

Englewood Public School District

English Language Arts

Grade 8

Fourth Marking Period

Unit 4: Defining Self

Overview: This unit centers on the idea of self-discovery in a world that constantly asks one to question his or her true character. Students will study the teenage psyche and create poetry based on where they are from and how their past impacts their present identities. *The Catcher in the Rye* will be the selected major work during this unit.

Time Frame: 35-45 Days

Enduring Understandings:

Every individual is a complex being with hope, fears, and dreams.

Life is a journey of personal discovery.

Our thoughts and experiences make us who we are.

Essential Questions:

What is the relationship between art, poetry, and music?

How do people communicate who they are?

How does art communicate the artist's personality?

Standards	Topics and Objectives	Activities	Resources	Assessments
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.	Topics	Students will read the article “The Harlem Renaissance and American Music” and identify the author’s thesis and key details from the text. (CRP4, CRP8)	Texts: “Harlem” by Walter Dean Myers http://faculty.lagcc.cuny.edu/eiannotti/harlem/harlem.htm	Formative Assessments:
	Art and Poetry Comparison Music and Poetry Comparison Reading Informational Text			<ul style="list-style-type: none"> Do Nows Journals Exit Tickets
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.	Twenty-First Century Themes and Skills include:	Students will listen to Jazz Age music and read Langston Hughes’ “Love Again Blues.” Then students will discuss how Hughes’ poem is similar to music	“Love Again Blues” by Langston Hughes https://www.poetryfoundation.org/poetrymagazine/browse?contentId=22568	Summative Assessment:
	<ul style="list-style-type: none"> The Four C’s Global Awareness Civic Literacy 		“The Harlem Renaissance and American Music”	Students will be evaluated on the quality of their poems and oral deliveries. Benchmark Assessment: Exact Path

<p>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.</p> <p>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.</p> <p>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.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Objectives</p> <p>Students will be able to compare artwork to poetry.</p> <p>Students will be able to compare music to poetry.</p> <p>Students will write poetry that imitates music.</p>	<p>(chorus, refrain, etc.) (CRP4, CRP8, 9.2.8.B.3)</p> <ul style="list-style-type: none"> http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf <p>Students will write a poem after Hughes' style. (CRP4, CRP6)</p> <p>Students will read the poem, <i>Harlem</i>, by Walter Dean Myers and analyze how the author's word choice affects the audience's interpretation of the setting. (CRP4, CRP8, 6.1)</p> <ul style="list-style-type: none"> http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf <p>Students will then view the painting "Harlem Street" by William H. Johnson. (6.1)</p> <ul style="list-style-type: none"> http://americanart.si.edu/collections/search/artwork/?id=11738 <p>Students will write down descriptive words or phrases that come to mind when they look at the photo. (CRP4)</p>	<p>https://www.allaboutjazz.com/the-harlem-renaissance-and-american-music-by-mike-oppenheim.php</p> <p>"Verbal Irony and Figures of Speech" by Standards Solution</p> <p>Companion Texts: <i>Scholastic Magazine</i></p> <p>"Duke Ellington" https://www.commonlit.org/en/texts/duke-ellington?search_id=4530598</p> <p>"On Broadway" https://www.commonlit.org/en/texts/on-broadway?search_id=4530598</p>	<p>Alternative Assessments:</p> <p>Students will discuss the meaning of the poem.</p> <p>Students will present their poems to the class.</p> <p>Students will engage in small group discussion about the photograph: Does this photo depict the setting that Walter Dean Myers describes? Why or why not? How may an artist or an author interpret a setting differently? What does the art reveal about the artist?</p>
	<p>Topics</p> <p>Individual Identity in Literature</p> <p>Unreliable Narrator</p> <p>Author Study</p>	<p>Students will research the author J.D. Salinger on the Internet and develop a short multimedia presentation using Prezi to explain the author's life and works. (CRP7)</p>	<p>Texts:</p> <p><i>The Catcher in the Rye</i> by J.D. Salinger</p> <p>Videos:</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets

on others' ideas and expressing their own clearly.

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.

RI.8.1. Cite the textual evidence 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.

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.

Analytical Writing

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness
- Civic Literacy

Objectives

Students will be able to research background information on an author.

Students will be able to identify and analyze themes of identity and alienation in literature.

- www.prezi.com

Students will watch the video clips from PBS's Salinger biography. (CRP4)

Students will read *The Catcher in the Rye* and keep a journal entry for each chapter. Their observations should focus on three concepts: how Holden describes the people around him, how Holden describes his surroundings, and the student's personal observations about Holden and the text. (CRP4, CRP8)

- <https://www.teachervision.com/reading-journals>

Students will study how Holden Caulfield uses the word "phony" in *The Catcher in the Rye*. (CRP4, CRP7, CRP8)

Students will write a short analytical essay on the question: "Is Holden Caulfield a phony?" Or they may choose their own subject. (CRP4, CRP6, CRP8, CRP11)

<http://www.pbslearningmedia.org/resource/sal13.ela.lit.earlyear/jd-salinger-the-early-years/>

Companion Texts:
Scholastic Magazine

"The Voice of Alienation: Salinger's 'The Catcher in the Rye'"

<https://newsela.com/read/gl-history-catcher-rye>

Students will be evaluated on their responses to the Guided Reading Questions.

Summative Assessments:

Students will be evaluated on the quality of their research and presentations.

Students will be evaluated on the quality of their essays.

Alternative Assessments:

Students will discuss his reclusiveness and consider what that might have impacted his identity.

Students will use Google Docs to share selected journal entries for peer feedback.

Students will create a Word Wall identifying the nuances of the word's (phony) usage in the novel.

Students will peer review their essays using a PARCC rubric.

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.

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.

Topics

Poetry Writing and Analysis

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness

Objectives

Students will be able to write poems centered on a given theme.

Students will be able to model their own poems after the work of another poet.

Students will read and evaluate George Ella Lyon's poem *Where I'm From*, analyzing the use of repetition. **(CRP4)**

Using the poem as a model, students will create their own "where I'm from" poems. Students will then create a Wordle representation of their personal poems. **(CRP6)**

- www.wordle.com

Students will write one stanza of the "where I'm from" poem from the perspective of Holden from *The Catcher in the Rye*. **(CRP6)**

Students will read the poem "How Palestinians Keep Warm," analyzing the author's word choice and its effect on the theme "Who Am I?" **(CRP8)**

- http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf

Students will compare and contrast the structure of "How Palestinians Keep Warm" to "Where I'm From" by George Ella Lyon. **(CRP8)**

- <http://www.readwritethink.org/files/resources/les>

Texts:

Where I'm From by George Ella Lyon
<http://teacher.scholastic.com/writeit/PDF/Lyon.pdf>

"How Palestinians Keep Warm" by Naomi Shihab Nye
<http://www.poets.org/viewmedia.php/prmMID/23315>

Companion Texts:
Scholastic Magazine

"Anabelle Lee"
https://www.commonlit.org/en/texts/annabelle-lee?search_id=4531557

"If"
https://www.commonlit.org/en/texts/if?search_id=4531557

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Summative Assessment:

Students will be evaluated on the quality of their poems.

Alternative Assessments:

In small groups, students will identify and discuss examples of repetition in the companion texts.

Students will present their poems aloud to the class.

Students will engage in group discussion about "How Palestinians Keep Warm" to "Where I'm From" by George Ella Lyon. How do the differing structures contribute to each poem's meaning and style? Do you think the authors are proud of their roots?

<p>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.</p> <p>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.</p> <p>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.)</p> <p>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.</p>	son_images/lesson378/venn.pdf			
	<p>Topics</p> <p>Narrative Structure</p> <p>Personal Narrative Writing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Global Awareness • Health Literacy 	<p>Students will construct their own memory scrapbooks, using scrap paper, magazine clippings, etc. They should include any memories that they have that they feel are significant to them. (CRP6)</p> <p>Students will read “The Racist Warehouse” and write a reverse outline of the essay. (CRP8, CRP11)</p> <ul style="list-style-type: none"> • https://writing.wisc.edu/Handbook/ReverseOutlines.html Then, 	<p><u>Texts:</u></p> <p>“The Racist Warehouse” by Alicia (an eighth grader) https://k12.thoughtfullearning.com/studentmodels/racist-warehouse</p> <p>“Building a Consistent Style and Tone” by Standards Solution</p> <p><u>Companion Texts:</u></p> <p>Scholastic Magazine</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Students will be evaluated on the quality of their peer reviews.</p>
	<p>Objectives</p> <p>Students will write personal narratives.</p> <p>Students will understand the structure of a personal essay.</p>	<p>Students will pick an important event or topic that is significant to them and write a personal essay. (CRP4, CRP6, CRP11)</p> <ul style="list-style-type: none"> • https://www.wikihow.com/Write-a-Personal-Essay 	<p>“Me and My Habits” https://www.readworks.org/article/Bullying/36ca44e0-43b7-4cb7-be5f-6c9baf009383#!articleTab:content/contentSection:f476d453-3eca-4141-8b19-88666bb657ec/</p> <p>“How I Found True Love in an Arranged Marriage” https://www.commonlit.org/en/texts/how-i-found-true-love-in-an-arranged-marriage?search_id=4532082</p>	<p><u>Summative Assessment:</u></p> <p>Students will be evaluated on the quality of their Memory Books.</p> <p>Students will be evaluated on the quality of their personal essays.</p> <p><u>Alternative Assessments:</u></p> <p>Students will present their memory books via informal oral presentation.</p> <p>Students will discuss the structure and tone of the essay as a class.</p> <p>Students will peer review each other’s essays. Next,</p>

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.

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.8.2. 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.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

				students will revise their essays based on feedback.
				Students will read their essays to the class.
	Topics	Students will read <i>The Medicine Bag</i> and write a quick response to the question: How is the theme of “family heritage” developed in the short story?” (6.1)	Texts: <i>The Medicine Bag</i> by Virginia Driving Hawke Snow http://205.186.130.127/images/uploads/The%20Medicine%20Bag%20-%20Virginia%20Driving%20Hawk%20Sneve.pdf	Formative Assessments:
	Short Stories			<ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets
	Cultural Roots and Family Heritage			
	Twenty-First Century Themes and Skills include:	After reading <i>The Medicine Bag</i> and writing and discussing their theme responses, students will participate in a Socratic Seminar on the questions (6.1, CRP4, 9.2.8.B.3):	Companion Texts: <i>Scholastic Magazine</i>	Students will be evaluated on their quick-write responses.
	<ul style="list-style-type: none"> • The Four C's • Global Awareness 			
	Objectives			
	Students will be able to analyze theme in a short story.	1. Where does Martin believe he is “from”?	“Home” https://www.commonlit.org/en/texts/home-1?search_id=4532254	Students will be evaluated on their performance in the Socratic Seminar.
	Students will consider how one's heritage influences who they are.	2. Do you believe he wishes he could change his roots?	“America and I” https://www.commonlit.org/en/texts/america-and-i?search_id=4532324	Summative Assessment:
		Students will write their own short stories about the subject of family heritage. They may use their own family as a source or make one up. Stories must develop the theme of family heritage. (CRP4, CRP6, CRP11, 6.1)		Students will be evaluated on the quality of their short stories.
				Alternative Assessments:
				Students will discuss their quick responses with the class.
				Students will participate in

<p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>a Socratic Seminar.</p> <p>Students will then review and revise their short stories as needed using a writer's checklist to make sure they have effective openings and conclusions, appropriate character development, realistic dialogue, and clear transitions between paragraphs and scenes.</p> <p>Students will share their short stories aloud.</p>			
<p>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.</p> <p>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.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says</p>	<p>Topics</p> <p>Research Project</p> <p>Youth Incarceration</p> <p>Comparing Arguments: Poem vs. Article</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C's Global Awareness Civic Literacy <p>Objectives</p> <p>Students will conduct a research project and write a research paper.</p>	<p>Students will conduct research on juveniles being tried as adults and develop an argumentative research paper and Prezi presentation using their findings. (6.1, CRP7, CRP8, CRP11, 8.1.8.A.1)</p> <ul style="list-style-type: none"> http://choices.scholastic.com/issues/10_01_12/book#/12 http://www.scholastic.com/teachers/sites/default/files/asset/file/juvenile_startling_finds_on_teenage_brains-thompson.pdf http://www.pbs.org/wgbh/pages/frontline/shows/juvenile/stats/kidslikeadults.html 	<p><u>Texts:</u></p> <p>“Where Monsters Can Grow” http://www.rhlschool.com/read4n8.htm</p> <p>“Hormone affects how teens’ brains control emotions” by Bethany Brookshire https://www.sciencenewsforstudents.org/article/hormone-affects-how-teens-brains-control-emotions</p> <p><u>Companion Texts:</u> <i>Scholastic Magazine</i></p> <p>“Teens in Adult Prison Receive Help from Those with Firsthand Experience”</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets <p><u>Summative Assessment:</u> Students will be evaluated on their research papers and presentations.</p> <p>Students will be evaluated on the quality of their open-ended responses.</p>

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.

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

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.8.7. 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.

Students will be able to compare and contrast the arguments in a poem vs. an article.

- <http://www.buildingblocksfor youth.org>
- <http://www.corrections.com>
- <http://ojjdp.gov/ojstatbb/court/faqs.asp>
- Prezi.com

Students will read the poem “Where Monsters Can Grow” and the article “Hormone affects how teens’ brains control emotions.” (CRP4)

Students will respond to open-ended questions (CRP8):

1. According to the poem, what prevents the “monsters” from growing? How does that work?
2. What do all the pieces say about how experience can influence your emotions? How does this apply specifically to adolescents?
3. What are some steps to overcoming feelings of not fitting in, sadness after friendships or relationships break up, or other normal events that adolescents deal with?

Students will respond to the following prompt: Compare and contrast the ways the poem and article treat the teenage brain (CRP8).

- <http://www.readwritethink.org/files/resources/les>

<https://newsela.com/read/juvenile-prison>

“There are 80 ‘Youth Prisons’ in U.S. Here Are 5 Things to Know About Them”
<https://newsela.com/read/youth-prisons-five-reasons/id/18311/>

Alternative Assessments:

Students will present their Prezi presentations while the class will evaluate the soundness of reasoning and the sufficiency of evidence.

Students will discuss their open-ended responses in small groups.

Students will engage in a read aloud of the poem with a partner.

Students will present their compare/contrast findings in an informal oral presentation.

Students will engage in a class debate about whether juveniles should be tried as adults.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Students will view videos about the Jazz Age • Students will have guided notes to use during the debate • Shorten assignments to focus on mastery of key concepts. • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Give 	<ul style="list-style-type: none"> • Students will view videos about the Jazz Age • Students will have guided notes to use during the debate • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches that provide helpful visual, auditory, 	<ul style="list-style-type: none"> • Students will have guided notes to use during the debate • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling 	<ul style="list-style-type: none"> • Students will create the questions to guide the debate • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

<p>directions/instructions verbally and in simple written format.</p> <ul style="list-style-type: none"> ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<p>and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<p>what the student is expected to do</p> <ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	
--	--	--	--

Integration of 21st Century Standards NJSL 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Social Studies

6.1 U.S. History: America in the World: 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.

Integration of Technology Standards NJSL 8:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP11. Use technology to enhance productivity.