p><b><u>Chapter 14 - 16</u></b><br/><b><u>Basic Comprehension</u></b></p> <p>1. What is wrong with Gabriel? What rule does Jonas break to comfort him?</p> |
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|  |  | <p>2. What is the memory that Jonas has in Chapter 15? What is its result on Jonas?</p> <p>3. What is the Giver's favorite memory? How does Jonas feel about this memory?</p> <p>4. What is Jonas' relationship to Gabriel as demonstrated in Chapter 16?<br/><u>Digging Deeper</u></p> <p>5. How do the people in Jonas' community view the concept of love? How is this reflected in their relationships?</p> <p>6. Describe the character of The Giver considering his personality traits, actions, and abilities. Why was he a good choice for the position of Receiver?</p> <p><b><u>Chapter 17 - 18</u></b><br/><u>Basic Comprehension</u></p> <p>1. What is Jonas' reaction to his friend's game of "war"? Why does he react this way?</p> <p>2. Explain what happened to Rosemary and its impact on the community?</p> <p><u>Digging A Little Deeper</u></p> <p>3. Why do the painful memories outweigh the happy ones in their effect on The Giver, Jonas, and Rosemary?</p> <p>4. In your opinion, why does Rosemary fail as a Receiver?</p> <p><b><u>Chapter 19 - 20</u></b><br/><u>Basic Comprehension</u></p> <p>1. Twins are not acceptable in the community. Why? What determines their fate?</p> <p>2. After reading Chapter 19, explain what release means. How does Jonas react?</p> <p>3. What was special to the Giver that he hadn't yet shared?</p> <p>4. Jonas experienced "seeing beyond" when he started as a Receiver. What did the Giver experience when he started?</p> <p>5. What is their plan for creating change in the community (chapter 20)?<br/><u>Digging Deeper Questions</u></p> <p>6. Why do you think The Giver encourages Jonas to watch the video of the twin's release? Should The Giver have done this? Why or why not?</p> |
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|  |  | <p>7. Does Jonas feel more attached to his family unit or to The Giver? Give reasons to support your answer.</p> <p><b><u>Chapter 21 – 23</u></b><br/><b><u>Basic Comprehension</u></b><br/>1. What rules did Jonas break in Chapter 21?<br/>2. How did he know they were looking for him? How did he hide?<br/>3. What happened to Jonas’ memories?<br/>4. How has the landscape changed in Chapter 22? What are new dangers? 5. Explain how the novel ends.<br/><b><u>Digging Deeper Questions</u></b><br/>6. What do you think the sled, river, and hill symbolize?<br/>7. What change do we see in Jonas as his difficult journey continues and they grow weaker?</p> <p>NJSLS R.1,R.2,R.3, R.4, R.5,R.6, RL. 8.1, RL. 8.2, RL 8.3, RL 8.4, RL. 8.5, RL.8.6</p> <p><b>Interdisciplinary Skills:</b><br/><b>Social Studies- Research utopias in history. Research different government groups. Have students create their own utopia.</b></p> <hr/> <p><b><u>Small-Group Learning</u></b><br/><b><u>Essential Question:</u></b> What defines an event or experience in a young person’s life as a milestone or rite of passage?</p> <p><b><u>Instructional Resources: You Are the Electric Boogaloo and Just Be Yourself!</u></b></p> <ul style="list-style-type: none"><li>● <b>MAKING MEANING</b><ul style="list-style-type: none"><li>○ <b>Concept Vocabulary-</b> immense; majestic; numerous</li><li>○ <b>First Read-</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</li><li>○ Read the Selection</li></ul></li></ul> |
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|  |  | <ul style="list-style-type: none"><li>○ <b>Comprehension Check-</b> Students complete comprehension questions.</li></ul> <p><b>NJSLS RI.8.10; L.8.5</b></p> <ul style="list-style-type: none"><li>○ <b>Close Read the Text-</b> Students will review the Close Read Model and complete the close read sections in the selection.</li><li>○ <b>Analyze the Text-</b> Students will respond to questions about the text, citing textual evidence.</li><li>○ <b>Concept Vocabulary-</b> Students complete activities related to the Concept Vocabulary words: immense; majestic; numerous</li><li>○ <b>Word Study: Latin Suffix: -ous</b></li><li>○ <b>Word Network-</b> Students add new words to their Word Network as they read texts in the unit.</li><li>○ <b>Analyze Craft &amp; Structure: Tone-</b> Students will analyze the purpose of paragraphs in the reading. <b>Extended RACE strategy (RACECE)- Compare the use of the author's tone in both texts. (Students should practice introducing both texts and both authors.)</b></li></ul> <ul style="list-style-type: none"><li>● <b>LANGUAGE DEVELOPMENT</b><ul style="list-style-type: none"><li>○ <b>Conventions: Verb Moods-</b> Students identify verb moods</li><li>○ <b>SELECTION TEST</b></li></ul></li></ul> <p><b>NJSLS W.8.7; SL.8.4; SL.8.5; L.8.1.c; L.8.1.d</b></p> <p><b><u>Instructional Resources: Hanging Fire and Translating Grandfather's House</u></b></p> <ul style="list-style-type: none"><li>● <b>MAKING MEANING</b><ul style="list-style-type: none"><li>○ <b>Concept Vocabulary-</b> horizon; awakenings; beaming</li><li>○ <b>First Read-</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</li><li>○ <b>Read the Selection</b></li><li>○ <b>Comprehension Check-</b> Students complete comprehension questions.</li></ul></li></ul> <p><b>NJSLS RI.8.10; L.8.4.a</b></p> |
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- **MAKING MEANING**

- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence.
- **Concept Vocabulary-** Students complete activities related to the Concept Vocabulary words: horizon; awakenings; beaming
- **Word Study: Etymology: *horizon***
- **Analyze Craft & Structure: Forms of Poetry-** Students will analyze the two forms of poetry.

- **LANGUAGE DEVELOPMENT**

- **Author's Style: Word Choice-** Students mark passages that are descriptive or interesting in some way.

**NJSLS L.8.6**

- **EFFECTIVE EXPRESSION**

- **Speaking and Listening: Group Discussion-** Students conduct a group discussion about "Hanging Fire" and "Translating Grandfather's House."

**NJSLS SL.8.1.a; SL.8.1.c; SL.8.1.d**

- **SELECTION TEST**

**Interdisciplinary Connections:**

**Math:** In reference to lines 24-27 of Hanging Fire, have students share what they know about the kinds of questions that 8th grade math teams will have to solve in a contest. Then, challenge students to create 3 problems and then share them with the other students.

**Science:** Discuss the environmental setting as described in the poem in how the lack of water affects farming.

| <p style="text-align: center;"><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>   | <p style="text-align: center;"><b>Assessments (Summative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>  |
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| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Reader’s Notebook</li> <li>● Take and print photographs that capture the social issues addressed in the novel</li> <li>● Admit and Exit Slips</li> <li>● Type 1 (Reader Response Journal)</li> <li>● Create a soundtrack</li> <li>● Double entry journals</li> </ul> <p><b>Literary Analysis Tasks:</b></p> <ul style="list-style-type: none"> <li>● Create and administer quizzes that mirror multiple-choice questions on NJSLA. Each question will contain both Part A and Part B, as well as multiple sources (video, text, poetry and articles) to be compared to the novel. These quizzes will cover theme, characters, setting, central idea, point of view, structure, and vocabulary in context.</li> <li>● <b>Short Constructed Response (RACE)</b> <ul style="list-style-type: none"> <li>○ See each story recommended RACE question in “Recommended Activities”</li> </ul> </li> </ul> <p><b>Classwork:</b></p> <ul style="list-style-type: none"> <li>● relevant student inquiry</li> <li>● small group and/or whole-class discussions</li> <li>● individual and/or group presentations</li> <li>● graphic organizers</li> <li>● text-based questions and evidence</li> <li>● content and/or accountability Quizzes</li> </ul> <p><b>Extension Activities:</b></p> | <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● (Diagnostic/District Assessments)</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● <b>Writing to Sources: Retelling a Story</b> - Students write a retelling of the story “The Medicine Bag” from Grandpa’s point of view. (This is found on pg. 26. Use NJSLA Format and make it a timed write. Review elements of a narrative piece using ps 34-39).<br/><b>W.3, W.3.a-e, W.4, W.5</b></li> <li>● <b>Writing to Compare: Compare and Contrast Essay: “The Medicine Bag” and “Apache Girl’s Rite of Passage”</b><br/>Prompt: Compare the rites of passage in the two selections about young Native Americans on page 32. (Utilize NJSLA Research Simulation Task Essay examples and focus on proper MLA quoting format, especially with a video)<br/><b>RI.8.7; W.8.2.a; SL.8.2</b></li> </ul> <p><b>Literary Analysis Task- The Giver(Choose 1 or 2 choices):</b></p> <ul style="list-style-type: none"> <li>● Write an essay analyzing how the setting of the novel <i>The Giver</i> helps establish the central themes of conformity and the individual vs. society.</li> <li>● Reflecting on the informational pieces, poetry and song lyrics devoted to conformity and <i>The Giver</i>, write an essay in response to this question: How are varying attitudes toward the idea of conformity reflected in literature?</li> </ul> <p><b>Narrative Writing Task-The Giver:</b></p> |

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| <ul style="list-style-type: none"> <li>● <a href="#">EngageNY Classroom Protocols and Resources</a>)</li> <li>● Create an advertisement for a memory department store</li> <li>● Socratic Circles             <ul style="list-style-type: none"> <li>● Compare and contrast the emotions exhibited by the characters that populate the world of the novels we have read. How do those emotions affect how the characters handle the conflicts they experience?</li> <li>● What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that a human being encounters?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Write an alternate ending to <i>The Giver</i> using the same voice and with the same tone as Lois Lowry.</li> </ul> |
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**Differentiated Student Access to Content:  
Teaching and Learning Resources/Materials**

| Core Resources   | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ELL Core Resources   | Gifted & Talented Core Resources   |
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| <ul style="list-style-type: none"> <li>● Launch Text: Red Roses</li> <li>● Anchor Text: Short Story- The Medicine Bag</li> <li>● Media: Video- Apache Girl's Rite of Passage</li> <li>● Letters: You Are the Electric Boogaloo, Just Be Yourself!</li> <li>● Poetry Collection: Hanging Fire, Translating Grandfather's House</li> <li>● Independent Learning Texts for Unit 1</li> <li>● Novel: <i>The Giver</i> by Lois Lowry</li> </ul> | <ul style="list-style-type: none"> <li>● In addition to Core Resources:</li> <li>● Extra Support Readers</li> <li>● Provide options for comprehension</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> <li>● Provide options for perception</li> </ul> | <ul style="list-style-type: none"> <li>● myPerspectives Unit Planning Guide- ELD Companion Support</li> <li>● Audio Summary</li> <li>● Personalize for Learning English Language Support: Cognates(TE p 5)</li> <li>● Audio Summary</li> <li>● The Medicine Bag: Accessible Leveled Text</li> <li>● Personalize for Learning English Language Support: Understanding Connotations(TE p 14)</li> <li>● Personalize for Learning English Language Support: Vocabulary (TE p 17)</li> </ul> | <ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Compacting</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous materials</li> <li>● Additional independent reading assignments</li> <li>●</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>● Analyze Craft and Structure:<br/>Figurative Meaning:<br/>Symbolism (RP) (TE p 23)</li><li>● Word Study: Animal Words<br/>(RP) (TE p 24)</li><li>● Conventions: Verbs in<br/>Active and Passive Voice<br/>(RP) (TE p 25)</li><li>● Writing to Sources:<br/>Retelling a Story (RP) (TE p<br/>26)</li><li>● Personalize for Learning<br/>English Language Support:<br/>Considering Different Points<br/>of View (TE p 26)</li><li>● English Language Support<br/>Lesson: Point of View (On<br/>Realize)</li><li>● Speaking and Listening:<br/>Monologue (RP) (TE p 27)</li><li>● Personalize for Learning<br/>English Language Support:<br/>Media Vocabulary (TE p 28)</li><li>● Personalize for Learning<br/>English Language Support:<br/>Transitions (TE p 33)</li><li>● Personalize for Learning<br/>English Language Support:<br/>Using Transitions (TE p 37)</li><li>● Word Study: Latin Suffix:<br/>-ous (RP) (TE p 50)</li><li>● Analyze Craft and Structure:<br/>Tone (RP) (TE p 51)</li><li>● Personalize for Learning<br/>English Language Support:<br/>Using Connotative<br/>Language (TE p 51)</li></ul> |  |
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|  |  | <ul style="list-style-type: none"><li>● English Language Support Lesson: Connotation (On Realize)</li><li>● Conventions: Verb Moods (RP)(TE p 52)</li><li>● Speaking and Listening: Visual Presentation (RP) (TE p 53)</li><li>● Audio Summary</li><li>● Hanging Fire/Translating Grandfather's House: Accessible Leveled Text</li><li>● Personalize for Learning English Language Support: Idioms (TE p 56)</li><li>● Word Study: Etymology (RP) (TE p 62)</li><li>● Analyze Craft and Structure: Forms of Poetry (RP) (TE p 63)</li><li>● Personalize for Learning English Language Support: Musical Effects (TE p 63)</li><li>● Author's Style: Word Choice (RP) (TE p 64)</li><li>● English Language Support Lesson: Word Choice (On Realize)</li><li>● Speaking and Listening: Group Discussion (RP) (TE p 65)</li><li>● Audio Summary</li><li>● The Setting Sun and the Rolling World: Accessible Leveled Text</li><li>● Personalize for Learning English Language Support:</li></ul> |  |
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|  |  | <p>Build Background Knowledge (TE p 67)</p> <ul style="list-style-type: none"><li>• Word Study: Greek Root: -psych- (RP) (TE p 72)</li><li>• Personalize for Learning English Language Support: Analyzing Point of View in Fiction (TE p 73)</li><li>• English Language Support Lesson: Point of View in Fiction (On Realize)</li><li>• Conventions: Verb Moods (RP) (TE p 74)</li><li>• Personalize for Learning English Language Support: Verb Moods (TE p 74)</li><li>• Research: Informational Report (RP) (TE p 75)</li><li>• Personalize for Learning English Language Support: Read Aloud and Confirm Predictions (TE p 81)</li><li>• Accessible Leveled Texts for Independent Learning Selections (On Realize)</li></ul> |  |
| <b>Supplemental Resources</b>  |  |  |  |
| <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>• Savvas Realize</li></ul> |  |  |  |



- Edulastic
- Ixl
- brainpop.com
- achievethecore.com
- Slidesmania link for free virtual interactive notebooks
- NoRedInk
- Prezi
- Viewpure
- Bookcreator
- Flipgrid
- Scratch
- TedED Talks
- Padlet
- Peardeck
- At Home Learning Experiences At Home (helpful website)
- Nearpod
- CommonLit: The Giver Text Set
- Youtube/Teachertube
- Sanford Harmony (SEL)
- Second Step (SEL)
- Middle School Community Rebuild Unit PDF (SEL)
- Character Strong (SEL)
- Conscious Discipline (SEL)
- From the Collaborative for Academic, Social, and Emotional Learning (CASEL): Reunite, Renew and Thrive: SEL Roadmap for Reopening School (SEL)
- Articles for Students: Seeing Through Dorothea's Eyes by Sudipta Bardhan and Marigolds by Eugina Collier (Both from Common Lit) (SEL)

**Other:**

- Direct instruction using PowerPoint, hook activities, etc.
- Teacher-modeled reading to demonstrate Close Reading
- Numerous Protocols and Activities for Classroom Instruction
  - Numerous Protocols and Activities for Classroom Instruction
- IXL Skills for Marking Period 3: (Please see Schoology Group for full document)

Activate/Build Prior Knowledge (Pre-Reading Activity for The Giver):

- Utilizing <http://www.dictionary.com>, begin by defining *utopia*. Ask students to brainstorm examples of *utopia* and *utopian societies*. (*Due to the popularity of this novel and subsequent motion picture, students may have a vague idea of this word and term/concept.*) In small groups, lead the students to discuss and list what some rules and/or components of such a society would be.
- Read Standards Focus - Authority Biography and Genre pgs 9-11 (see Schoology Group for PDF)

Teacher Support Materials (to help in instruction of the novel):

- A Guide for Discussion and Classroom Use: *The Giver* by Lois Lowry
- Scholastic- *The Giver* Lesson Plans
- PrestwickHouse.com -How to Teach the Giver
- 8<sup>th</sup> Grade ELA Schoology Group (resources found here)
- The Learning Network- Text to Text | ‘The Giver’ and ‘The Dark Side of Young Adult Fiction’

Supporting Texts:

- “Harrison Bergeron”, by Kurt Vonnegut
- “The Lottery”, by Shirley Jackson

**Informational Text Resources:**

- CNN.com- My Right to Die with Dignity by Brittany Maynard
- CommonLit- Democracy in America
- "Preamble" Constitution of the United States

**Identified Themes/Thematic Connections:**

- challenging society’s norms
- segregation
- isolation
- choice
- rules and order
- aging

**[New Jersey Legislative Statutes and Administrative Code Resources](#)**

**(These articles can be used with Notice and Note Non-Fiction Signposts)**

- myPerspectives Unit 1 “Rites of Passage”
  - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- *The Giver* by Lois Lowry
  - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)/(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- **ReadWriteThink: *Fighting Injustice by Studying Lessons of the Past***
  - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
  - Social injustice occurs every day all over the world. In this lesson, students research a few historical examples of social injustice.
- **NJDOE Diversity, Equity, and Inclusion Educational Resources- Sample Activities and Lessons- “Native American Cultures Across the US”**
  - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
  - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **The Climate Reality Project *The Giver***
  - Discuss with students Climate and Environmental injustice. What would it be like to live in a climate controlled environment? How does this fit into a dystopian genre?
  - **(Standards in Action: Climate Change)**

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

| Core Resources | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
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| <ul style="list-style-type: none"> <li>● Launch Text: Red Roses 560L</li> <li>● Anchor Text: Short Story- The Medicine Bag 920L</li> <li>● Media: Video- Apache Girl’s Rite of Passage</li> <li>● Letters: You Are the Electric Boogaloo 760L/ Just Be Yourself! 680L</li> <li>● Poetry Collection: Hanging Fire, Translating Grandfather's House</li> <li>● Short Story: The Setting Sun and the Rolling World 800L</li> <li>● Independent Learning Texts             <ul style="list-style-type: none"> <li>○ Memoir- Cub Pilot on the Mississippi 890L</li> <li>○ Autobiography-from I Know Why the Caged Bird Sings 1030L</li> <li>○ 1290L</li> <li>○ 910L</li> <li>○ 990L,</li> </ul> </li> <li>● Novel: <i>The Giver</i> by Lois Lowery</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Vocabulary:</b> Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups.</li> <li>● <b>Review Prompt and Rubric:</b> Work directly with students as a group to review prompts and rubrics. <b>Prewriting:</b> Work directly with students to begin planning their responses. Project a graphic organizer and complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Audio Summary</b></li> <li>● <b>Accessible Leveled Text</b></li> <li>● <b>IXL</b></li> <li>● <b>“Personalize for ELS”</b></li> <li>● <b>Linguistics:</b> Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students’ native languages into English. Create sound-spelling cards with images to pronounce English sounds.</li> <li>● <b>Grammar Transfers:</b> Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities.</li> <li>● <b>Cognates:</b> Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Presentation Strategies:</b> Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>● <b>Organizational/Behavioral Strategies:</b> Use a Study Contract for student to achieve outcomes Use a Learning Log for independent or outside learning Establish a timeline for long-range projects</li> <li>● <b>Motivational Strategies:</b> Provide fewer drill and practice activities when material is learned Give student choices of activities in learning the content Allow the student to ‘buy’ time for self-directed activities after material is learned</li> <li>● <b>Assessment Strategies:</b> Give a pretest to allow the student to demonstrate mastery Provide self-checking materials Provide tests at a higher level of thinking</li> <li>● <b>Environmental Strategies:</b> Arrange for a mentor to work with the student in interest area Cluster group</li> </ul> |
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|  |  |  | gifted/talented students by areas of strength in the classroom Allow independent use of library |
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| <p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> | <p><b>Disciplinary Concept:</b></p>      |   |
|  | <p><i>Core Ideas:</i></p>                | <ul style="list-style-type: none"> <li>● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.</li> <li>● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals.</li> <li>● Early planning can provide more options to pay for post-secondary training and employment.</li> <li>● There are a variety= of resources available to help navigate the career planning process.</li> <li>● Employee benefits can influence your employment choices.</li> <li>● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</li> </ul>  |
|  | <p><i>Performance Expectation/s:</i></p> | <p><b>9.2.8.CAP.1:</b> Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p><b>9.2.8.CAP.2:</b> Develop a plan that includes information about career areas of interest.</p> <p><b>9.2.8.CAP.3:</b> Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p><b>9.2.8.CAP.4:</b> Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement</p> <p><b>9.2.8.CAP.5:</b> Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p><b>9.2.8.CAP.6:</b> Compare the costs of postsecondary education with the</p> |

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|   |  | <p>potential increase in income from a career of choice.</p> <p><b>9.2.8.CAP.7:</b> Devise a strategy to minimize costs of postsecondary education.</p> <p><b>9.2.8.CAP.8:</b> Compare education and training requirements, income potential and primary duties of at least two jobs of interest.</p> <p><b>9.2.8.CAP.9:</b> Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships).</p> <p><b>9.2.8.CAP.10:</b> Evaluate how careers have evolved regionally, nationally, and globally.</p> <p><b>9.2.8.CAP.11:</b> Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p><b>9.2.8.CAP.12:</b> Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.</p> <p><b>9.2.8.CAP.13:</b> Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p><b>9.2.8.CAP.14:</b> Evaluate sources of income and alternative resources to accurately compare employment options.</p> <p><b>9.2.8.CAP.15:</b> Present how the demand for certain skills, the job market and credentials can determine an individual's earning power.</p> <p>• <b>9.2.8.CAP.16:</b> Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p><b>9.2.8.CAP.17:</b> Prepare a sample resume and cover letter as part of an application process.</p> <p><b>9.2.8.CAP.18:</b> Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p><b>9.2.8.CAP.19:</b> Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p> |
| <p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p> |  |   |

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|  | How to Become a Children’s Doctor: Career and Education Roadmap<br>How to Become a Teacher<br>How to Teach Conversational Skills – An important skill for the workplace (Teacher Lesson)<br>How to Become an Author/Illustrator<br>How to Become a Newspaper Reporter<br>How to Become a Poet |
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| New Jersey Legislative Statutes and Administrative Code<br>(place an “X” before each law/statute if/when present within the curriculum map) |   |  |   |   |   |   |  |   |   |
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| X   | Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities<br>Law: <i>N.J.S.A.<br/>18A:35-4.35</i> | X | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action:<br><i>Climate Change</i> |