**ELA 8**

**Content Area: English   
Course(s): 8 (ACC enrichment is in pink font)  
Time Period / Length: December- January   
Length: 5 weeks**

**Status: In progress**

|  |
| --- |
| **Course Pacing Guide** |
| |  |  |  | | --- | --- | --- | | **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 | |  |  |  | | Learning from the Past | 4 (Apr- May) | 5 | | The Timelessness of Shakespeare and the Sonnets | 4 (May-June) | 4 |      |  |  |  | | --- | --- | --- | |  |  |  | |

|  |
| --- |
| **Unit Overview** |
|  |

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.

|  |
| --- |
| The theme of self-sacrifice will be explored through literature showing that giving of oneself can lead to effective change and positive relationships. Students will have an opportunity to explore this theme through literature, research, classic film, drama and technology to learn the differences between the turn of the century society and our own. Students will also learn key research and presentation skills on a topic of their own choosing. |
| |  | | --- | | **Enduring Understandings** | | Historical background and knowledge of the author's life helps the reader understand and appreciate a novel on a deeper level.  Writers can use various compositional risks such as allusion, ironic endings, comic relief, figurative language and suspense to engage the reader.  Directors of films and dramas make key decisions to enhance or refine text when interpreting a story for film or stage.  Writers use a variety of tools and standard methods to guide research and prepare for publishing.  A presenter can integrate technology and visual displays into a presentation to add audience appeal.  A researcher gathers relevant information from digital sources while being careful to avoid plagiarism and use accepted methods of crediting the source.  Effective listeners can provide helpful feedback through praise and constructive feedback. | |

|  |
| --- |
| **Essential Questions** |
|  |

How can we reflect on the past and the present in order to prepare for the future and make effective decisions?

What are the multiple meanings of "expectations"?

How do we achieve success by setting realistic goals?

What is the true meaning of "success"? What role does compassion and acceptance play in our quest for success?

What are the limitations/ strengths of dramas, movies and prose to tell a story?

How does the social milieu influence literature?

How does an author's background influence their writing?

|  |
| --- |
| **New Jersey Student Learning Standards (No CCS)** |
|  |

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

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

Optional Activity: On or near Dr. Martin Luther King's birthday, students will read and analyze the content, craft and structure of King's "I Have a Dream" speech and "Letter from Birmingham" jail. (YouTube video of King's reading at Lincoln Memorial on August 28, 1963.) Students can compare and contrast King's vision and dreams for the future with other characters to analyze how the two distinct types of dreams impact society.

|  |  |  |
| --- | --- | --- |
| **Interdisciplinary Connections** |  |  |

|  |  |
| --- | --- |
| 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. |

|  |  |
| --- | --- |
| **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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **Instructional Strategies & Learning Activities** |
| Students will read "Gift of the Magi" by O. Henry, analyzing the author's use of an ironic ending. Then they will view a cartoon version of the story, noting how a director adapts a story to film.  Students will research one aspect of the Victorian period that interests them in a group of flexible size and create a Google Slide presentation. They will also design an interactive activity to engage their audience in the presentation. Students will use appropriate MLA format for selecting and incorporating evidence  Optional:  Students will examine Victorian authors Lewis Carroll and Thomas Hardy  Students will engage in and prepare dramatic readings of excerpts of various selections, “Alice in Wonderland”.  They will also view the classic film, observing the director's choices as well as the advantages and disadvantages of using film to portray a story.  Optional:  Students will view a BBC cartoon of Charles Dickens' life.  They will read “A Christmas Carol”- drama adaptation aloud, using stage directions and context clues to read with expression. They will compare the drama to film clips.  Students will research one aspect of the Victorian period that interests them in a group of flexible size and create a Google Slide presentation. They will also design an interactive activity to engage their audience in the presentation. Students will use appropriate MLA format for selecting and incorporating evidence  Students will read excerpts of Great Expectations by Charles Dickens and compare to a condensed theatrical version of the story, acting out the parts in small groups. They will also view the classic film, observing the director's choices as well as the advantages and disadvantages of using film to portray a story.  Students will also explore several Victorian poets and compare the themes and writing techniques of the poems to segments of Great Expectations (ex. "When I was One and Twenty" by A.E. Houseman, "Sonnet 43" by Elizabeth Barrett Browning, lecture notes from Dr. Elliot Engel on the Victorian Period, "Home-thoughts from Abroad" by Robert Browning, “Crossing the Bar” by Alfred Lord Tennyson).  Students will create and illustrate (by hand or using technology) their own extended metaphor.  Students will learn, practice and apply teacher-modeled presentation skills such as “PEPPY”: projection, expression, eye contact, pronunciation, posture, your pace.  Students will create and illustrate a character poem for Great Expectations using sentence starters.  **Financial Literacy Integration**  Students can also examine the values of various coins and why some question the math in the first paragraph of O. Henry's "Gift of the Magi": "$1.87 cents… sixty cents of it was in pennies."  Optional Activity:  Students can examine the system of employment and economics in Victorian society in which those who were born into wealth had a higher status than those who earned it. They can analyze the concept of wealth in society unrealistic expectations  <http://mathforum.org/library/drmath/view/61174.html>  Pocket Change is a resource with online lessons about coins.  [www.usmint.gov/kids/teachers/financialLiteracy](http://www.usmint.gov/kids/teachers/financialLiteracy) |
| **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 |

|  |
| --- |
| **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   |  | | --- | | Optional:  PQP (praise, question, polish) method of peer feedback helps students grow and improve ability to provide constructive criticism | | Conferences with teacher- individual and by group to check progress on research project  Google forms, short writing assignments and Quizlet to prepare for final unit test | |
| **Summative Assessment** |
| Test  Victorian Research Project |

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

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

|  |
| --- |
| **Resources & Technology** |
| Newsela  Google Sites |

Optional:

Films or film clips: Great Expectations, "Gift of the Magi", BBC- the life of Charles Dickens

Alice in Wonderland

|  |
| --- |
| **BOE Approved Texts and Technology** |

Optional

Excerpts from Great Expectations by Charles Dickens

“A Christmas Carol” by Charles Dickens

|  |
| --- |
|  |

**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  **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 |

|  |
| --- |
| **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 |
| **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 |
| **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 |