**ELA 8**

**Content Area: English
Course(s): 8 (ACC enrichment is in pink font)
Time Period / Length: March
Length: 5 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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| Students will explore the theme of overcoming adversity 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 Holocaust provides one of the most effective subjects for examining basic moral issues. A structured inquiry into this history yields critical lessons for an investigation into human behavior. It also addresses one of the central mandates of education in the United States, which is to examine what it means to be a responsible citizen.Students gain insight into the many historical, social, religious, political, and economic factors that cumulatively resulted in the Holocaust, they gain awareness of the complexity of the subject and a perspective on how a convergence of factors can contribute to the disintegration of democratic values. Students come to understand that it is the responsibility of citizens in any society to learn to identify danger signals and to know when to react. ([www.ushmm.org](http://www.ushmm.org))Through science fiction, students will read about the lives of the characters in a dystopian futuristic society. They will explore how science fiction reveals thoughts about knowledge, humanity, censorship, and technology. Students will read, discuss, and take a position on these topics. They will locate evidence from the novel, other supplementary texts read in class, as well as their own personal experiences.**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** |
| How could the Holocaust happen?How were the victims of the Holocaust oppressed?How were the elements of resistance essential?Why should we remember the Holocaust?How can the Holocaust apply your life and today’s society?What life skills did victims use to cope with adversity?How can we apply lessons from literature to help us cope with our own adversity?How can one person make a difference in society?What does the author want the reader to learn about the short story or poem?Why do readers need to pay attention to a writer's choice of words?How does the audience and purpose influence the format of writing? What is the proper function for verbals (gerunds, participles, and infinitives) in a sentence?Freedom of Speech: Is censorship, in any form, justified?Technology and Humanity: Is (more) technology always a good thing? What are the social /emotional costs and benefits of technology?Knowledge: Why are reading and knowledge important for society? What are the dangers that can come with a lack of knowledge? |
| **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. L1. Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.

1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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| **Amistad Integration** |
| Integration of Newsela  Articles and Videos which center on African American cultureConnect themes to “The Struggle for Equality” Unit (January-February)  |

Optional:

Connect themes to equality of women of color for women's month via film, "He Named Me Malala"

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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** |
| K-W-L Chart Holocaust Summarize short stories and poems through own poem, diary or letter entries, or by creating quiz with answer keyView / Read and analyze testimonies, pictures, and propaganda on Kristallnacht and various concentration campsCompare Eve Bunting's allegory "Terrible Things" to Martin Neimoller's "First They Came for the Jews"Select topic of interest relating to anything about the Holocaust and create a Google Slides Presentation relating to criteria outlined on rubricComplete Works Cited based on MLA standardsPresent Google Slides Project Read and analyze selections from "Voices of the Holocaust" to identify the roots of the Holocaust, forms of oppression, ways to resist and reasons to remember. Students will work in small groups to complete comparison charts on the four themes.Optional:Voices of the Holocaust Jigsaw Group Reading: Each student will summarize selected poem or story, write their reaction, decide how it applies to the Essential Question, and cite a quote relating to the Essential Question for that particular poem or short story. Students will share their stories/poems and record information on other members’ stories/poems (jigsaw).Watch brief YouTube video on the biography of Anne Frank and her family’s hiding place. Read “Elegy for Anne Frank” and compose elegy for a victim of the Holocaust from cards from The United States Holocaust Memorial Museum View historical clips on You-tube to connect to reading selections: Warsaw Ghetto Uprising, The White Rose and Kitty Hart's visit to Auschwitz.Complete a diary entry or elegy using short biographies from the Holocaust Museum.Complete online interactive Google Slide presentation analyzing the stages of prejudice and the development of the Holocaust.Prewriting activity responding to historical "Beirut Wedding" photograph.Write an essay on the theme of adversity comparing characters from two different stories to show how they face and overcame their struggles. Thesis will include three ways to overcome adversity. The five- paragraph essay will include Funnel Introduction, two direct reference paragraphs, one personal experience connection and a reverse funnel conclusion. Complete a Works Cited list in MLA format for the essay.Read and analyze Fahrenheit 451 and the supplemental poems and short stories and incorporate them during appropriate times during the novel. “The Veldt”, “The Tyger”, “By the Waters of Babylon” discussing the theme of The Consequences of an Overdependence on Technology.Write and/or annotate text through a variety of responses, quick writes, and drawings. Frame questions using critical thinking sentence starters.Determine what motivates each character in this society.Determine how each character leads Montag toward self-realization.Optional:Using Ovid’s “Metamorphose”, analyze and create a Venn diagram to compare and contrast Montag to Icarus. Determine how the allusion sheds light on the development of Montag’s character.Complete an interactive PowerPoint for Stephen Vincent's Benet's, “By the Waters of Babylon” as a pre-reading activity. They will read and analyze the story in small groups. **Financial Literacy Integration**Optional:Research the cost of the Holocaust and financial strain it imposed on Germany and other countries |
| Explore how economic wealth affects privilege and freedom. Tie-ins to the Holocaust readings, The Veldt and The Necklace.**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 |

Writing Topic Choices

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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 Writing drafts for feedbackQuizlet linksReview sheets and games |
| **Summative Assessment** |

Voices of the Holocaust Test

Optional

Voices of the Holocaust Direct Reference Paragraph

Elegy to a Victim of the Holocaust

Voices of the Holocaust Jigsaw Group grade

Holocaust Google Slides Project with MLA Format Citations

Fahrenheit 451 Experience Project “Harrison Bergeron” short story

Argumentative Essay in MLA format

Small group reading activities: past/future clues for Babylon, online discussions and Google slides presentation

Fahrenheit 451 Test

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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 SitesAdditional Readings: “Defining the Holocaust”, “Terrible Things” by Eve Bunting, “First They Came for The Jews” by Martin Neimoller, “If You Cried, You Died” VideoEchoes and Reflections Website: Use of pictures, stories and testimoniesOptional:National Geographic Video (NBC) “Treblinka”YouTube Children of the Holocaust Survivor TestimoniesYouTube Anne Frank “Tour of the Annex” |

<https://echoesandreflections.org/connect/?postname=teaching-the-holocaust-responsibly-focusing-on-life-before-death&postid=7029>

YouTube selections: Warsaw Ghetto Uprising and Kitty Hart

Optional:

Article: “How Millions of Kids Are Being Shaped by Know-It All Voice Assistants” by Michael Rosenwald YouTube: The Jetson’s “Happylife Home” Ray Bradbury Interview

Ovid’s “Metamorphoses” excerpt

DVD: François Truffaut Fahrenheit 451

YouTube: "Technology is making us Dumber"

Supplemental non-fiction articles to connect to themes: excerpt from” Distracted: The Erosion of Attention” and "Closer together or further apart"

“Harrison Bergeron” video

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| **BOE Approved Texts and Technology** |

Voices of the Holocaust

Optional:

Excerpts Once the Acacias Bloomed by Fred Spiegel

Excerpts from The Diary of Anne Frank

“Elegy for Anne Frank” by Jessica Smith

Fahrenheit 451 by Ray Bradbury

“The Veldt” by Ray Bradbury

“Dover Beach” by Matthew Arnold

“The Tiger” by William Blake

“By the Waters of Babylon” by Stephen Vincent Benet

Optional:

"The Necklace" by Guy DeMaupassant

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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  |

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| **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 |
| **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 |
| **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 practiceEncourage risk taking |