**PACING GUIDE - ELA 8 Honors**

**COURSE: ELA** 8 Honors **GRADE: 8**

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| **MONTH/DAYS** | **UNIT #** | **STANDARDS** | **CONTENT**  Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**  w/Integration of Technology & Career Ready Practices | **ASSESSMENTS**  What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
| September  October  November | 1 – Narrative Reading, Narrative Writing | .  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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.    NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.  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.  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.  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.  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  RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | Narrative reading  Narrative writing  Poetry  Authors  Using text  Understanding text  Citing evidence  Understanding structure  PLOT  Understanding POV  Differentiating structure  Figurative language  Connotative meanings  Literal and Inferential comprehension  Connecting texts  Writing poetry  Writing narrative | Narrative Readings  Discussion self awareness, handicaps  Summer Reading Novel  Raymond’s Run  Literary elements - setting plot characters theme  Understand  analyze  apply  create  Poetry Mattie Stepanek- getting to know you, author study, original poetry  Poetry forms  Honors  September Novel - “The Pearl”  Intro Genius Hour Project  October Novel – “Drums, Girls, Dangerous Pie”  November Novel – “The Boys in the Boat” | Reading selection tests (multiple choice) Q & A with cited evidence  Discussion  Poetry writing  Narrative essay writing  Projects  Novel questions  Novel test  Novel essay  Honors  Genius Hour Project specs, development |
| October | 1 – Narrative Reading, Narrative Writing | RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.    Production and Distribution of Writing    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. | Narrative reading  Narrative writing  Poetry  Authors  Using text  Understanding text  Citing evidence  Understanding structure  PLOT  Understanding POV  Differentiating structure  Figurative language  Connotative meanings  Tone  Irony  Literal and Inferential comprehension  Connecting texts  Writing poetry  Writing narrative | Students will read and analyze the following texts:  “Maya Angelou” I Know Why the Caged Bird Sings” – memoir  “The Tell Tale Heart” –Poe  Writing Narrative re-tell the story from a different POV  They will respond to a number of written and oral questions related to the works.  Students will use the following instructional strategies during their work. Graphic organizers Guided practice (teacher led) Individual practice |  |
| November |  | NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.    Production and Distribution of Writing    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. |  | “A Retrieved reformation” – O Henry  Lesson Irony – “The Gift of the Magi”  Song – Ironic  Writing a sequel – continue the story  They will respond to a number of written and oral questions related to the works.  Students will use the following instructional strategies during their work.  Graphic organizers  Guided practice (teacher led)  Individual practice |  |
| December, January | 2 – Literary Analysis Task | 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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.    NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.  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.  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.  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.  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  RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  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.    Production and Distribution of Writing    NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Literature  Selected Connected Readings  Author Studies  Selected Connected Videos  Using text  Understanding text  Citing evidence  Understanding structure  Differentiating structure  Compare/Contrast  Establish a claim  Support a claim  Connecting texts through writing  Tone  Character  Figurative Language  Dialect | "Thank You Ma’am” by Langston Hughes  "The Adventure of Speckled Band" - Sherlock Holmes Mystery - Arthur Conan Doyle  CSI Crime Scene Investigation - documentary - Dr. Lee  "Monster" - novel - Walter Dean Myers, Felony Murder Rule - documentary video and non fiction reading  Author studies, symbolism,  Literary Analysis Task  Honors  December Novel – “Old Man and the Sea”  January Novel – “The Hound of the Baskervilles” | Multiple choice tests  Essays  Projects  Planning and writing a literary analysis task essay  Honors  Genius Hour Project |
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| February, March, April | 3 – Non-Fiction Reading and Research Analysisi | 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.  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.  RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  Craft and Structure  RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.  RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  Integration of Knowledge and Ideas  RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.    Production and Distribution of Writing    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. | Historical Content  Contributions to Society  Non-Fiction  Evaluating sources  Writing Research Analysis Task | Black History  Harriet Tubman and the Underground RR- slavery, civil war  Martin Luther King Jr. and the Civil Rights Movement  Martin Luther King Jr. and the Civil Rights Movement  Brown vs. BOE, Thurgood Marshall, the landmark court case to end Segregation  The Baker Heater League - the history of the Pullman Porter, union workers  11:59 - Pullman Porters, Railroad  Maya Lin- The Design of Vietnam War Memorial, architecture, design contest  Biography Project  Honors  February Novel – Biography and Biography project  March Novel – “Thunder Dog” | Multiple choice tests  Essays  Projects  Planning and writing a literary analysis task essay  Honors Genius Hour Project |
| April, May, June | 4 – The Holocaust | 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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.    NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.  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.  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.  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.  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  RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  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.    Production and Distribution of Writing    NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Evaluation  Author’s Purpose  Literal and Inferential comprehension  POV  Tone  Effectiveness of an argument  Comparing Stories  Bias  Evidence | The Holocaust - timeline,  The Holocaust - timeline, WWII background  Maps of Europe  “The Diary of Anne Frank”  The Frank Family  The Anne Frank House  Miep Gies - rescuer  Richard Rozen - survivor  Gerda Weissmann Klein- survivor  Elie Wiesel - author "Night" - survivor, nobel prize winner  The Pianist - Wvladsllaw Spilman – survivor  Life is Beautiful - realistic fiction, comedy, satire  Honors  April Novel – “The Lord of the Flies”  May Novel – “The Diary of Anne Frank” full novel and in depth study | Multiple Choice tests  Essays – literary analysis and research analysis Projects Presentations  Honors  Genius Hour Project |
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