

Pine Hill Public Schools Curriculum			
Content Area:		English Language Arts (ELA)	
Course Title/ Grade Level:		Reading and Writing / 8th Grade – Gifted and Talented	
Unit 1:	Elements of Fiction Research	Month:	September – October
Unit 2:	Comparing and Responding to Literature and Informational Text	Month:	November – December
Unit 3:	Evaluating Literature and Informational Text Research	Month:	January
Unit 4:	History through Literature and Informational Text	Month:	February – March
Unit 5:	Responding to Informational Text Research	Month:	April
Unit 6:	Utilizing a Range of Disciplines Research	Month:	May –June
BOE Approval Date:		August 28, 2012	

Pine Hill Public Schools G/T English Language Arts Curriculum	
Unit Title: Elements of Fiction Research	Unit #: 1
Course or Grade Level: 8 th	Length of Time: 6 weeks
Date Created: December 4, 2012	BOE Approval Date:
Pacing	September-October
Essential Questions	Reading <ul style="list-style-type: none"> • What is the basic structure of fiction and how does each element contribute to the

	<p>story as a whole?</p> <ul style="list-style-type: none"> • What strategies do readers use before, during, and after reading to enhance reading comprehension? • How do specific word choices affect the tone and mood of a story? <p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important to helping the audience understand the purpose and meaning of text? • How do grammar, mechanics, and word choice/usage affect the clarity and organization of writing and communication? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? • How do you evaluate your writing? • What is the purpose of investigation and research? • How does one apply research techniques in completing projects?
Content	<p>Reading</p> <ul style="list-style-type: none"> • Story map: exposition, rising action, climax, falling action, resolution • Reading Strategies □ • Elements of Fiction • Vocabulary of Literature • Primary and secondary sources • Theme, Mood and Tone <p>Writing</p> <ul style="list-style-type: none"> • Expository Writing; Narrative Writing; Persuasive Writing • Parts of Speech • Punctuation • Proofreading and Editing • Usage and Sentence structure • Rules for effective discussion • NJ Holistic Scoring Rubric • Research skills and applying research • Habits of Mind • Evaluating content for reliable resources
Skills	<p>Reading</p> <ul style="list-style-type: none"> • 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. • Identify, understand and apply reading strategies to enhance comprehension (connect, question, predict, visualize) • Identify, understand and analyze literary terms (plot, character, conflict, setting, foreshadowing, theme, POV, mood, tone, connotation/denotation). • Analyze and respond to text (open-ended questions using QUASI: Restate the <i>Question</i>, <i>Answer</i> all parts, <i>Support</i> the answer with information from the text and give some <i>Insight</i>.) • Apply a 4 point rubric for scoring open-ended responses (self and others) • Analyze and synthesize supplemental informational text as a means to understand author's unique perspective (both primary and secondary sources)

	<p>Writing</p> <ul style="list-style-type: none"> • Effectively use punctuation including commas, ellipses, and dashes when writing • Correctly identify and use the 8 parts of speech (including verbals, gerunds, participles, and infinitives). • Recognize and correct errors in written work. • Utilize a variety of sentences to convey meaning, interest, and style • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely. • Generate and narrow topics by considering purpose, audience, and form with a variety of strategies. • Formulate goals and select methods to use and make the necessary effort to achieve their objectives. • Select/Narrow a topic for research. • Determine appropriate and valid resources of information for research. • Determine appropriate end product for presenting research. • Evaluate and score writing using the NJ Holistic Scoring Rubric.
<p>Assessments</p>	<p>Reading</p> <ul style="list-style-type: none"> • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • Summative Writing Assessments (Expository, Persuasive, Narrative) • Portfolios • Research Projects
<p>Interventions / differentiated instruction</p>	<ul style="list-style-type: none"> • Expository Pillar • Persuasive Pillar • Plot Diagram • Graphic Organizers • Notes templates • Chunking • Grouping • Direct instruction • Project Shadowing • Multi-sensory approach • Peer Editing

	<ul style="list-style-type: none"> •Pneumatic Devices •Smart Board Activities •STAR reading benchmarks
Inter-disciplinary Connections	<p>Through text, students will explore</p> <ul style="list-style-type: none"> • Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media • Science: Life, Physical and Earth • Health: Health and wellness issues • Math: Consumer math
Lesson resources / Activities	<p><i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Glossary of Literary and Reading Terms Short Stories:(Insights)</p> <ul style="list-style-type: none"> • Checkouts • Raymond’s Run • Ransom of Red Chief <p>Short Stories (Strange Goings On – Part One – Twists and Turns)</p> <ul style="list-style-type: none"> • Variety of Stories • Author Study: Edgar Allen Poe • Tell Tale Heart <p>Various informational text for reinforcement Media Center (Research and reactions to unit study) Smart Board Activities <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Media Center (Narrative essay, Expository essay, Persuasive essay) Smart Board Activities <i>Scope Magazine</i> <i>Reader’s Theater</i> <i>Read Magazine</i> <i>Activating and Engaging Habits of Mind- Costa and Kallick</i> <i>Educating the Gifted Students in Middle School-Susan Rakow, Ph.D</i> <i>Philosophy for Kids – David A. White</i> <i>Student-Involved Assessment for Learning – Richard J. Stiggins</i> <i>Practical Strategies for the Classroom</i> <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach- Bureau of Education and Research</i></p>
ELA Common Core Standards	
Grade: Eight	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:

<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p>RL8:1,2,4,9,10</p> <p>RI8: 1,2,3,4,5</p> <p>W8:4,5,9.a.b,10</p> <p>SL8: 1.a.b.c.d,4,6</p> <p>L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6</p> <p>NAGCS</p> <p>Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner.</p> <p><i>1.1. Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p> <p><i>1.2. Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p> <p><i>1.3. Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p> <p><i>1.4. Awareness of Needs.</i> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p> <p><i>1.6. Cognitive and Affective Growth.</i> Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p> <p><i>1.7. Cognitive and Affective Growth.</i> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p> <p><i>1.8. Cognitive and Affective Growth.</i> Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p> <p><i>2.4. Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p> <p><i>3.1. Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p><i>3.2. Talent Development.</i> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p><i>3.3. Talent Development.</i> Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p><i>3.4. Instructional Strategies.</i> Students with gifts and talents become independent investigators.</p> <p><i>3.5. Culturally Relevant Curriculum.</i> Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p><i>3.6. Resources.</i> Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p><i>4.1. Personal Competence.</i> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p><i>4.2. Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p><i>4.3. Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p><i>4.4. Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p><i>4.5. Communication Competence.</i> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with</p>
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technologies that support effective communication.							
5.1. <i>Variety of Programming.</i> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.							
Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity							
Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing							
Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas							
Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use							
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools	
G/T English Language Arts Curriculum	
Unit Title: Comparing and Responding to Literature and Informational Text	Unit #: 2
Course or Grade Level: 8 th Grade	Length of Time: 6 weeks
Date Created: June 21, 2012	BOE Approval Date:
Pacing	November and December
Essential Questions	Reading <ul style="list-style-type: none"> • What are the differences between fiction and nonfiction (text, structure, author's purpose, etc.)? • What evidence can you identify to differentiate between fact and opinion? • What is the relationship between a writer's background/experiences and his/her

	<p>perspective?</p> <ul style="list-style-type: none"> • What would happen if an author was writing from a different perspective (i.e. time period, cultural influence, gender, race, etc.)? • How would you rate the effectiveness of the interpretation of a film or live production’s adaptation of a story or drama? • What does a good discussion sound like/look like? • What is the individual's role in making a discussion run smoothly? • What strategies can be used to deepen our conversations about books? <p>Writing</p> <ul style="list-style-type: none"> • How do literary devices affect the readability and clarity of writing? • Why is it important for writing to be clear, concise, and engaging? What tools can you utilize to increase the fluidity of your writing (i.e. compositional risks, elaboration, vivid details, transitions, etc.) • What are the components and organizational structures of an expository essay; persuasive essay, and narrative essay? • How are outside sources utilized to enhance writing in literature and informational text (i.e. technology, research, media)? • How would you evaluate the effectiveness of an essay? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? • What habits lend to successful outcomes in our work? • How do you evaluate your writing?
Content	<p>Reading</p> <ul style="list-style-type: none"> • Elements of Fiction/Nonfiction • Fact/opinion vocabulary, context clues, word choice • Author biography/Dickens • Vocabulary of Literature/Informational Text • Primary and secondary sources (Victorian Era) • Literature Circles <p>Writing</p> <ul style="list-style-type: none"> • Literary Devices • Compositional Risks • Transitions • Expository essays, persuasive essays, and narrative essays • Holistic Scoring Rubric • Problem Solving and critical analysis
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Understand the differences between fiction and non-fiction. • Identify and examine the vocabulary utilized to differentiate fact and opinion. • Determine the significance of historical and cultural influences when developing plot (narrative text), main ideas (informational text) or opinions (persuasive text). • Identify, understand and apply literary devices (i.e. simile, metaphors, idioms, personification, etc.). • Identify, understand and apply compositional risks (i.e. imagery, allusion, foreshadowing, etc.).

	<ul style="list-style-type: none"> • Analyze and respond to literature and informational text (open-ended questions using QUASI: Restate the <i>Question</i>, <i>Answer</i> all parts, <i>Support</i> the answer with information from the text and give some <i>Insight</i>). • Evaluate and apply a 4 point rubric for analyzing responses to literature and informational text (self and others). • Analyze and synthesize supplemental informational text as a means to understand author’s unique perspective (both primary and secondary sources). • Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (i.e., social, commercial, political) behind its presentation. • Analyze the interpretation of a film or live production’s adaptation of a story or drama. • Develop personal responses to a text. • To experience peer sharing of understandings, interpretations about a text. • To extend students' comprehension of literary selections. • To involve students in discussion, negotiation, compromise and decision-making in a group setting. • To develop appreciation of authors' styles. <p>Writing</p> <ul style="list-style-type: none"> • Identify and apply forms of writing – Narrative Expository, and Persuasive • Apply literary devices (i.e. simile, metaphors, idioms, personification, etc.). • Take compositional risks (i.e. imagery, allusion, foreshadowing, etc.). • Analyze and respond to literature and informational text. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Evaluate sources and cite materials accurately. • Use technology strategically when creating or communicating. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely. • Set personal standards and goals appropriate to ability level. • Identify and exhibit qualities and modalities of leadership.
<p>Assessments</p>	<p>Reading</p> <ul style="list-style-type: none"> • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections and projects) • Literature Circle assignments <p>Writing</p>

	<ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • Summative Writing Assessments (Expository, Persuasive, Narrative) • Portfolios
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Expository Pillar • Persuasive Pillar • Plot Diagram • Graphic Organizers • Notes templates • Chunking • Grouping • Direct instruction • Project Shadowing • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities • STAR reading benchmarks • Self- awareness of strengths
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media • Science: Life, Physical and Earth • Health: Nutrition and Poverty
Lesson resources / Activities	<p><i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Glossary of Literary and Reading Terms Various nonfiction informational text www.newseum.org Media Center Smart Board Activities Novel: <i>A Christmas Carol, The Outsiders, The Red Pony, The Pearl, The Wave</i> <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Media Center (research and primary/secondary sources) Smart Board Activities <i>Scope Magazine</i> <i>Read Magazine</i> <i>Activating and Engaging Habits of Mind-</i> Costa and Kallick <i>Educating the Gifted Students in Middle School-</i>Susan Rakow, Ph.D <i>Philosophy for Kids</i> – David A. White <i>Student-Involved Assessment for Learning</i> – Richard J. Stiggins <i>Practical Strategies for the Classroom</i> <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach-</i> Bureau of Education and Research</p>
ELA Common Core Standards	

Grade: Eight

Strand: Reading Standards for Literature 6-12 (RL)
Reading Standards for Informational Text 6-12 (RI)
Writing Standards 6-12 (W)
Speaking and Listening Standards 6-12 (SL)
Language Standards 6-12 (L)

Category:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

#. Standard:

RL8:1,2,3,4,7,9,10

RI8: 1,2,3,4,5,6,7,8,10

W8:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,9.a.b,10

SL8: 1.a.b.c.d,2,3,4,6

L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6

NAGCS

Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

- 1.1. *Self-Understanding.* Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
- 1.2. *Self-Understanding.* Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
- 1.3. *Self-Understanding.* Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
- 1.4. *Awareness of Needs.* Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
- 1.6. *Cognitive and Affective Growth.* Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
- 1.7. *Cognitive and Affective Growth.* Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
- 1.8. *Cognitive and Affective Growth.* Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).
- 2.4. *Learning Progress and Outcomes.* Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
- 3.1. *Curriculum Planning.* Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.
- 3.2. *Talent Development.* Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
- 3.3. *Talent Development.* Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
- 3.4. *Instructional Strategies.* Students with gifts and talents become independent investigators.
- 3.5. *Culturally Relevant Curriculum.* Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
- 3.6. *Resources.* Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

- 4.1. *Personal Competence.* Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence,

	<p>curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools	
G/T English Language Arts Curriculum	
Unit Title: Evaluating Literature and Informational Text Research	Unit #: 3
Course or Grade Level: 8 th Grade	Length of Time: 4 weeks
Date Created: December 4, 2012	BOE Approval Date:
Pacing	January
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How do different authors address similar themes or topics? • How are central ideas or themes developed over the course of a text? • How would you compare/contrast the ideas of various authors? How do these ideas differ from your own?

	<ul style="list-style-type: none"> • How do readers make logical inferences and cite textual evidence to support conclusions drawn from the text? • What does a good discussion sound like/look like? • What is the individual's role in making a discussion run smoothly? • What strategies can be used to deepen our conversations about books? <p>Writing</p> <ul style="list-style-type: none"> • How do focused research questions aid in the understanding of a topic? • When is a source reliable and credible? • How is information analyzed from text and used to support research, reflection and analysis? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? • What is the purpose of investigation and research? • How does one apply research techniques in completing projects? • What habits lend to successful outcomes in our work? • How can an outline help organize a multi-paragraph composition?
Content	<p>Reading</p> <ul style="list-style-type: none"> • Central ideas and themes • Point Of View and Tone • Symbolism, irony, allusion, etc. • Inferences • Text Features • Literature Circles <p>Writing</p> <ul style="list-style-type: none"> • Research • Primary and secondary sources • Narrative, Persuasive and Expository Writing • Holistic Scoring Rubric • Research skills and applying research • Habits of Mind • Evaluating content for reliable resources
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Understand how modern works of fiction draw on themes from myths, traditional stories and biblical works. Determine how an author modernizes the plot. • Examine and interpret text features such as charts, illustrations, headings, and captions. • Determine two or more themes and analyze their development over the course of the text. • Analyze and respond to literature and informational text (open-ended questions using QUASI: Restate the <i>Question</i>, <i>Answer</i> all parts, <i>Support</i> the answer with information from the text and give some <i>Insight</i>). • Apply 4 point rubric for scoring open-ended responses (self and others). • Analyze and synthesize supplemental informational text as a means to understand author's unique perspective (both primary and secondary sources). • Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial,

	<p>political) behind its presentation.</p> <ul style="list-style-type: none"> • Develop personal responses to a text. • To experience peer sharing of understandings, interpretations about a text. • To extend students' comprehension of literary selections. • To involve students in discussion, negotiation, compromise and decision-making in a group setting. • To develop appreciation of authors' styles. <p>Writing</p> <ul style="list-style-type: none"> • Analyze and respond to literature and informational text. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Evaluate sources and cite materials accurately. • Use technology strategically when creating or communicating. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely. • Generate and narrow topics by considering purpose, audience, and form with a variety of strategies. • Formulate goals and select methods to use and make the necessary effort to achieve their objectives. • Select/Narrow a topic for research. • Determine appropriate and valid resources of information for research. • Determine appropriate end product for presenting research. • Create an outline from research information.
<p>Assessments</p>	<p>Reading</p> <ul style="list-style-type: none"> • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections and projects) • Literature Circle assignments <p>Writing</p> <ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • Summative Writing Assessments (Expository, Persuasive, Narrative) • Student created rubric for research project • Portfolios • Long-Term research projects • Multi-media presentations (PowerPoint, SmartBoard)

	<ul style="list-style-type: none"> • Skits • Posters • Video
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Expository Pillar • Persuasive Pillar • Plot diagram • Graphic Organizers • Notes templates • Chunking • Grouping • Direct instruction • Project Shadowing • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities • STAR reading benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media • Science: Life, Physical and Earth
Lesson resources / Activities	<p><i>The Language of Literature</i> – McDougal Littell (Green, Grade 8)</p> <p><i>Vocabulary of Achievement</i> – Great Source</p> <p>Short Stories:</p> <p>The Monkey’s Paw</p> <p>The Lady, or the Tiger</p> <p>The Third Wish</p> <p>Glossary of Literary and Reading Terms</p> <p>Various informational text</p> <p>www.newseum.org</p> <p>Media Center</p> <p>Smart Board Activities</p> <p><i>Language Network Series</i> (Green – Grade 8)</p> <p><i>Empowering Writers</i> (Expository, persuasive, narrative)</p> <p>Media Center</p> <p>Smart Board Activities</p> <p><i>Scope Magazine</i></p> <p><i>Reader’s Theater</i></p> <p><i>Read Magazine</i></p> <p><i>Activating and Engaging Habits of Mind- Costa and Kallick</i></p> <p><i>Educating the Gifted Students in Middle School-Susan Rakow, Ph.D</i></p> <p><i>Philosophy for Kids – David A. White</i></p> <p><i>Student-Involved Assessment for Learning – Richard J. Stiggins</i></p> <p><i>Practical Strategies for the Classroom</i></p> <p><i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach- Bureau of Education and Research</i></p>
ELA Common Core Standards	

Grade: Eight

Strand: Reading Standards for Literature 6-12 (RL)
Reading Standards for Informational Text 6-12 (RI)
Writing Standards 6-12 (W)
Speaking and Listening Standards 6-12 (SL)
Language Standards 6-12 (L)

Category:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

#. Standard:

RL8:1,2,3,4,5,6,7,9,10

RI8: 1,2,3,4,5,6,7,8,9,10

W8:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,9.a.b,10

SL8: 1.a.b.c.d,2,3,4,6

L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6

NAGCS

Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

- 1.1. *Self-Understanding.* Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
- 1.2. *Self-Understanding.* Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
- 1.3. *Self-Understanding.* Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
- 1.4. *Awareness of Needs.* Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
- 1.6. *Cognitive and Affective Growth.* Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
- 1.7. *Cognitive and Affective Growth.* Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
- 1.8. *Cognitive and Affective Growth.* Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).
- 2.4. *Learning Progress and Outcomes.* Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
- 3.1. *Curriculum Planning.* Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.
- 3.2. *Talent Development.* Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
- 3.3. *Talent Development.* Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
- 3.4. *Instructional Strategies.* Students with gifts and talents become independent investigators.
- 3.5. *Culturally Relevant Curriculum.* Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
- 3.6. *Resources.* Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

- 4.1. *Personal Competence.* Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence,

	<p>curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
English Language Arts Curriculum**

Unit Title: History through Literature and Informational Text		Unit #: 4
Course or Grade Level: 8 th Grade		Length of Time: 4 weeks
Date Created: December 4, 2012		BOE Approval Date:
Pacing	February and March	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How do historical studies create an understanding of human thought and culture? • What can we learn about an historical event through fiction and non-fiction? • How can biographies, autobiographies, and memoirs inform and inspire readers? • What inferences can be drawn from an author's choice of words, phrases, and style of writing? • How do authors vary in their interpretation of historical events? 	

	<p>Writing</p> <ul style="list-style-type: none"> • What techniques and strategies are used in writing to analyze quotations and support opinions through argument? • Is there sufficient evidence to evaluate an author’s claim and what is the strength of the evidence used? • Why is it important to imprint your own style and perspective into writing pieces? • What type of evidence would you cite to support your arguments and/or main ideas? Is this evidence sufficient to support your arguments? • How can you cite the quotations and ideas of others without plagiarizing or interfering with the flow of the writing piece? • How do you support connotative and denotative ideas with specific details from text? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? • What habits lend to successful outcomes in our work?
<p>Content</p>	<p>Reading</p> <ul style="list-style-type: none"> • Historical Fiction/Nonfiction • Biographies, autobiographies, memoirs • Vocabulary, context clues, word choice • Vocabulary of Literature/Informational Text • Primary and secondary sources <p>Writing</p> <ul style="list-style-type: none"> • Expository Essays, Persuasive Essays • Citation without plagiarizing • Print and digital sources • Holistic Scoring Rubric • Interpersonal Skills and relationships • Problem Solving and critical analysis • Learning Styles and Multiple Intelligences
<p>Skills</p>	<p>Reading</p> <ul style="list-style-type: none"> • Learn about an historical event through fiction and non-fiction. • Utilize biographies, autobiographies and memoirs as a means to understand historical events/people. • Evaluate historical text as a means of understanding of human thought and culture. • Evaluate the choice of words, phrases, and style of writing in various written works. Discuss the effectiveness of these technique in promoting ideas and experiences. • Evaluate how authors vary in their interpretation of historical events. <p>Writing</p> <ul style="list-style-type: none"> • Analyze and respond to literature and informational text. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Support connotative and denotative ideas with specific details from text. • Use technology strategically when creating or communicating. • Evaluate sources and cite materials accurately. • Cite quotations and text within the context of an idea without disrupting the flow of the piece or plagiarizing.

	<ul style="list-style-type: none"> • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely. • Recognize own special skills and limitations. • Set personal standards and goals appropriately to ability level. • Understand and identify own unique qualities in relationship to others as pertains to giftedness. • Identify and exhibit qualities and modalities of leadership. • Identify positive and negative influence on group dynamics. • Paraphrase and questions other’s comments to clarify viewpoints/opinions.
Assessments	<p>Reading</p> <ul style="list-style-type: none"> • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • Summative Writing Assessments (Expository, Persuasive, Narrative) • CRAFT and RPEO (Quotations) • Portfolios
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Expository Pillar • Persuasive Pillar • Plot diagram • Graphic Organizers • Notes templates • Chunking • Grouping • Direct instruction • Project Shadowing • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities • STAR reading benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media • Science: Life, Physical and Earth • Health: Health and wellness issues

	<ul style="list-style-type: none"> • Math: Consumer math
Lesson resources / Activities	<p><i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Glossary of Literary and Reading Terms Short Stories:(America Voices)</p> <ul style="list-style-type: none"> • O Captain! My Captain! – Walt Whitman • Lincoln: A Photobiography • Civil War Journal – Louisa May Alcott • Harriet Tubman – Frederick Douglas • Paul Revere’s Ride – Henry Wadsworth Longfellow <p>www.newseum.org Various nonfiction informational text for reinforcement Media Center Smart Board Activities <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Media Center Smart Board Activities <i>Scope Magazine</i> <i>Reader’s Theater</i> <i>Read Magazine</i> <i>Activating and Engaging Habits of Mind- Costa and Kallick</i> <i>Educating the Gifted Students in Middle School-Susan Rakow, Ph.D</i> <i>Philosophy for Kids – David A. White</i> <i>Student-Involved Assessment for Learning – Richard J. Stiggins</i> <i>Practical Strategies for the Classroom</i> <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach- Bureau of Education and Research</i></p>
ELA Common Core Standards	
Grade: Eight	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing 	#. Standard: RL8:1,2,3,4,5,6,7,9,10 RI8: 1,2,3,4,5,6,7,8,9,10 W8:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,7,8,9.a.b,10 SL8: 1.a.b.c.d,2,3,4,6 L8:1.a.b.c.d,e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b,c,6

<ul style="list-style-type: none"> • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p><i>NAGC Standards</i></p> <p>1.1. <i>Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p> <p>1.2. <i>Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p> <p>1.3. <i>Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p> <p>1.4. <i>Awareness of Needs.</i> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p> <p>1.6. <i>Cognitive and Affective Growth.</i> Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p> <p>1.7. <i>Cognitive and Affective Growth.</i> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p> <p>1.8. <i>Cognitive and Affective Growth.</i> Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p> <p>2.4. <i>Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p> <p>3.1. <i>Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p>3.2. <i>Talent Development.</i> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p>3.3. <i>Talent Development.</i> Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies.</i> Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum.</i> Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources.</i> Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence.</i> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence.</i> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming.</i> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
<p>Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity</p> <p>Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing</p> <p>Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas</p> <p>Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of</p>	

Language, Vocabulary Acquisition and Use							
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools	
G/T English Language Arts Curriculum	
Unit Title: Responding to Informational Text	Unit #: 5
Course or Grade Level: 8 th Grade	Length of Time: 3 weeks
Date Created: December 4, 2012	BOE Approval Date:
Pacing	April
Essential Questions	Reading <ul style="list-style-type: none"> • How would you apply reading strategies to enhance comprehension of informational text? • How is the central idea developed over the course of informational text? • Why is it important to understand the author's POV or purpose when analyzing

	<p>informational text?</p> <p>Writing</p> <ul style="list-style-type: none"> • How do writers analyze, synthesize, and respond to informational text? • How do writers develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line? • Why is it important to support connotative and denotative ideas with specific details from text? • How do you choose domain specific vocabulary when writing to assure that ideas are effectively and efficiently developed? • How do you objectively summarize informational text? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? • What is the purpose of investigation and research? • What are the skills of planning, thinking, and working independently and in a group? • How does one apply research techniques in completing projects? • How can we differentiate fact from opinion?
Content	<p>Reading</p> <ul style="list-style-type: none"> • Informational text features • Reading Strategies (Informational Text) • Domain specific vocabulary • Point Of View, author’s purpose, main idea <p>Writing</p> <ul style="list-style-type: none"> • Summarization strategies • Narrative, Persuasive and Expository Writing • Holistic Scoring Rubric • Fact vs. Opinion
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Identify, understand and apply reading strategies to enhance comprehension of informational text. • Determine the central idea of a text and assess how it is developed over the course of a piece. • Determine of the meaning of words/phrases/ideas including their technical and connotative meaning and the impact of word choice. • Determine the author’s POV or purpose in a text and how they use information to convey their idea(s). • Analyze and respond to text (open-ended questions using QUASI: Restate the <i>Question</i>, <i>Answer</i> all parts, <i>Support</i> the answer with information from the text and give some <i>Insight</i>.) • Apply a 4 point rubric for scoring open-ended responses (self and others) • Analyze and synthesize supplemental informational text as a means to understand author’s unique perspective (both primary and secondary sources) <p>Writing</p> <ul style="list-style-type: none"> • Analyze and respond to informational text. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop

	<p>a narrative story line.</p> <ul style="list-style-type: none"> • Support connotative and denotative ideas with specific details from text. • Use domain specific vocabulary effectively and efficiently. • Cite quotations and text within the context of an idea without disrupting the flow of the piece or plagiarizing. • Provide an objective summary of text. • Recognize and correct errors in written work. • Utilize a variety sentences to convey meaning, interest, and style. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely. • Recognize own special skills and limitations. • Set personal standards and goals appropriately to ability level. • Understand and identify own unique qualities in relationship to others as pertains to giftedness. • Identify and exhibit qualities and modalities of leadership. • Identify positive and negative influence on group dynamics. • Paraphrase and question others’ comments to clarify viewpoints/opinions. • Fact and opinion, problem/solution, hypothesis/result.
Assessments	<p>Reading</p> <ul style="list-style-type: none"> • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • Summative Writing Assessments (Expository, Persuasive, Narrative) • Portfolios • Student created rubrics for research projects
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Expository Pillar • Persuasive Pillar • Plot summary • Graphic Organizers • Notes templates • Chunking • Grouping • Direct instruction • Project Shadowing

	<ul style="list-style-type: none"> • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities • STAR test reading benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media • Science: Life, Physical and Earth • Health: Health and wellness issues • Math: Consumer math
Lesson resources / Activities	<p><i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Glossary of Literary and Reading Terms Various nonfiction informational text www.newseum.org Smart Board Activities <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Smart Board Activities <i>Scope Magazine</i> <i>Reader’s Theater</i> <i>Read Magazine</i> <i>Activating and Engaging Habits of Mind-</i> Costa and Kallick <i>Educating the Gifted Students in Middle School-</i>Susan Rakow, Ph.D <i>Philosophy for Kids</i> – David A. White <i>Student-Involved Assessment for Learning</i> – Richard J. Stiggins <i>Practical Strategies for the Classroom</i> <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach-</i> Bureau of Education and Research</p>
ELA Common Core State Standards	
Grade: Eight	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and 	<p>RL8:1,2,3,4,5,6,7,9,10</p> <p>RI8: 1,2,3,4,5,6,7,8,9,10</p> <p>W8:1.a.b.c.d.e,2.a.b.c.d.e.f,4,5,6,7,8,9.a.b,10</p> <p>SL8: 1.a.b.c.d,2,3,4,5,6</p> <p>L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6</p> <p><i>NAGC Standards</i></p>

<p>Present Knowledge</p> <ul style="list-style-type: none"> • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p>1.1. <i>Self-Understanding</i>. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p> <p>1.2. <i>Self-Understanding</i>. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p> <p>1.3. <i>Self-Understanding</i>. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p> <p>1.4. <i>Awareness of Needs</i>. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p> <p>1.6. <i>Cognitive and Affective Growth</i>. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p> <p>1.7. <i>Cognitive and Affective Growth</i>. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p> <p>1.8. <i>Cognitive and Affective Growth</i>. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p> <p>2.4. <i>Learning Progress and Outcomes</i>. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p> <p>3.1. <i>Curriculum Planning</i>. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p>3.2. <i>Talent Development</i>. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p>3.3. <i>Talent Development</i>. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies</i>. Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum</i>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources</i>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools G/T English Language Arts Curriculum	
Unit Title: Utilizing a Range of Disciplines Research	Unit #: 6
Course or Grade Level: 8 th Grade	Length of Time: 6 weeks
Date Created: December 4, 2012	BOE Approval Date:
Pacing	May and June
Essential Questions	Reading <ul style="list-style-type: none"> • How is reading a speech, poem, or a script for a play different from performing it? • How do particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision?

	<ul style="list-style-type: none"> • How would you rate the effectiveness of the interpretation of a film or live production’s adaptation of a story or drama? <p>Writing</p> <ul style="list-style-type: none"> • Why is it important to gather, select, and organize information from a variety of print and technical sources to conduct research projects? • How do you use technology to produce and publish a writing piece? • Why is it important to integrate and evaluate content presented in diverse formats and media? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? • What is the purpose of investigation and research? • What are the skills of planning, thinking, and working independently and in a group? • How does one apply research techniques in completing projects? • How does one identify and complete divergent and convergent thinking problems?
Content	<p>Reading</p> <ul style="list-style-type: none"> • Poetry • Drama • Literary Genres • Literary Nonfiction • Irony/Suspense/Humor <p>Writing</p> <ul style="list-style-type: none"> • Expository Writing • Persuasive Writing • Narrative Writing • Holistic Scoring Rubric • Problem Solving and Critical Analysis
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Analyze various genres and subgenres of fiction and nonfiction (including poetry and drama). • Analyze how particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision. • Understand and analyze plot development. • Analyze the interpretation of a film or live production’s adaptation of a story or drama. <p>Writing</p> <ul style="list-style-type: none"> • Use technology to produce and publish a writing piece. • Integrate and evaluate content presented in diverse formats and media. • Gather, select, and organize information from a variety of print and technical sources to conduct research projects. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely. • Integrate multimedia and visual displays into presentations. • Recognize own special skills and limitations.

	<ul style="list-style-type: none"> • Set personal standards and goals appropriately to ability level. • Understand and identify own unique qualities in relationship to others as pertains to giftedness. • Identify and exhibit qualities and modalities of leadership. • Identify positive and negative influence on group dynamics. • Support a position acknowledging opposing views. • Apply rules for cooperative or whole class debate on a controversial issue. • Participate in an informal debate.
Assessments	<p>Reading</p> <ul style="list-style-type: none"> • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • Summative Writing Assessments (Expository, Persuasive, Narrative) • 6 point Writing Rubric • Presentation Rubrics • Long-Term research projects • Multi-media presentations (PowerPoint, SmartBoard) • Skits • Posters • Video
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Expository Pillar • Graphic Organizers • Notes templates • Chunking • Grouping • Direct instruction • Project Shadowing • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media • Science: Life, Physical and Earth • Health: Health and wellness issues • Math: Consumer math

Lesson resources / Activities	<p>Reading <i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Glossary of Literary and Reading Terms www.newseum.org Smart Board Activities</p> <p>Writing <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Media Center (Research and multimedia) Smart Board Activities <i>Scope Magazine</i> <i>Reader’s Theater</i> <i>Read Magazine</i> <i>Activating and Engaging Habits of Mind- Costa and Kallick</i> <i>Educating the Gifted Students in Middle School-Susan Rakow, Ph.D</i> <i>Philosophy for Kids – David A. White</i> <i>Student-Involved Assessment for Learning – Richard J. Stiggins</i> <i>Practical Strategies for the Classroom</i> <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach- Bureau of Education and Research</i></p>
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ELA Common Core Standards

Grade: Eight

Strand: Reading Standards for Literature 6-12 (RL)
Reading Standards for Informational Text 6-12 (RI)
Writing Standards 6-12 (W)
Speaking and Listening Standards 6-12 (SL)
Language Standards 6-12 (L)

Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language 	<p>RL8:1,2,3,4,5,6,7,9,10</p> <p>RI8: 1,2,3,4,5,6,7,8,9,10</p> <p>W8:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,7,8,9.a.b,10</p> <p>SL8: 1.a.b.c.d,2,3,4,5,6</p> <p>L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6</p> <p><i>NAGC Standards</i> 1.1. <i>Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. 1.2. <i>Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior. 1.3. <i>Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. 1.4. <i>Awareness of Needs.</i> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p>

<ul style="list-style-type: none"> • Vocabulary Acquisition and Use 	<p>1.6. <i>Cognitive and Affective Growth</i>. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p> <p>1.7. <i>Cognitive and Affective Growth</i>. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p> <p>1.8. <i>Cognitive and Affective Growth</i>. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p> <p>2.4. <i>Learning Progress and Outcomes</i>. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p> <p>3.1. <i>Curriculum Planning</i>. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p>3.2. <i>Talent Development</i>. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p>3.3. <i>Talent Development</i>. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies</i>. Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum</i>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources</i>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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