

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
Unit I: 6 Weeks  Social Justice  (Historical Fiction)  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	Author's choice: Why does it matter?  What makes a story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>POWER STANDARD RL.8.4-</b> 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.	I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language. I can analyze why authors choose specific words to evoke a particular meaning or tone.	<u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will analyze words and phrases in various pieces of text.  <u>Summative</u> Grade 8 Unit 1 Summative Assessment (multiple choice and OE/Short Constructed Response Question).	<b>6.2.8. A.3.a</b> Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.  <b>6.2.8. A.3.b</b> Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical	9.1.8.D.2 Demonstrate the ability to understand inferences.  9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
							civilizations.	
Unit I: 6 Weeks  Social Justice (Historical Fiction)  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	What do good readers do? Am I clear about what I just read? How do I know?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	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.	<b>POWER STANDARD- RL.8.2-</b> 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	I can identify and analyze the central idea/theme in text, whether it's stated explicitly or whether I have to infer to figure it out. I can connect the central idea/theme to my life and use it for "imaginative rehearsal" for something I've experienced or might experience in the future.	<u>Formative</u> Discuss the lessons learned in all of the literature pieces read throughout the unit. Highlight instances where these themes have surfaced in other past text, and discuss how this lesson can connect to students' lives. Students can keep a Reader's Response Journal, annotate text, discuss text with classmates, write summaries, etc. to help teacher monitor for understanding.		
Unit I: 6 Weeks  Social Justice (Historical Fiction)  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	What do good readers do? Am I clear about what I just read? How do I know?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	RL.7.7-Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by	I can explain the mental images that occur while reading (what I see and hear). I can compare (analyze the similarities) mental images I created while reading and the images presented in a media or staged version of the same text. I can contrast (analyze the differences mental images	<u>Formative-</u> Show a short clip and direct students to compare/contrast the media formats, fill out a Venn Diagram, write an OEQ, or complete a "viewer's response" journal. <u>Summative-</u> Show a	6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
				the director or actors.	I created while reading and the images presented in a media or staged version of the same text. I can identify various techniques used in media or staged versions of a text. I can analyze how various techniques used in media or staged versions of the text can add to or change the experience of the audience.	short clip and direct students to compare/contrast the media formats, fill out a Venn Diagram, write an OEQ, or complete a “viewer’s response” journal (for a grade).	civilizations.	
Unit I: 6 Weeks Social Justice  (Historical Fiction, Biographical Excerpts, and Speeches)  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of the ideas and details presented in text.	Read and comprehend complex literary and informational texts independently and proficiently.	<b>RI/L.8.10</b> -By the end of the year, read and comprehend literature and literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can recognize when the text I am reading is too easy or too difficult for me. I can choose reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult texts.	Students will read text that is increasingly more complex as the unit progresses. Lexile/reading levels for text will be determined to accomplish this standard.  <u>Summative</u> Text reading level in the Unit 1 Summative Assessment is 9.2.	<b>6.2.12.D.4.d</b> Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  <b>6.2.12. D.4.e</b> Compare how Allied countries responded to the expansionist actions of	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.D.2 Demonstrate the ability to understand inferences.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
							<p>Germany and Italy.</p> <p><b>6.2.12.D.4.g</b> Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”</p> <p><b>6.2.12.D.4.i</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term</p> <p><b>6.2.12. A.4.d</b> Assess government responses to incidents of ethnic cleansing and genocide. consequences of genocide for all</p>	

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
							involved	
Unit I: 6 Weeks  Social Justice  (Biographical Excerpts and Speeches)  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	Author’s choice: Why does it matter?  What makes a story a “great” story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>POWER STANDARD RL.8.4-</b> 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.	I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language. I can analyze why authors choose specific words to evoke a particular meaning or tone.	<u>Formative-</u> Show a short clip and direct students to compare/contrast the media formats, fill out a Venn Diagram, write an OEQ, or complete a “viewer’s response” journal.  <u>Summative-</u> Show a short clip and direct students to compare/contrast the media formats, fill out a Venn Diagram, write an OEQ, or complete a “viewer’s response” journal (for a grade).	SCI.7- 8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences  <b>6.2.8.B.4.g</b> Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations	9.1.8.B.1 Use multiple points of view to create alternative solutions  9.1.8. D.1 Employ appropriate conflict resolution strategies.
Unit I: 6 Weeks  Social Justice	What do good writers do? What’s my purpose and	Write arguments to support claims in an analysis of substantive topics	Write arguments to support claims in an	<b>POWER STANDARD W.8.1-</b> Write arguments to	I can choose a side of the argument and identify reasons that support my choice. I can present an	<u>Formative</u> Read speeches and view commercials and other	<b>6.2.8.A.3.b</b> Compare and contrast the rights and	9.1.8.A.1 Develop strategies to reinforce

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
<p>Persuasive: (letter, speech, or essay)</p> <p>Minor/Quick Writes: memoir, diary entry, self- reflection as character, eulogy</p> <p>ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks</p>	<p>how do I develop it?</p>	<p>or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>support claims with clear reasons and relevant evidence.</p>	<p>argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my side.</p>	<p>advertising examples to analyze for persuasive elements. Teacher can monitor student discussions and/or students can respond in a journal, a graphic organizer, or another form.</p> <p><u>Summative</u> Read a short piece of text and respond to an on-demand persuasive prompt (grade as a minor write).</p>	<p>responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations</p> <p><b>6.2.8.D.3.c</b> Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p>positive attitudes and productive behaviors that impact critical thinking and problem- solving skills</p>
<p>Unit I: 6 Weeks</p> <p>Social Justice</p> <p>Persuasive: letter, speech, and/or essay</p> <p>Minor/Quick Writes: memoir, diary entry, self- reflection as character, eulogy</p>	<p>What makes writing “clear”? What makes a difference? Final Produce: What does it tasks?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>W.8.4</b>-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. I can use organizational/formatting structures graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p>	<p><u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will identify and organize writing.</p>	<p>SCI-7- 8.5.1.8.C.2 - [Cumulative Progress Indicator] - Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills</p> <p>9.1.8.F.1 Demonstrate how</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks						<u>Summative</u> Write a clear, logical, organized letter demonstrating an understanding of persuasive elements.		productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
Unit I: 6 Weeks  Social Justice  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	Why do the rules of language matter?  Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>POWER STANDARD- L.8.1-</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can differentiate between the different types of nouns and explain how each might function in a sentence. I can identify verbs, modifiers, prepositions, use appropriate transitions, and use correct punctuation.	<u>Formative</u> DGP and grammar materials from Holt and Scholastic Scope.  <u>Summative</u> Grammar quiz, revising/editing in writing, etc.	6.2.8.D.3.a  Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills  9.1.8.D.2 Demonstrate the ability to understand inferences.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
Unit II: 6 Weeks  Mystery Unit  (Mysteries, Myths, Legends, and Folktales)  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	What do good readers do?  Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of ideas and details presented in text.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>POWER STANDARD- RL.8.1</b> -Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	I can define textual evidence (a “word-for- word” support format). I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text and answers that require an inference. I can analyze an author’s words and determine the textual evidence that most strongly supports both explicit and inferential questions.	<u>Formative</u> - Perform a close reading a piece of text and cite textual evidence that most appropriately supports their analysis.  <u>Summative</u> -Unit 2 Summative Assessment (multiple choice and OE/Short Constructed Response Question)	6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.	9.1.8.D.2 Demonstrate the ability to understand inferences.
Unit II: 6 Weeks  Mystery Unit  (Mysteries, Myths, Legends, Folktales)  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of the ideas and details presented in text.	Read and comprehend complex literary and informational texts independently and proficiently.	<b>RL/RI.8.10</b> -By the end of the year read and comprehend literature and literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can recognize when the text I am reading is too easy or too difficult for me. I can choose reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult texts.	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick	<b>6.2.12.D.4.d</b> Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  <b>6.2.12. D.4.e</b> Compare how Allied countries responded to the expansionist actions of	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills  9.1.8.D.2

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
						<p>writes, etc. the student will recognize the level of a text and effectively choose reading (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that strategies that will help student comprehension of difficult text.</p> <p><u>Summative</u> Unit 2 Summative Assessment.</p> <p>Text reading level in this assessment is 9.1.</p>	<p>Germany and Italy. <b>6.2.12.D.4.g</b> Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”</p> <p><b>6.2.12.D.4.i</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term</p> <p><b>6.2.12. A.4.d</b> Assess government responses to incidents of ethnic cleansing and genocide. consequences of genocide for all involved</p>	Demonstrate the ability to understand inferences.
<p>Unit II: 6 Weeks</p> <p>Mystery Unit (informational text with a forensic science focus)</p>	<p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>	To gain keener insight into the integration of knowledge of ideas, effective readers analyze and evaluate content, reasoning, and	Analyze how two or more texts address similar themes topics in order to build knowledge or to compare	<b>POWER STANDARD- RI.8.9-</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the	<p>I can analyze how authors interpret and emphasize different evidence when writing about the same topic.</p> <p>I can compare how two or more texts communicate the same topic.</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of</p>	<p>SCI.7-8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process,</p>	<p>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks		claims in diverse formats.	the approaches the authors take.	texts disagree on matters of fact or interpretation.		internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will explain and analyze how individuals, events and or ideas in a text affect one another and infer what would happen if an individual, event or idea where changed.  <u>Summative-Unit 2 Summative Assessment (multiple choice and OE/Short Constructed Response Question)</u>	make sense of, and learn from others' ideas, observations, and experiences  <b>6.2.8.D.4.e</b> Assess the demographic, economic, and religious impact of the plague on Europe.	9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
Unit II: 6 Weeks  Mystery Unit  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.	<b>POWER STANDARD- W.8.2-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.</b>	I can define narrative and describe the basic parts of plot. I can use narrative techniques to develop a storyline where one event logically leads to another. I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events.	<u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will identify and organize writing.  <u>Summative</u> Students will write a myth- based narrative for a major write grade.	8.5.1. B.3: Use qualitative and quantitative evidence to develop evidence-based arguments.	9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills.  9.1.8. B.1 Use multiple points of view to create alternative solutions.
Unit II: 6 Weeks  Mystery Unit  ADV-4-5 weeks PRO-5-6 weeks	Writing clearly: What makes a difference?  Final product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	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	I can recognize that a well-developed piece of writing requires more than one draft. I can apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting	<u>Formative</u> -On the whiteboard, show students a "1 <sup>st</sup> draft" of a piece of writing in need of revision. Direct kids to brainstorm	6.2.8.D.3.f  Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical	9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
ASI-6 weeks		and technology.	approach.	a new approach, focusing on how well purpose and audience have been addressed.	<p>details, etc.) with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. I can recognize when revision, editing, and rewriting are not enough, and I need to try a new approach.</p>	<p>alone, with a partner, and/or with a group, suggestions for improving the writing (sentence structure, more effective transitioning, more precise word choice, etc.). On the following day, include the revisions and work on “2<sup>nd</sup> draft.” Repeat the process a few more times until there is a “final” version. Direct students to compare/contrast the “1<sup>st</sup>” draft to the “final” one, note the improvements, and justify why these changes affected the piece in a positive way.</p> <p><u>Summative-</u></p>	societies.	group work goals within or outside the classroom

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
						Students will write a myth-based narrative for a major write grade.		
Unit II: 6 Weeks  Mystery Unit  ADV-4-5 weeks PRO-5-6 weeks ASI-6 weeks	When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Demonstrate understanding of word relationships and nuances in word meanings.	<b>POWER STANDARD</b> <b>L.8.5-Demonstrate</b> understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). I can distinguish between literal meaning (it means exactly what it says) and figures of speech (sometimes what you say is not exactly what you mean). I can recognize word relationships and use the relationships to further understand multiple words (e.g., sympathetic/apathetic). I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling).	<u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, illustrations etc. the student will identify and define figurative language, distinguish between literal language and figures of speech, recognize word relationships and use the		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.D.2 Demonstrate the ability to understand inferences.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
				(definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	I can analyze how certain words and phrases that have similar denotations (definitions) can have very different connotations (feelings).	relationships to understand multiple words, recognize the differences between denotative and connotative meanings and analyze how certain words and phrases that have similar denotations can have very different connotations.  <u>Summative</u> Unit 2 Summative Assessment.		
Unit II: 6 Weeks  Mystery Unit  ADV-4-5 weeks PRO-6 weeks ASI-6 weeks	Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>POWER STANDARD-L.8.1</b> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can identify and correct run-ons and fragments. I can identify and use correct verb tense. I can demonstrate verb consistency, use verb choice, avoid redundancy, and use correct agreement and parallelism in my writing.	<u>Formative</u> DGP and grammar materials from Holt and Scholastic Scope.  <u>Summative</u> Grammar quiz, revising/editing in writing, etc.		

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
Unit III: 6 Weeks  Weird Science, Sci Fi, and Fantasy  ADV-4-5 PRO-5-6 ASI-6	What do good readers do?  Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of ideas and details presented in text.	Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	<b>POWER STANDARD RL.8.3-</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.	I can identify particular lines of dialogue in a story or drama that propel the action, reveal aspects of a character, or provoke a decision. I can analyze how a particular line of dialogue in a story propels the action. I can analyze how a particular line of dialogue in a story provokes a decision.	<u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, illustrations etc. the student will identify how particular lines of dialogue propel the action, reveal aspects of a character, or provoke a decision.  <u>Summative</u> Unit 3 Summative Assessment (multiple choices).	<b>6.2.8.C.3.c</b> Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.D.2 Demonstrate the ability to understand inferences
Unit III: 6 Weeks Weird Science, Sci Fi, and Fantasy  ADV-4-5 PRO-5-6 ASI-6	What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of the ideas and details presented in text.	Read and comprehend complex literary and informational texts independently and proficiently.	<b>RL/RI.8.10-</b> By the end of the year read and comprehend literature and literary nonfiction in the grades 6-8 text complexity band	I can recognize when the text I am reading is too easy or too difficult for me. I can choose reading strategies (e.g., ask questions, make connections, take notes, make	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will recognize	<b>6.2.12.D.4.d</b> Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  <b>6.2.12. D.4.e</b> Compare how Allied countries	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
				proficiently, with scaffolding as needed at the high end of the range.	inferences, visualize, re-read) that will help me comprehend difficult texts.	the level of a text and effectively choose reading (e.g., ask questions, make notes, make inferences, visualize, re-read) that strategies that will help student comprehension of difficult text.  <u>Summative</u> Text in Unit 3 Summative Assessment is 8.5 reading level.	responded to the expansionist actions of Germany and Italy.  <b>6.2.12.D.4.g</b> Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”  <b>6.2.12.D.4.i</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term  <b>6.2.12. A.4.d</b> Assess government responses to incidents of ethnic cleansing and genocide. consequences of genocide for all involved	9.1.8.D.2 Demonstrate the ability to understand inferences.
Unit III: 6 Weeks  Weird Science, Sci Fi, and Fantasy  ADV-4-5	What do good readers do?  Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<b>POWER STANDARD RI.8.3- Analyze how a text makes connections among and distinctions between individuals,</b>	I can explain how the individuals, events, and/or ideas in a text affect one another. I can analyze connections and distinctions	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters,	<b>6.2.8.C.1.b</b> Determine the impact of technological advancements on hunter/gatherer and agrarian societies.  <b>6.2.8.C.4.a</b> Explain the interrelationships among	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
PRO-5-6 ASI-6				<b>ideas, or events.</b>	between individuals, events, and/or ideas in a text. I can analyze how an author makes connections between individuals, ideas, or events through comparisons.	quick writes, Post-It notes, etc. the student will define textual evidence and inference, explain how a reader uses textual evidence to reach a logical conclusion, read closely, and analyze author's words to find explicit and inferential answers.  <u>Summative</u> Unit 3 Summative Assessment.	improved agricultural production, population growth, urbanization, and commercialization.  <b>6.2.8.C.4.b</b> Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.	problem-solving skills  9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on
Unit III: 6 Weeks  Weird Science, Sci Fi, and Fantasy  ADV-4-5 PRO-5-6 ASI-6	What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>RI.8.2-</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I can define central idea (main point in a piece of writing). I can determine how an author's use of details conveys two or more central ideas in a text. I can analyze how supporting ideas contribute to the development of central ideas over the course of a text. I can define summary (a shortened	<u>Formative-</u> Write a summary of an informational text including the key supporting details and ideas.  <u>Summative</u> Unit 3 Summative Assessment.	<b>6.2.8.C.4.c</b> Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.	9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.  9.1.8. B.1 Use multiple points of view to create alternative solutions.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
					<p>version of the text that states its key points). I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p>			<p>9.1.8. C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</p> <p>9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
								individual or group work goals within or outside the classroom
Unit III: 6 Weeks  Weird Science, Sci Fi, and Fantasy  ADV-4-5 PRO-5-6 ASI-6	What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>POWER STANDARD W.8.2</b> -Write arguments to support claims with clear reasons and relevant evidence.	I can identify a topic that causes debate in society. I can choose a side of the argument and identify reasons that support my choice. I can determine the credibility of a source and the accuracy of details presented in the source. I can support my argument with textual evidence. I can acknowledge counterclaims in my argument. I can present my argument in a formal style that includes an introduction, supporting details with transitions, and	<u>Formative-</u> Argumentative essay  <u>Summative-</u> Argumentative essay.	Science-5.1.8.A.1: Demonstrate understanding and use interrelationships among central scientific concepts to revise explanations and to consider alternative explanations.	9.1.8. B.1 Use multiple points of view to create alternative solutions.  9.1.8.D.1 Employ appropriate conflict resolution strategies  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
					provide a concluding statement/section that supports my argument.			
Unit III: 6 Weeks  Weird Science, Sci Fi, and Fantasy  ADV-4-5 PRO-5-6 ASI-6	What makes writing “clear”? What makes a difference? Final Produce: What does it tasks?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>W.8.6</b> -Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively as well as to interact and collaborate with others.	I can identify technology (e.g., Word, Publisher, PowerPoint, Google Docs, etc.) that will help me compose, edit, and publish my writing. I can determine the most effective technology medium for presenting the relationships between information and ideas (e.g., connecting information I have gathered and my own ideas). I can use technology to produce and publish my writing. I can collaborate with peers, teachers, and other experts	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, peer to peer activities, checklists, etc. the student will identify technology, choose credible website for construction and publishing, create hyperlinks and use technology to site sources and collaborate with peer, teachers and other experts through technology to enhance writing. .  <u>Summative</u> Write and publish a work through the use of technologically based resources (e.g., Prezi, PowerPoint,	6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.  9.1.8.E.4 Determine the undesired consequences of unethical uses of

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
					through technology to enhance my writing.	Photo Story 3, GoAnimate.com, etc.) through the use of correct structure, grammar and mechanics.		media.
Unit III: 6 Weeks  Weird Science, Sci Fi, and Fantasy  ADV-4-5 PRO-5-6 ASI-6	What do good researchers do?  Why is “cutting and pasting” disadvantageous?  How do I effectively evaluate sources of information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	I can determine the credibility and accuracy of a source by reviewing who wrote it, when it was written, and why it was written. I can use search terms effectively to gather information needed to supports my research. I can define plagiarism (using someone else’s words/ideas as my own). I can determine when my research data or facts must be quoted (directly stated – “word for word”) in my	<u>Formative</u> -Give the students a topic and direct them to find resources with information on that subject. Discuss whether the chosen sources are credible and why/why not.  <u>Summative</u> -Direct kids to gather and use credible sources when writing a research-based argument essay.	6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
					<p>writing. I can avoid plagiarism by paraphrasing (putting in my own words) and/or summarizing my research findings. I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing.</p>			
<p>Unit III: 6 Weeks</p> <p>Weird Science, Sci Fi, and Fantasy</p> <p>ADV-4-5 PRO-5-6 ASI-6</p>	<p>Why write? What do good writers do?</p>	<p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>W.8.10</b>-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>I can recognize that different writing tasks (e.g., journal, reflection, research) require varied time frames to complete. I can determine a writing format/style to fit my task, purpose, and/or audience. I can write for a variety of</p>	<p>Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, the writing process through quick writes and process papers, etc. the student will recognize writing tasks, determine writing format/style for</p>		<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
					reasons (e.g., to inform, persuade, describe, and entertain/convey an experience).	task/purpose/audience, and write to inform, persuade, describe, entertain/convey and experience.		
Unit III: 6 Weeks  Weird Science, Sci Fi, and Fantasy  ADV-4-5 PRO-5-6 ASI-6	Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>POWER STANDARD-L.8.1-</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can identify types of sentences and use them effectively to make my writing clearer and more concise.	<u>Formative</u> DGP and grammar materials from Holt and Scholastic Scope.  <u>Summative</u> Grammar quiz, revising/editing in writing, etc.		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understanding s	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
Unit IV: 6 Weeks  Discoverers, Creators, and Innovators (Realistic Fiction and Poetry)  ADV-4-5 PRO-5-6 ASI-6	What do good readers do?  Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>POWER STANDARD RL.8.4-</b> Determining 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 text.	I can define various forms of figurative language. I can distinguish between literal language and figurative language. I can analyze why authors choose specific words to evoke a particular meaning or tone.	<u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will write using evidence from the text and making a connection through the use of correct structure, grammar and mechanics.  <u>Summative</u> Unit 4 Summative Assessment.	<b>6.2.8.D.2.c</b>  Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.	9.1.8.D.2 Demonstrate the ability to understand inferences.  9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills
Unit IV: 6 Weeks	What do good readers do? Am	Effective readers use a	Read closely to determine what the	<b>POWER STANDARD-RL.8.1-</b>	I can define textual evidence (a “word-for-	<u>Formative</u> Using a variety	<b>6.2.8.D.2.c</b> Analyze the	9.1.8.A.1 Develop

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understanding s	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
Discoverers, Creators, and Innovators (Realistic Fiction and Poetry)  ADV-4-5 PRO-5-6 ASI-6	I clear about what I just read? How do I know?	variety of strategies to make sense of key ideas and details presented in text.	text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	word” support format). I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text and answers that require an inference. I can analyze an author’s words and determine the textual evidence that most strongly supports both explicit and inferential questions.	of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, re- writes, etc. the student will identify and explain how the elements of a story or drama interact and effect other elements.  <u>Summative</u> Unit 4 <u>Summative</u> <u>Assessment.</u>	factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.	strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills
Unit IV: 6 Weeks  Discoverers, Creators, and Innovators	What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of the ideas and details presented in	Read and comprehend complex literary and informational texts independently and proficiently.	<b>POWER STANDARD RL/RI.8.10</b> -By the end of the year, read and comprehend literature and literary nonfiction in the grades 6-8 text	I can recognize when the text I am reading is too easy or too difficult for me. I can choose reading strategies (e.g., ask questions, make connections, take notes,	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations,	<b>6.2.12.D.4.d</b> Analyze the extent to which the legacy of World War I, the global depression, ethnic	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understanding s	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
(Realistic Fiction and Poetry)  ADV-4-5 PRO-5-6 ASI-6		text.		complexity band proficiently, with scaffolding as needed at the high end of the range.	make inferences, visualize, re-read) that will help me comprehend difficult texts.	the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will recognize the level of a text and effectively choose reading (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that strategies that will help student comprehension of difficult text.  <u>Summative</u> Text in summative assessment is 8.5 reading level.	and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  <b>6.2.12.D.4.e</b> Compare how Allied countries responded to the expansionist actions of Germany and Italy.  <b>6.2.12.D.4.g</b> Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”  <b>6.2.12.D.4.i</b> Compare and contrast the actions of individuals as perpetrators,	that impact critical thinking and problem-solving skills  9.1.8.D.2 Demonstrate the ability to understand inferences.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understanding s	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
							bystanders, and rescuers during events of persecution or genocide, and describe the long-term  <b>6.2.12.A.4.d</b> Assess government responses to incidents of ethnic cleansing and genocide. consequences of genocide for all involved	
Unit IV: 6 Weeks  Discoverers, Creators, and Innovators (Biographies and Informational text)  ADV-4-5 PRO-5-6 ASI-6	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<b>RI.8.9</b> -Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	I can recognize that authors present information differently based on their point of view. I can analyze how authors interpret and emphasize different evidence when writing about the same topic. I can compare (analyze the similarities) how two authors communicate the same topic. I can contrast (analyze the differences) how	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will	<b>6.2.8.B.4.e</b> Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.B.1 Use multiple

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understanding s	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
					<p>two authors communicate the same topic. I can describe how one author’s interpretation of a topic can be different from another author’s depending on the facts he/she chooses to emphasize</p>	<p>recognize, analyze, compare/contrast differing points of view depending upon the facts that are emphasized.</p> <p><u>Summative</u> Unit 4 Summative Assessment.</p>	<p>current environmental challenges.</p>	<p>points of view to create alternative solutions</p>
<p>Unit IV: 6 Weeks</p> <p>Discoverers, Creators, and Innovators</p> <p>ADV-4-5 PRO-5-6 ASI-6</p>	<p>What do good writers do? What’s my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of relevant content.</p>	<p><b>POWER STANDARD W.8.2-</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>I can select a topic and identify and gather relevant information (e.g, facts, definitions, details, and quotations, examples) to share with my audience. I can define common organizational/formatting structures and determine the structure(s) that will allow me to organize my information best. I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s). I can present my</p>	<p><u>Formative-</u> Paragraph response to quote related to innovation (unit Do Now).</p> <p><u>Summative-</u> Analytical (explanatory) essay based on quote related to innovation.</p>	<p>Science-5.1.8.A.1: Demonstrate understanding and use interrelationships among central scientific concepts to revise explanations and to consider alternative explanations.</p>	<p>9.1.8. B.1 Use multiple points of view to create alternative solutions.</p> <p>9.1.8.D.1 Employ appropriate conflict resolution strategies</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understanding s	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
					information in a formal style that includes an introduction, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented.			to realizing individual or group work goals within or outside the classroom
Unit IV: 6 Weeks  Discoverers, Creators, and Innovators  ADV-4-5 PRO-5-6 ASI-6	What do good researchers do? “Cut and Paste:” What’s the problem?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<b>W.8.7</b> -Conduct short research projects to answer a question, including a self-generate question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	I can determine the credibility and accuracy of a source by reviewing who wrote it, when it was written, and why it was written (to check for bias, i.e.). I can use search terms effectively to gather information needed to support my research	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, the writing process through quick writes and process papers, etc. the student will define, focus, and analyze research, choose	6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understanding s	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
						sources, gather information to answer a research question and generate additional questions to further investigate my research.  <u>Summative</u> Write a research paper to answer a research question through the use of correct structure, grammar and mechanics.		goals within or outside the classroom
Unit IV: 6 Weeks  Discoverers, Creators, and Innovators  ADV-4-5 PRO-5-6 ASI-6	What do good researchers do?  Why is “cutting and pasting” disadvantageous?  How do I effectively evaluate sources of information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can define textual evidence (“word for word” support). I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and research.	<u>Formative</u> -In response to a close reading, students need to respond to the text in writing and use “word for word” textual support. With a partner, a small group, or in a	6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understanding s	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
		sources.				<p>conference with the teacher, students can justify why they chose the particular support and, upon reflection, whether it was the most effective support for the task.</p> <p><u>Summative-</u> Direct students to read another piece of cold text and respond in writing using “word for word” support.</p>		<p>solving skills</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom</p>
<p>Unit IV: 6 Weeks</p> <p>Discoverers, Creators, and Innovators</p> <p>ADV-4-5 PRO-5-6 ASI-6</p>	<p>Why do the rules of language matter? Communicating clearly: What does it take?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>POWER STANDARD L.8.1-</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>I can identify and use verbal phrases in my writing. I can identify types of clauses (noun, adjective, adverb, and independent vs. dependent) and use them effectively to make my writing clearer and more concise.</p>	<p><u>Formative</u> DGP and grammar materials from Holt and Scholastic Scope.</p> <p><u>Summative</u> Grammar quiz, revising/editing in writing, etc.</p>	<p>6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understanding s	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
								skills  9.1.8.F.1 Demonstrate how productivity and accountabilit y contribute to realizing individual or group work goals within or outside the classroom

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
<p>Unit V: 6 Weeks</p> <p>Don't Stand Idly By (Drama)</p> <p>ADV-4-5 PRO-5-6 ASI-6</p>	<p>What do good readers do? Am I clear about what I just read? How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>POWER STANDARD- RL.8.1</b>-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can define textual evidence (a “word-for- word” support format). I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text and answers that require an inference. I can analyze an author’s words and determine the textual evidence that most strongly supports both explicit and inferential questions.</p>	<p><u>Formative</u>-Perform a close reading a piece of text and cite textual evidence that most appropriately supports their analysis.</p> <p><u>Summative</u>-Unit 5 Summative Assessment (multiple choice and OE/Short Constructed Response Question)</p>	<p><b>6.2.8.A.3.b</b> Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p><b>6.2.8.A.3.c</b> Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p><b>6.2.8.A.3.d</b> Compare and contrast the</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
							<p>roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.</p> <p><b>6.2.8.A.3.e</b> Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p>	
<p>Unit V: 6 Weeks  Don't Stand Idly By (Drama)</p>	<p>What do good readers do? Am I clear about what I just read?</p>	<p>Effective readers use a variety of strategies to make sense of</p>	<p>Read and comprehend complex literary and informational texts independently</p>	<p><b>POWER STANDARD RL/RI.8.10-</b> By the end of the year, read</p>	<p>I can recognize when the text I am reading is too easy or too difficult for me. I can choose reading</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to</p>	<p><b>6.2.12.D.4.d</b> Analyze the extent to which the legacy of World War I,</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
ADV-4-5 PRO-5-6 ASI-6	How do I know?	the ideas and details presented in text.	and proficiently.	and comprehend literature and literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult texts.	classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will recognize the level of a text and effectively choose reading (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that strategies that will help student comprehension of difficult text.  <u>Summative</u> Text in Unit 5 Summative Assessment is 9.0 reading level.	the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  <b>6.2.12. D.4.e</b> Compare how Allied countries responded to the expansionist actions of Germany and Italy.  <b>6.2.12.D.4.g</b> Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”	attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.D.2 Demonstrate the ability to understand inferences.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
							<p><b>6.2.12.D.4.i</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term</p> <p><b>6.2.12. A.4.d</b> Assess government responses to incidents of ethnic cleansing and genocide. consequences of genocide for all involved</p>	

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
Unit V: 6 Weeks  Don't Stand Idly By (Informational articles, memoirs, personal narratives, and autobiographies)  ADV-4-5 PRO-5-6 ASI-6	Author's choice: Why does it matter? What makes a story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Assess how point of view or purpose shapes the content and style of a text.	<b>POWER STANDARD RI.8.6-</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words. I can recognize how the points of view of characters and audience or reader can be different. I can analyze how differing points of view can create various effects (e.g., dramatic irony – When the audience or reader knows something that the characters do not, the text can be suspenseful or humorous).	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will define, determine, explain, analyze an author's point of view.  <u>Summative</u> Unit 5 Summative Assessment.	<b>6.2.8.D.4.b</b> Analyze how religion both unified and divided people	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom .
Unit V: 6 Weeks  Don't Stand Idly By (Informational articles, memoirs,	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content,	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.8.7- Analyze the extent to which a filmed or live production of a story or drama stays	I can compare and contrast a filmed or live production of a story or drama and the original text or script. I can identify various techniques used in a filmed or live production	Students will watch a film version of something they read and compare/contrast in a Venn, an essay, a Viewer's	6.2.8.D.4.b Analyze how religion both unified and divided people	9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
personal narratives, and autobiographies)  ADV-4-5 PRO-5-6 ASI-6		reasoning, and claims in diverse formats.		faithful to or departs from the text or script, evaluating the choices made by the director or actors.	of a story	Response Journal, etc.		individual or group work goals within or outside the classroom
Unit V: 6 Weeks  Don't Stand Idly By (Informational articles, memoirs, personal narratives, and autobiographies)  ADV-4-5 PRO-5-6 ASI-	What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<b>POWER STANDARD W.8.3</b> -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	I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution). I can engage the reader by introducing the narrator, (first, second or third person point of view), characters, setting (set the scene), and the event that starts the story in motion. I can use narrative techniques to develop (dialogue, pacing, and descriptive) to develop a story line where one event logically leads to another. I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events (visualize).	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, the writing process through quick writes and process papers, etc. the student will define narrative, engage reader by introducing narrator that introduces setting and events, uses dialogue, pacing and description to develop a logical story line, use sensory details to engage the reader and create	6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem- solving skills

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
				<p>event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques such as dialogue, pacing, and description, to techniques, such as develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive</p>	<p>I can signal changes in time and place by using transitions words, phrases, and clauses.</p> <p>I can write a conclusion that reflects on the experiences/events and provides a sense of closure (ties up all the loose ends and leaves the reader satisfied).</p>	<p>visualizations, signal changes in time and place with transitional words, phrases and clauses, write logical conclusion that reflects on the experiences/events and provides a sense of closure.</p> <p><u>Summative</u> Write a memoir that allows students to reflect on a turning point or another moment in their life thus far.</p>		

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
				details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.				
Unit V: 6 Weeks  Don't Stand Idly By (Informational articles, memoirs, personal narratives, and autobiographies)  ADV-4-5 PRO-5-6 ASI-	What makes writing "clear"? What makes a difference? Final Produce: What does it tasks?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.8.4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can identify the writing style that best fits my task, purpose, and audience. I can use organizational/formatting structures graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.	<u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, and journal writes, lit letters, quick writes, etc. the student will identify and organize writing.  <u>Summative</u> Write a clear, logical, organized	6.2.8. D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.  9.1.8.F.1 Demonstrate how productivity and accountability

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
						memoir, revise and edit, and produce a final draft.		contribute to realizing individual or group work goals within or outside the classroom
Unit V: 6 Weeks  Don't Stand Idly By (Informational articles, memoirs, personal narratives, and autobiographies)  ADV-4-5 PRO-5-6 ASI-6	Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>POWER STANDARD L.8.1-</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can identify homonyms, idioms, and colloquialisms. I can use them to make my writing clearer and more concise.	<u>Formative</u> DGP and grammar materials from Holt and Scholastic Scope.  <u>Summative</u> Grammar quiz, revising/editing in writing, etc.	6.2.8. D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
<p>Unit VI: 6 Weeks</p> <p>Teacher’s Choice/Independ ent Study Unit (Poetry, realistic fiction text with a “coming of age” or “looking towards the future” theme)</p> <p>ADV-4-5 PRO-5-6 ASI-6</p>	<p>Author’s Choice: What does it matter? What makes a good story a “great” story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>POWER STANDARD RL.8.6</b>-Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects.</p>	<p>I can classify the various points of view as: first-person (I), second person (you), third person (he, she, or it), third person limited (outside narrator knowing thoughts of one character), and third person omniscient (outside narrator knowing thoughts of all characters). I can analyze how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words. I can explain why authors choose different points of view in a text ( first person gives the reader insights into his/her own thoughts, second person draws the reader into the story by talking directly to them, and third person omniscient allows the</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will classify, analyze, explain and contrast the points of view of characters or narrators presented in a text.</p> <p><u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice,</p>	<p><b>6.2.12.D.4.d</b> Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p><b>6.2.12. D.4.e</b> Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p> <p><b>6.2.12.D.4.g</b> Analyze the role of nationalism and</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
					<p>reader to know all the thoughts of all characters). I can contrast the points of view of different characters or narrators in a text.</p>	<p>true false, short answer, etc.), create a project (e.g., illustration, poster, model, computer generated work, etc.) or write an OEQ contrasting the differences between the points of view of characters or narrators presented in a text using evidence from the text through the use of correct structure, grammar and mechanics.</p>	<p>propaganda in mobilizing civilian populations in support of “total war”</p> <p><b>6.2.12.D.4.i</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term</p> <p><b>6.2.12. A.4.d</b> Assess government responses to incidents of ethnic cleansing and genocide. consequences of genocide for all involved.</p>	

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
Unit VI: 6 Weeks  Teacher’s Choice/Independ ent Study Unit  ADV-4-5 PRO-5-6	What do good readers do? Can I comprehend what I’m reading? Do I use active reading strategies to measure my understandin g?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>POWER STANDARD RI.8.2-</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I can define central idea (main point in a piece of writing). I can determine how an author’s use of details conveys two or more central ideas in a text. I can analyze how supporting ideas contribute to the development of central ideas over the course of a text. I can define summary (a shortened version of the text that states its key points). I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.	<u>Formative-</u> Write a summary of a shared biography including the key supporting details and ideas.  <u>Summative-</u> Write a summary of a common biography read independently. Include the key supporting details and ideas as well as the theme.	<b>6.2.12.D.4.d</b> Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  <b>6.2.12. D.4.e</b> Compare how Allied countries responded to the expansionist actions of Germany and Italy.  <b>6.2.12.D.4.g</b> Analyze the role of nationalism and propaganda in	9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.  9.1.8.B.1 Use multiple points of view to create alternative solutions.  9.1.8. C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.  9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
							<p>mobilizing civilian populations in support of “total war”</p> <p><b>6.2.12.D.4.i</b> Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide. consequences of genocide for all involved</p>	<p>carrying out different tasks, assignments, and projects.</p> <p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
Unit VI: 6 Weeks  Teacher’s Choice/Independ ent Study Unit (Real-world or Career-related Informational Text)  ADV-4-5 PRO-5-6 ASI-6	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>POWER STANDARD- RI.8.8</b> -Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	I can identify the side of an argument an author presents in a text. I can determine the credibility of the author and his/her purpose. I can identify claims that are supported by facts and those that are opinion. I can recognize when an author introduces irrelevant evidence to his/her argument.	<u>Formative</u> Students will read a variety of text throughout the unit, which will prompt debate. They will analyze the arguments, counterargumen ts, author’s purpose, credibility through cooperative discussion, individual responses, debates, projects using technology, journal responses, annotation of text, and other activities in which teachers can monitor understanding.		
Unit VI: 6 Weeks  Teacher’s Choice/Independ ent Study Unit	Author’s choice: why does it matter?  How does text structure	Analyzing texts for structure, purpose, and viewpoint allows an effective	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,	R.I.8.5-Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and	I can analyze a text and determine an author’s organizational structure.  I can explain how authors organize text	<u>Formative-</u> Perform a close reading of a piece of text and model for students how a particular text	6.1.12.A.11.e Assess the responses of the United States and other nations to the violation	9.1.8.D.2 Demonstrate the ability to understand inferences.  9.1.8.D.1 Employ

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
ADV-4-5 PRO-5-6	and the role of particular sentences within text affect the author’s purpose for writing, the author’s other writing choices, and the reader’s ability to understand the text and gain insight?	reader to gain insight and strengthen understanding.	chapter, scene, or stanza) relate to each other and the whole.	refining a key concept.	and how the individual parts of a text (e.g., sections, chapters, appendixes) contribute to the overall development of ideas.	<p>structure illustrates an author’s purpose for writing. Direct kids to identify (highlight, circle, underline, etc.) key words that signal a particular text structure (“Similarly…” for comparing, e.g.).</p> <p><u>Summative-</u> Students should read a piece of cold text and identify text structure, signal words that support that text structure, main idea, and author’s purpose for writing.</p>	of human rights that occurred during the Holocaust and other genocides.	appropriate conflict resolution strategies

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
Unit VI: 6 Weeks  Teacher’s Choice/Independ ent Study Unit  ADV-4-5 PRO-5-6	What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of the ideas and details presented in text.	Read and comprehend complex literary and informational texts independently and proficiently.	<b>POWER STANDARD RI.8.10</b> -By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can recognize when the text I am reading is too easy or too difficult for me. I can choose reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult texts.	<u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, journal writes, lit letters, quick writes, etc. the student will recognize the level of a text and effectively choose reading (e.g., ask questions, make connections, take notes, make inferences, visualize, re- read) that strategies that will help student comprehension of difficult text.  <u>Summative</u>	6.2.12. D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  6.2.12. D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.  6.2.12.D.4.g Analyze the role of nationalism and propaganda in	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills  9.1.8.D.2 Demonstrate the ability to understand inferences.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
						Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, true false, short answer, etc.), or create a project (e.g., illustration, poster, model, or computer generated work, etc.) to evaluate student comprehension of difficult text.	mobilizing civilian populations in support of “total war”  6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term  6.2.12. A.4.d Assess government responses to incidents of ethnic cleansing and genocide. consequences of genocide for all involved	
Unit VI: 6 Weeks Teacher’s	What do good writers do? What’s my purpose	Writing should be purposely focused,	Writing informative/explanatory texts to examine and convey complex	<b>POWER STANDARD W.8.2</b> -Write informative/explanat	I can select a topic and identify and gather relevant information (e.g,	<u>Formative-Biographical</u> summary	Science- 5.1.8.A.1: Demonstrate understanding	9.1.8. B.1 Use multiple points of view to create alternative

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
<p>Choice/Independent Study Unit</p> <p>ADV-4-5 PRO-5-6</p>	<p>and how do I develop it?</p>	<p>detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>ideas and information clearly and accurately through the effective selection, organization, and analysis of relevant content.</p>	<p>ory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify</p>	<p>facts, definitions, details, and quotations, examples) to share with my audience.</p> <p>I can define common organizational/formatting structures and determine the structure(s) that will allow me to organize my information best.</p> <p>I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s).</p> <p>I can present my information in a formal style that includes an introduction, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information</p>	<p><u>Summative-Biographical Profile</u></p>	<p>and use interrelationships among central scientific concepts to revise explanations and to consider alternative explanations.</p>	<p>solutions.</p> <p>9.1.8.D.1 Employ appropriate conflict resolution strategies</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
				<p>the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	presented.			
<p>Unit VI: 6 Weeks</p> <p>Teacher’s Choice/Independ ent Study Unit</p> <p>ADV-4-5 PRO-5-6</p>	<p>What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.</p>	<p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>POWER STANDARD SL.8.6-</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p>	<p>I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal). I can determine speaking tasks that will require a formal structure. I can compose a formal speech that demonstrates a command of grade 8 Language standards.</p>	<p><u>Formative</u> Using a variety of classroom activities including but not limited to classroom observations, the utilization of internet resources, graphic organizers, peer to peer activities, checklists, etc. the student will</p>	<p>SCI.7-8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of and learn from others' ideas, observations, and experiences</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
						<p>identify a variety of reasons for speaking (e.g., information, formal, and informal) and determine speaking tasks that will require a formal structure, compose a formal speech.</p> <p><u>Summative</u> Create a formal speech that demonstrates a command of grade 7 Language standards.</p>		<p>realizing individual or group work goals within or outside the classroom</p>
<p>Unit VI: 6 Weeks</p> <p>Teacher’s Choice/Independent Study Unit</p> <p>ADV-4-5 PRO-5-6</p>	<p>When a word doesn’t make sense, what can I do? How do I use what I know to figure out what I don’t know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use</p>	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>POWER STANDARD L.8.6-</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word</p>	<p>I can recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say relatively simple things, e.g., saunter instead of walk.) and domain-specific words and</p>	<p><u>Formative</u> Through a variety of classroom activities including but not limited to classroom observations, the utilization of internet</p>	<p>6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts,</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills</p>

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
		vocabulary.		or phrase important to comprehension or expression.	phrases (Tier 3 words are specific to content knowledge, e.g., lava legislature, carburetor). I can acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression.	resources, graphic organizers, journal writes, lit letters, the writing process through quick writes and process papers, etc. the student will recognize, acquire and use grade appropriate academic and domain specific words/phrases to increase comprehension and expression.  <u>Summative</u> Take a quiz/test (e.g., read passage and respond to a variety questioning techniques i.e. multiple choice, true false, short answer, etc.) or create a project (e.g., illustration, poster, model,	imperialism, and traditional political or economic rivalries caused World War II.  6.2.12. D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.  6.2.12.D.4.g Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”  6.2.12.D.4.i Compare and contrast the actions of individuals as	9.1.8.D.2 Demonstrate the ability to understand inferences.

Hillsborough Township Public Schools  
Grade 8

LAL Curriculum Map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
						<p>or computer generated work, etc.) to evaluate student comprehension of academic and domain specific words.</p>	<p>perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide. consequences of genocide for all involved</p>	