**ELA 8**

**Content Area: English   
Course(s): 8  
Time Period / Length: April - May   
Length: 5 weeks**

**Status: In progress**

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| **Course Pacing Guide** |
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| **Unit Overview** |
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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 an understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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| Students will explore through reading, writing, discussion and presentation what makes their identities unique and what values, beliefs and actions help individuals or groups fit into society.  The idea of learning from the past is rooted in the foundation that people see the positive or negative outcome of decisions and choices. Ideally the individual uses the opportunity to change and grow. While it is often easier to reflect on failures and shortcomings, positive self-reflection encourages people to celebrate success or learn from the experience.  **Enduring Understandings** |
| Reading expand understanding of the world, its people and oneself.  Readers use strategies for construct meaning.  People rely on a variety of resources to obtain information.  Readers develop a deeper understanding through reflection of text.  Good writers use an organization that fits the purpose and is clear to the reader.  Properly embedding evidence in writing strengthens the writer’s argument.    Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.  Effective communication relies on the usage of proper forms.  Writers have a purpose for writing.  Writing is a multi-stage process.  Writing is a reflective process.  Written communication and proper grammar mechanics promote fluency of communication. |

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| **Essential Questions** | |
| What is the impact on the present from understanding the past?  How do your past experiences shape and define you?  How can you learn and grow from your past?  How does reflection aid you in critically engaging in your present and future?  Why do people tell their stories?  How does symbolism and color imagery play a role in novels?  What are qualities that creates a friendship?  How does competition / jealousy play a role in a friendship, or does it create enemies?  What are the elements of a “Coming of Age” story?  What are ways students can recognize and correct inappropriate shifts in verb mood and voice?  How does understanding the author's background enhance a reader's understanding of a novel?  How can literary techniques (ex. metaphor, flashback, color imagery) enhance a reader's experience?  How does word choice affect tone and mood?  What are effective ways writers use to create transitions between chapters?  What is the effect and purpose of foil characters in a novel?  How can effective punctuation such as semicolons and colons prevent misunderstanding in a sentence? | |
| **New Jersey Student Learning Standards (No CCS)** |
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NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

NJSLSA.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.

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

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

NJSLSA.RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing

NJSLSA.W10. 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.

NJSLSA. L1. Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking

D. Recognize and correct inappropriate shifts in verb voice and mood

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| **Amistad Integration** |
| Integration of Newsela  Articles and Videos which center on African American culture. |

Optional:

Exploring the consequences of jealousy and insecurity in the novel A Separate Peace can help students understand how prejudice and conflict between people with different views develops in a society. Students can discuss how the characters' coming of age relates to their acceptance (or lack of acceptance) of diversity (ex. mental illness, homosexuality) in other characters. Students can also explore the role of African Americans in World War II, why Philips Exeter's student body in the 1940's lacked diversity and how the civil rights movement of the 1960's was the impetus for positive change in society.

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| **Interdisciplinary Connections** |  |  |

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| Use of Newsela Site (Informational Texts) | **Science**: **6-8.MS-PS1-3.8.1** - [*Practice*] - Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. |
| **Social Studies: SOC.6.2.8** - [*Standard*] - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| **Technology**: **TECH.8.1.8.C** - [*Strand*] - 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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| **Technology Standards** |  |
| **TECH.8.1.8** - [*Standard*] - 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. | **TECH.8.1.8.B** - [*Strand*] - Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. |
| **TECH.8.1.8.C** - [*Strand*] - 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. |
| **TECH.8.1.8.D** - [*Strand*] - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |

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| **21st Century Themes/Careers** |
| <https://www.nj.gov/education/aps/cccs/career/>  CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.   CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.  CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |

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| **Instructional Strategies & Learning Activities** |
| Optional:  Learn about background information on the author, boarding schools and A Separate Peace by summarizing the readings using 8 line poems  Complete and discuss Before Reading: Agree/ Disagree Statements  Analyze the Quote: (thoughts and feelings of a character regarding friendship)  Perspective Activity and Analysis  Index Cards Topics: Analyze and explain your topic in relation to the overall context of the novel (the bigger picture).  Group Index Cards Topics: Analyze and explain your topic in relation to the overall context of the novel (the bigger picture).  “The Last Word” Activity using Chapter 9  Coming of Age Activity- Select a character and define the elements of that character’s transition  Identify and support the theme of the novel.  Identify and discuss how symbolism plays a major role in the novel.  Create a Story Pyramid to summarize novel.  Semicolon and Colon exercises  Read background articles on author and time period: highlight key words on Google doc and create "found poetry"  Self-reflection pre-reading: a place that seemed "vibrantly real when you entered…but blinked out like a candle when you left" and analysis of the author's flashback technique  Small group close reading/writing activities:  Word choice: select key words in the tea passage and change them to create a different mood  Find and create chapter bridges  Find and use color imagery to evoke the senses and create mood  Contrast opposite characters and create a unique character using PACT (physical description, actions, characters, thoughts)  What's in a title? (analyze how the title provides insight into the character's actions and thoughts)  Finny's Fall chart: students will find a quote for each branch to prove Gene's guilt or innocence  Google search: name symbolism for characters  Allusion to Julius Caesar (chapter 12-13): groups will read/act out Julius Caesar p. 102-110 comparing Caesar's death to Finny's fall and analyzing how individuals can rationalize wrong-doing. Brutus's and Anthony's speeches will be contrasted to contrast the characters' motives. Students will also contrast the leadership styles of Brinker and Hadley in A Separate Peace.  Quote analysis: "Everyone must face his own enemy in his own way and respond with different defenses. The cause of war lies within each person's heart, rather than being caused by an external enemy."  Connections to He Named Me Malala documentary: how effective leaders use challenges from the past to create positive change in society  **Financial Literacy Integration**  Optional:  Life in Boarding School: cost, advantages and disadvantages  Google search: Philip's Exeter 1940's vs. 2020 (historical roots vs. today's student body, cost and philosophy) |
| **Differentiated Instruction** |
| Adjusting Classroom Layout and Design  Graphic Organizers  Choice Boards  Socratic Seminar  Rubrics  Student Interest and Inventory Data  Jigsaws  Flipped Classroom  Learning Through Workstations  Debate |
| Review games  Cooperative Learning/shared Google slides and docs for notes (color coded)  Online discussions and joint writing activities  **Formative Assessments** |
| Quick Writes  Number of words summary  Exit Tickets  Student Conference  3-minute pause  Web-Concept Maps  Observation  Self-assessment  A-B-C Summaries  Journal Entry  Think-Pair-Share  Oral Questioning  Google Forms Docs/Slides  Quizlet flashcards and pre-tests |
| **Summative Assessment** |

A Separate Peace Unit Test

Semicolon / Colon Quiz

Optional

Direct Reference paragraph- Choice Topic 1 of 5

Final copy of one of the following writing exercises: theme analysis (Direct Reference Paragraph), Character poem and illustration, Personal memoir- coming of age, fictional narrative using novel's theme or one of author's techniques (ex. color imagery, foreshadowing etc), Mini-poster: "tree" of quotes and analysis, Mini-poster: "staircase" quotes and analysis.

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| **Benchmark Assessments** |
| Utilize data from LinkIt!  NJSLA and LinkIt! assessment |

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| **Alternate Assessments** |
| Templates  Writing: Reduced number of sentences |

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| **Resources & Technology** |
| Newsela  Google Sites and Google Docs |

Optional:

Kahoot

Quizlet link

Google slides, docs, forms

You tube and DVD clips from He Named Me Malala documentary to show how Malala used her traumatic past to create positive change in society

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| **BOE Approved Texts and Technology** |

A Separate Peace by John Knowles

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| **Closure** |
| Low-Stakes Quizzes  Exit Tickets  Ask learning based questions  Ask students to summarize or ask questions about what they learned  Collaborate with peers to summarize what they learned  Following Bloom’s Taxonomy, Create questions |

Optional:  
Group reading/writing tasks and sharing

Online discussions/reflection in Google Classroom

P-Q-P (praise, question, polish) method of peer feedback

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| **ELL** |
| Some Examples Include (but not limited to):  Copies of notes via Google Classroom  Extended Time  Conference with teacher for assignments  Simplified written and verbal Instructions  E-Dictionaries or Google Translate  Peer partners/cooperative learning |
| **Special Education** |
| Specific accommodations will be made according to IEP  Some Examples Include (but not limited to):  graphic organizers for writing  opportunity to conference with teacher before submitting writing  review sheets/ study guides for tests  reading guides  group seating during cooperative learning activities  Chromebook and access to all work via Google Classroom |

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| **504** |
| Determined by current 504 plans   Some Examples Include (but not limited to):  preferential seating  extended time on tests and assignments  reduced homework or classwork  verbal, visual, or technology aids  modified textbooks or audio-video materials  behavior management support  verbal testing  excused lateness for submission of work  pre-approved nurse's office visits and accompaniment to visits  occupational, speech or physical therapy |

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| **At Risk** |
| Accommodations will be given as needed for at risk students.  Some Examples Include ( but not limited to):  Have students restate information  Provision of notes or outlines  Verbal and visual cues regarding directions and staying on task  Adjusted assignment timelines or reduced work  Visual daily schedule  Immediate feedback  Work-in-progress check  Pace long-term projects  Preview test procedures  Film, audio or video supplements in place of reading text  Cue/model expected behavior  Use peer supports and mentoring  Frequent parent check ins  Chart progress and maintain data |

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| **Gifted and Talented** |
| Some Example Include (but not limited to):  Provide links to related articles for enrichment  Offer choice for presentation of the poem and method of audience engagement  Students will make connections to their own interests and reading background  Focus on effort and practice  Encourage risk taking |