Unit Title: Suspense!
Essential / Guiding Question(s):   **What attracts us to stories of suspense?**
Content   **Texts:**   ● "Let 'Em Play God" by Alfred Hitchcock (essay)   ● "The Monkey's Paw" by W.W. Jacobs (short story)   ● *Sorry, Wrong Number* by Lucille Fletcher (drama)   ● "Violence in the Movies" by StudySync (pro-con/op-ed)   ● *A Night to Remember* by Walter Lord (narrative nonfiction excerpt)   ● *Cujo* by Stephen King (novel excerpt)   ● *Lord of the Flies* by William Golding (novel excerpt)   ● *Ten Days in a Mad-House (Chapter IV)* by Nellie Bly (narrative nonfiction excerpt)   ● "The Tell-Tale Heart" by Edgar Allan Poe (short story)   ● "Annabel Lee" by Edgar Allan Poe (poem)   ● "The Bells" by Edgar Allan Poe (poem)   **Full-Text Study (optional):**   ● *A Night to Remember* by Walter Lord   ==Exemplar Texts (Recommended):==   ● "Let 'Em Play God" by Alfred Hitchcock (essay)   ● "The Monkey's Paw" by W.W. Jacobs (short story)   ● "Violence in the Movies" by StudySync (pro-con/op-ed)   ● "The Tell Tale Heart" by Edgar Allan Poe (short story)   ● "Annabel Lee" by Edgar Allan Poe (poem)

Gloucester Township School District
Grade 8 ELA Unit 1: MP 1
Suspense!

Key Reading Skills	Key Grammar Skills	Key Vocabulary	Key Writing Skills	Extended Writing Project
- Author's Purpose - Point of View - Theme - Story Elements - Plot - Textual Evidence - Character - Poetic Elements - Word Meaning - Greek/Latin Affixes and Roots	- Commonly Confused Words - Verb Moods	- See Marking Period #1 Vocabulary List 8th Grade Vocabulary Resources 2018 Vocabulary Handbook	- Organizing Narrative Writing - Writing Introductions - Narrative Techniques and Sequencing - Descriptive Details - Writing Dialogue - Writing Conclusions - Writing Transitions	Students will write a suspenseful narrative using the exemplar texts and writing skills learned throughout the unit. Teacher Edition: p. 369 Student Edition: p. 79

Stage 2: Assessment Evidence

Performance Task(s):
- Extended Writing Project
  - Suspenseful Narrative
  - Short Suspenseful Screenplay (optional)
- Optional Research Project
  - Available to view online
    - Enter Core ELA
    - Click Unit 1: Suspense! Core ELA Unit
    - Click **Research** on left sidebar
- Alternative Assessment
  - Watch *Rope* (Alfred Hitchcock) and compare the film to "Let 'Em Play God"

Other Evidence:
- Vocabulary Quizzes and Tests
  - 8th Grade Vocabulary Resources
- Comprehension Quizzes (StudySync)
- Think Questions
- Close Reads/Annotations
- Writing Prompts (Prose Constructed Responses)
- Independent Reading

New Jersey Student Learning Standards

Standards & **Indicators:**

Progress Indicators for Reading Literature

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

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

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

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

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

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

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

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Progress Indicators for Reading Informational Text

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

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

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

key concept.

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

RI.8. lO. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Writing

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
    A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
    B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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

    A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences,
       events, and/or characters.
    C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
    D. Use precise words and phrases, relevant descriptive 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.

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

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

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

X   Draw evidence from literary or informational texts to support analysis, reflection, and research.
   Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modem work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

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

Progress Indicators for Speaking and Listening

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

    A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

    B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

    C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

    D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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

Progress Indicators for Language

L.8.**l.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular
      sentences.
   B. Form and use verbs in the active and passive voice.
   C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   B. Use an elipsis to indicate an omission.
   C. Spell correctly.

   D. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content,* choosing flexibly from a
      range of strategies.
      • Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)
        as a clue to the meaning of a word or phrase.
      • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.,
         precede, recede, secede).
      • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or
        determine or clarify its precise meaning or its part of speech.
      • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a
        dictionary).

   E. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
      • Interpret figures of speech (e.g. verbal irony, puns) in context.
      • Use relationships between particular words to better understand each of the words.

   F. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when
      considering a word or phrase important to comprehension or expression.

Progress Indicators for Career Ready Practices

CRPl.   Act as a responsible and contributing citizen and employee.
CRP2.   Apply appropriate academic and technical skills.

CRP4.   Communicate clearly and effectively and with reason.

CRP6.   Demonstrate creativity and innovation.

CRP7.   Employ valid and reliable research strategies.

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

CRP9.   Model integrity, ethical leadership and effective management.

CRPU. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Progress Indicators for Educational Technology

8.1   Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

   A.   Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
      o   8. l.8.A. l: Demonstrate knowledge of a real world problem using digital tools.
      o   8. l.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
   B.   Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
      o   8.1.P.B.l: Create a story about a picture taken by the student on a digital camera or mobile device.
      o   8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.
   C.   Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D. l: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2: Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4: Assess the credibility and accuracy of digital content.

8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Central Idea/ Enduring Understanding:

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex

stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Writers share infonnation, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post- secondary setting, as well as the workplace, requires effective communication.

The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.

The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.

Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.

Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.

Technology can have positive or negative impact on both users and those affected by their use. Technology can be used in a variety of ways for

learning and collaboration.

Technology is constantly changing and requires continuous learning of new skills.

Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.

Stage 3: Learning Plan

Learning Opportunities/ Strategies
Instructional Path

==Recommended Exemplar Texts==

==The Big Idea==
- **Blast**: Suspense! Lesson Plan; Student Model

==“Let 'Em Play God” by Alfred Hitchcock (essay)==
   Student Companion pp. 4-8; 5 minute audio
- First Read: Lesson Plan
- **Skill**: Author's Purpose and Author's Point of View Lesson Plan
- **Skill**: Word Meaning Lesson Plan
- Close Read: Lesson Plan and Student Model
- **StudySync Resources**: Access Handouts; Vocabulary
- **External Resources**: *Rope* (Alfred Hitchcock film; 1 hour 20 min.); The Difference Between Mystery and Suspense (Alfred Hitchcock; 2 minute clip)

==“The Monkey's Paw” by W.W. Jacobs (short story)==
   Student Companion pp. 9-22; 26 minute audio
- First Read: Lesson Plan; **StudySync TV**: 4 minutes
- **Skill**: Theme Lesson Plan
- **Skill**: Story Elements Lesson Plan
- Close Read: Lesson Plan
- **Blast**: Make a Wish Lesson Plan
- **StudySync Resources**: Access Handouts; Vocabulary
- **External Resources**: *The Monkey's Paw* (30 min. film)

Sorry, Wrong Number **by Lucille Fletcher (drama)**
   Student Companion pp. 23-27; 4 minute audio
- First Read: Lesson Plan; **StudySync TV**: 5 minutes
- **Skill**: Textual Evidence Lesson Plan
- **Skill**: Plot Lesson Plan
- Close Read: Lesson Plan

- **StudySync Resources**: Access Handouts; Vocabulary
- **External Resources**: Radio Version of *Sorry, Wrong Number* (27 min.)

"Violence in the Movies" (point/counterpoint essay)
> Student Companion pp. 28-33; 9 minute audio
- First Read: Lesson Plan
  - Grammar: Words Often Confused
- **Skill**: Author's Purpose & Author's Point of View Lesson Plan
- Close Read: Lesson Plan; Graphic Organizer; Student Model
- **Blast**: Food for Thought Lesson Plan
- **StudySync Resources**: Access Handouts; Vocabulary
- **External Resources**: "Do Video Games Cause Violence?" (Newsela Article)

A Night to Remember **by Walter Lord (narrative nonfiction excerpt)**
> Student Companion pp. 34-39; 8 minute audio
- First Read: Lesson Plan; **StudySync TV**: 6 minutes
- **Skill**: Author's Purpose & Author's Point of View Lesson Plan
- Close Read: Lesson Plan
- **Blast**: How They Saw It Lesson Plan
- **StudySync Resources**: Access Handouts; Vocabulary
- **External Resources**: *Titanic: The Facts Told by the Real Survivors* (9 min. YouTube clip);

Cujo **by Stephen King (fiction excerpt)**
> Student Companion pp. 40-45; 9 minute audio
- First Read: Lesson Plan
- **Skill**: Textual Evidence Lesson Plan
- Close Read: Lesson Plan
- **Blast**: Are You a Smart Consumer? Lesson Plan
- **StudySync Resources**: Access Handouts; Vocabulary
- **External Resources**: *Cujo* (3 min. clip of scene from text)

Lord of the Flies **by William Golding (fiction excerpt)**

Student Companion pp. 46-52; 7 minute audio
- First Read: Lesson Plan; **StudySync TV**: 8 minutes
- **Skill**: Theme Lesson Plan
- **Skill**: Character Lesson Plan
- Close Read: Lesson Plan
- **Blast**: Follow the Leader Lesson Plan
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources**: "Whoever holds the Conch Gets to Speak" (3 min. clip of scene from text); "What Makes Good People do Bad Things?" (CommonLit article with questions)

Ten Days in a Mad-House (Chapter IV) **by Nellie Bly (narrative nonfiction excerpt)**
Student Companion pp. 53-59; 10 minute audio
- First Read: Lesson Plan
- **Skill**: Author's Purpose & Author's Point of View Lesson Plan
- Close Read: Lesson Plan and Graphic Organizer
- **Blast**: Mental Health, Then and Now Lesson Plan
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources**: "The Woman Who Got Herself Committed" (Mental Floss article on Nellie Bly); 2015 Movie Trailer (3 min.)

"The Tell-Tale Heart" by Edgar Allan Poe (short story)
Student Companion pp. 60-67; 12 minute audio
- First Read: Lesson Plan; **StudySync TV**: 11 minutes
  - Grammar: Verb Moods
- **Skill**: Textual Evidence Lesson Plan
- Close Read: Lesson Plan
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources**: "The Guilt Response" (4 min. YouTube video)

"Annabel Lee" by Edgar Allan Poe (poem)
Student Companion pp. 68-71; 2 minute audio
- First Read: Lesson Plan; **StudySync TV**: 6 minutes
- **Skill**: Poetic Elements Lesson Plan

- Close Read: Lesson Plan
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** "The Raven" (text from CommonLit w/questions)

"The Bells" by Edgar Allan Poe (poem)
  Student Companion pp. 72-77; 5 minute audio
- First Read: Lesson Plan
- **Skill**: Poetic Elements Lesson Plan
- Close Read: Lesson Plan
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** "Nothing Gold Can Stay" Robert Frost (CommonLit w/questions)

Unit Wrap
- **Blast**: When Fear Becomes a Phobia Lesson Plan

Full Text Study (Optional)

A Night to Remember by Walter Lord
- Available to view online
  - Enter Core ELA
  - Click Unit 1:Suspense! ELA Unit
  - Click **Full-Text Study** on left sidebar
  - Click Title
    - Teacher Edition Reading Guide
    - Student Edition Reading Guide
*For additional titles or comparative texts, click **Full-Text Unit with Comparative Texts**.

Extended Writing Project

Extended Writing Project: Narrative Writing (pp. 79-82)

- [Lesson Plan](#)

Skill: **Organize Narrative Writing** (pp. 83-85)
- [Lesson Plan](#)

Extended Writing Project: Prewrite (pp. 86-88)
- [Lesson Plan](#)
- [Graphic Organizer](#)

Skill: **Introductions** (pp. 89-90)
- [Lesson Plan](#)

Skill: **Narrative Techniques and Sequencing** (pp. 91-95)
- [Lesson Plan](#)

Blast: **Descriptive Details**
- [Lesson Plan](#)

Skill: **Writing Dialogue** (pp. 98-101)
- [Lesson Plan](#)

Blast: **Audience and Purpose**
- [Lesson Plan](#)

Skill: **Conclusions** (pp. 102-104)
- [Lesson Plan](#)

Extended Writing Project: Draft (pp. 105-106)
- [Lesson Plan](#)
- [Grammar](#): Adjective Suffixes

Skill: **Transitions** (pp. 107-108)
- [Lesson Plan](#)

Extended Writing Project: Revise (pp. 109-110)
- Lesson Plan
- Grammar: Words Often Confused

Extended Writing Project: Edit, Proofread, and Publish (pp. 111-112)
- Lesson Plan
- Grammar: Review

Differentiation
- See Teacher Guide p. viii
- See Accommodations & Modifications Appendix