**ELA 8**

**Content Area: English   
Course(s): 8 (ACC enrichment is in pink font)  
Time Period / Length: October- November   
Length: 6 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.  Students will explore how writers use their own personal struggles as well as the struggles they view in society to write engaging and suspenseful narratives. They will also learn how understanding these narratives can help the reader, themselves develop empathy for these struggles.  **Enduring Understandings** |
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| 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. |

Using compositional risks helps writers engage their reader and create suspense.

Limiting use of passive voice and "to be verbs" strengthens narrative writing pieces.

Writers use their own struggles and those in society to create fictional literary works and satires that create social change and create empathy in individuals.

Exploring various motifs and the historical context of a novel enhances the readers' understanding.

Identifying and researching allusions helps readers understand author's purpose.

Various points of view have advantages as well as limitations.

The form of a poem should be appropriate to the content and understanding the poetic structure enhances understanding.

Writing a direct reference paragraph requires careful selection of evidence from the text.

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| 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.  **Essential Questions** | |
| Why is empathy for others important?  What are the consequences for society when groups or individuals are not accepted and understood by others?  How can we connect the characters to our own lives to understand who we are and how we fit in in our world?  How can our actions affect our own fate as well as the fate of others in society?  What makes a story suspenseful?  How do you write an effective narrative using the five parts of plot structure?  How does the writer’s choice of literary devices and compositional risks affect the character and reader?  What are the four types of conflict?  Why is spelling important? (Commonly Confused Words) | |
| **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.

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| **Amistad Integration** |
| Integration of Newsela  Articles and Videos that center around African American culture. |

In Of Mice and Men, students will explore the conflicts of Crooks, the only African American migrant worker on the ranch, to empathize with his inability to communicate and fit in with the other workers due to the other worker's lack of compassion and understanding.

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| **Holocaust/Genocide Education** |
| Using the model of the Ladder of Prejudice, students will examine and connect the mistreatment of poor, hungry migrant workers in the United States to the early stages of the Holocaust in Germany. It was discovered that food was intentionally destroyed while migrants were struggling to find enough food for their families during the 1930's in the United States. |

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| **Interdisciplinary Connections** |  |  |

Students will explore how the extreme drought destroyed crops and prompted families to travel great distances across the United States to search for work and for food.

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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** |
| Write short narratives using compositional risk choices include active voice, dialogue and sensory imagery  Pair audio versions of “The Raven”, an excerpt from “Frankenstein” and “The Tell Tale Heart” to answer questions and participate in discussions  “The Monkey's Paw” activity using the text, technology, and art supplies (student choice)  View and discuss Discovery Streaming videos: Profile of Edgar Allan Poe  Optional: Fishbowl Round Robin Readings of Suspenseful Short Stories as whole group to identify literary devices, significant quotes, Freytag’s Pyramid Plot points and vocabulary  View and discuss Discovery Streaming videos John Steinbeck- “When Fiction Inspires Change”  Students will analyze the four types of characterization using evidence from the novel Of Mice and Men  Examine Steinbeck's use of animal motif and biblical allusion  Analyze Robert Burns' *To a Mouse* and his satire, *To a Louse*, to understand the theme and inspiration for the title Of Mice and Men  Analyze the meter, rhyme scheme and reference to seasons in “Sonnet 73” by William Shakespeare  Use literary background to explore the significance of nature in Of Mice and Men  Use technology to illustrate the theme of alienation in Of Mice and Men  **Financial Literacy Integration**  Students will explore the historical context of Of Mice and Men, examining how the stock market crash of 1930 led to the characters' struggles to travel in search of food and work.  *Optional Activity:*  The Securities Industry and Financial Markets Association (SIFMA) Foundation's  Stock Market Game™ (SMG) gives students the chance to invest a hypothetical  $100,000 in an on-line portfolio.  www.stockmarketgame.org |
| **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 |

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| **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 |
| **Summative Assessment** |

Narrative using suspense, dialogue and sensory imagery

Mini Assessments on the Elements of a Direct Reference Paragraph Writing

Direct Reference Paragraph on Of Mice and Men

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

You Tube: NBC radio broadcast excerpt Mary Shelley's “Frankenstein”

Audio of “The Tell Tale Heart” and “The Raven” by Edgar Allan Poe

Audio of Robert Burns’ “To a Mouse” and “To a Louse”

Audio of William Shakespeare's “Sonnet 73”

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| **BOE Approved Texts and Technology** |

Adventures for Readers textbook for suspense pieces by Edgar Allan Poe: "The Tell Tale Heart" and "The Raven"

Flex Text and additional short story selections in suspense unit: “The Lady or the Tiger” by Frank R. Stockton, “The Most Dangerous Game” by Richard Connell, “The Cask of the Amontillado” by Edgar Allan Poe”, "The Monkey's Paw" by W.W. Jacobs

Of Mice and Men by John Steinbeck

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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 |

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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 |

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| **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 |