**ELA 8**

**Content Area: English
Course(s): 8 (ACC enrichment is in pink font)
Time Period / Length: January- February
Length: 4 weeks**

**Status: In progress**

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| **Course Pacing Guide** |
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|            **Unit** | **MP/Trimester** | **Weeks** |
| Who Am I? How Do I Fit In? | 1 (Sept-Oct) | 8 |
| The Importance of Empathy | 1-2 (Oct-Nov)  | 6 |
|  The Gift of Self-Sacrifice | 2 (Dec-Jan) | 5 |
| The Struggle for Equality  | 3 (Jan-Feb) | 4 |
| Overcoming Adversity | 3-4 (March) | 5 |
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| Learning from the Past | 4 (Apr- May) | 5 |
| The Timelessness of Shakespeare and the Sonnets | 4 (May-June)  | 4 |

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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 read a variety of literature focusing on the struggle for equality. They will research African American authors and practice reading with expression through poetry readings. They will also write argumentative essays in which they explore the difference between equality and sameness. **Enduring Understandings** |
| 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** |
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How can accepting differences benefit everyone?

What are the consequences of treating everyone the same? Does it achieve equality?

What is the difference between pity and empathy?

What rules/standards do we use for a research assignment and why do we use them?

What is satire?

What are the advantages and disadvantages of viewing a story in print or film?

What are the components for an effective argumentative essay?

What is counterargument?

How do you write an effective argumentative essay using non-fiction articles, books, T.V. shows, movies, etc. for support?

How can a writer utilize classic rhetorical strategies in an argumentative essay?

How do you present an effective oral report with a visual aid?

What techniques help a reader use expression and body language when reading aloud to engage the listener?

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| **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.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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| **Amistad Integration** |
| Integration of Newsela  Articles and Videos which center on African American culture.  |
| Students will read about the African American struggle through history to escape slavery, to achieve equality and to be accepted. Students will understand the Underground Railroad and learn how Harriet Tubman helped the former slaves escape. They will also learn about the basis for Martin Luther King's non-violent approach to inspire change.**Holocaust/Genocide Education**Understanding our nation's struggle to achieve equality will begin the foundation for the Holocaust unit.**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** |
| Read, analyze and discuss suggested stories and poemsIdentify and practice use of ellipses and dashesBraille and Sign Language Activities with Helen Keller's "Three Days to See" Students will analyze Dr. Martin Luther Kings' writing techniques and persuasive methods (ex. counterargument) in "I Have a Dream" and "Letter from Birmingham."Analytical/Argumentative essays using textual evidence on selected theme (Optional Topic: equality vs. sameness)Optional:Interactive PowerPoint on The Underground RailroadAfrican American Author Project: students will choose author and poem, conduct research, act out poems, create author posterView videos of author biographies and Flowers for Algernon movie or He named me MalalaCreate an extended metaphor modeled after "Mother to Son" by Langston HughesCompare "Harrison Bergeron" story to 2081 videoOptional:Journal Entries/ Quick Writes/ Word Splash/ Your definition of \_\_\_\_/ Word Pictures to activate prior knowledge and set up lessonLiterary Critique- Students select novel to read, discuss and critique with small group. **Financial Literacy Integration**Students can compare earning power to quality of life across culturesStudents can analyze the stigma of poverty by exploring the economic conditions that make it possible for anyone to become poor. |
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**Differentiated Instruction** |
| Adjusting Classroom Layout and Design Graphic Organizers Choice BoardsSocratic Seminar Rubrics Student Interest and Inventory Data Jigsaws Flipped Classroom Learning Through Workstations Debate |

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| **Formative Assessments** |
| Quick Writes Number of words summary Exit Tickets Student Conference 3-minute pause Web-Concept Maps Observation Self-assessmentA-B-C Summaries Journal Entry Think-Pair-Share Oral QuestioningGoogle Forms   |
| **Summative Assessment** |
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Equality Unit Test

Argumentative Writing

Optional:

Poetry Group Presentation (African-American Authors)

Argumentative writing topic (equality vs. sameness)

Literary Critique Direct Reference Paragraph

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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** |
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Chromebooks and Google Classroom, Easybib and teacher instruction on MLA standards for research and evidence-based writing

Newsela

Google Sites

DVD's – "Flowers for Algernon” or “Charly”

YouTube: "I Have a Dream" speech

Optional:

Use of you tube and Discovery Learning videos for authors

DVD- "Harrison Bergeron"

Non-fiction articles on the theme of equality vs. sameness: The Cupcake Generation and Everyone Gets a Trophy

YouTube: “Go Down Moses” by Louie Armstrong

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| BOE Approved Texts and Technology |

Adventures for Readers- suggestions: “Flowers for Algernon”, “The Road Not Taken”, “Raymond's Run”, “I Have a Dream”, “Tiffany Age 11”, “I Know Why the Caged Bird Sings”, “Mother to Son”, “The Street”

Supplementary texts: poetry selections, “Sympathy” by Paul Laurence Dunbar

Perfection Learning: Miracle Worker and related readings for “*Three Days to See”* and “*A Man”, “Letter from Birmingham Jail”*, excerpts from I Am Malala

ACC- *Harrison Bergeron* by Kurt Vonnegut

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| **Closure** |
| Low-Stakes Quizzes Exit TicketsAsk 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  |
| **ELL** |
| Some Examples Include (but not limited to):Copies of notes via Google ClassroomExtended TimeConference with teacher for assignmentsSimplified written and verbal InstructionsE-Dictionaries or Google Translate Peer partners/cooperative learning |

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| **Special Education** |
| Specific accommodations will be made according to IEP Some Examples Include (but not limited to):graphic organizers for writingopportunity to conference with teacher before submitting writingreview sheets/ study guides for testsreading guides group seating during cooperative learning activitiesChromebook 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 seatingextended time on tests and assignmentsreduced homework or classworkverbal, visual, or technology aidsmodified textbooks or audio-video materialsbehavior management supportverbal testingexcused lateness for submission of workpre-approved nurse's office visits and accompaniment to visitsoccupational, 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 informationProvision of notes or outlinesVerbal and visual cues regarding directions and staying on taskAdjusted assignment timelines or reduced workVisual daily scheduleImmediate feedbackWork-in-progress checkPace long-term projectsPreview test proceduresFilm, audio or video supplements in place of reading textCue/model expected behaviorUse peer supports and mentoringFrequent parent check insChart progress and maintain data |

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| **Gifted and Talented** |
| Some Example Include (but not limited to):Provide links to related articles for enrichmentOffer choice for presentation of the poem and method of audience engagementStudents will make connections to their own interests and reading backgroundFocus on effort and practiceOpportunity to present poems by memory and to extend essays for longer lengthEncourage risk takingSuggested reading enrichment for fast readers:  I Am Malala |