

Crest Memorial School Curriculum and Pacing Guide

Grade: 8th Grade

Subject: Language Arts

Adoption Date: 04/01/14

Revision Date: 4/8/22

	MP1	MP2	MP3	MP4
Pacing Guide	<ol style="list-style-type: none"> 1. Why is descriptive/figurative language important in writing? (10 weeks - full marking period) 2. How do life's events shape who we are? (3 weeks) 3. What is the importance of equality? (4 weeks) 4. How do clearly explained examples and details improve writing? (10 weeks - full marking period) 5. How does strong vocabulary improve my writing? (10 weeks - full marking period) 	<ol style="list-style-type: none"> 1. How are children in foreign countries, as well as the U.S., treated by their employers? (3 weeks) 2. Why is it important to attribute another writer's ideas? (3 weeks) 3. Why would someone want to have a novel banned from a library? (3 weeks) 4. How does strong vocabulary improve my writing? (10 weeks - full marking period) 	<ol style="list-style-type: none"> 5. What is altruism? (5 weeks) 6. How do you gather and organize research information? (5 weeks) 7. How can one person make an impact on society? (5 weeks) 8. What purpose do memories serve? (3 weeks) 9. How does your country compare with other countries in the world? (3 weeks) 10. How does strong vocabulary improve my writing? (10 weeks - full marking period) 	<ol style="list-style-type: none"> 1. Why is euthanasia controversial? (3 weeks) 2. What strategies can be used to enhance persuasion? (3 weeks) 3. What is suffrage? (3 weeks) 4. How did the 19th Amendment to the US Constitution change the lives of women? (3 weeks) 5. What factors contribute to the incidence of date rape? (3 weeks) 6. Why is it important to have a voice? (3 weeks) 7. How does strong vocabulary improve my writing? (10 weeks - full marking period)
Instructional Materials	<ul style="list-style-type: none"> • <u>Jumbo Book of Writing Lessons</u> by Teacher Created Materials, Inc. • <u>Roll of Thunder, Hear My Cry</u> by Mildred D. Taylor • <u>Evergreen: A Guide to Writing Sixth Edition</u> by Susan Fawcett and Alvin Sandberg 	<ul style="list-style-type: none"> • <i>Time for Kids</i> articles on child labor • Internet research on child labor (www.freethechildren.org); (www.stopchildlabor.org) • <i>The Harvest</i> Documentary 	<ul style="list-style-type: none"> • <u>Echoes and Reflections</u> A Holocaust Education Curriculum (Yad Vashem) • <u>Prisoner B-3087</u> by Alan Gratz • Research handouts on Holocaust rescuers 	<ul style="list-style-type: none"> • <u>The Comprehensive Persuasive Writing Guide</u> by Barbara Mariconda and Dea Paoletta Auray (2003: Empowering Writers, LLC) • Internet research on euthanasia

	<ul style="list-style-type: none"> • Sample self-portrait poems • Grammar/Writing Instruction • <i>YouTube/School Tube</i> • Sadlier Vocabulary Workshop Books 	<ul style="list-style-type: none"> • Grammar/Writing instruction • Newspaper articles • <u>The Pigman</u> by Paul Zindel • www.ala.org "Top 100 Banned/Challenged Books" • Sadlier Vocabulary Workshop Books 	<ul style="list-style-type: none"> • Distance Learning – "Children of the Holocaust" • Discovery Education video clips • <u>The Giver</u> by Lois Lowry • <u>The Village</u> by M. Night Shyamalan • Utopian Society Project/Presentation • PARCC Prep Work • Sample narrative, persuasive, and explanatory passages from NJDOE • Grammar/Writing instruction • Sadlier Vocabulary Workshop Books 	<ul style="list-style-type: none"> • Film <i>Iron-Jawed Angels</i> (HBO) • Internet research on suffragists • <u>Speak</u> by Laurie Halse Anderson • U.S. Constitution • www.rainn.org (Site dedicated to prevention of date rape and violence against women) • Grammar/Writing instruction • Sadlier Vocabulary Workshop Books
Standards	<p>LA.8.CCSS.ELA-Literacy.RL.8.1 - [Grade Level Standard] - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LA.8.CCSS.ELA-Literacy.L.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.3c - Use a variety of transition words,</p>	<p>LA.8.CCSS.ELA-Literacy.W.8.2 - [Grade Level Standard] - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.2c - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>LA.8.CCSS.ELA-Literacy.W.8.7 - [Grade Level Standard] - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.8 - [Grade Level Standard] - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.9 - [Grade Level Standard] - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LA.8.CCSS.ELA-Literacy.L.8.4a - Use context (e.g., the overall</p>	<p>LA.8.CCSS.ELA-Literacy.RL.8.1 - [Grade Level Standard] - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LA.8.CCSS.ELA-Literacy.RI.8.5 - [Grade Level Standard] - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.1a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>

	<p>phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>LA.8.CCSS.ELA-Literacy.SL.8.4 - [Grade Level Standard] - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>LA.8.CCSS.ELA-Literacy.SL.8.5 - [Grade Level Standard] - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>LA.8.CCSS.ELA-Literacy.L.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>LA.8.CCSS.ELA-Literacy.W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.2e - Establish and maintain a formal style.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.5 - [Grade Level Standard] - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.6 - [Grade Level Standard] - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>LA.8.CCSS.ELA-Literacy.L.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.3c - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>LA.8.CCSS.ELA-Literacy.W.8.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.1d - Establish and maintain a formal style.</p> <p>LA.8.CCSS.ELA-Literacy.W.8.1e - Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>LA.8.CCSS.ELA-Literacy.SL.8.4 - [Grade Level Standard] - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>LA.8.CCSS.ELA-Literacy.SL.8.5 - [Grade Level Standard] - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>LA.8.CCSS.ELA-Literacy.L.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
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<p>Activities</p>	<ul style="list-style-type: none"> Identify and use figurative language to add description to writing Self-portrait poem incorporating figurative language. Illustrative essay on Peer review and revision of process essays 	<ul style="list-style-type: none"> Illustrative essay on child labor, incorporating the use of parenthetical references Peer review and revision Banned books poster 	<ul style="list-style-type: none"> Assessing writing activities Research note cards Research essay on Holocaust rescuer (first and final draft): <i>The Giver Webquest</i> activities Peer review and revision Utopian Society research and project/presentation (PBL) 	<ul style="list-style-type: none"> Persuasive writing activities Research on euthanasia Persuasive essay on euthanasia Google Slides presentation on suffragists (group) Peer review and revision
<p>Modifications</p>	<p>Self-Portrait Poem: Tier 1 - No framework Tier 2 - Framework Tier 3 - Assisted framework</p> <p>Illustrative Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Vocabulary/Grammar Quizzes: Tier 1 – Complete quizzes with basic instruction. Tier 2 – Complete quizzes with a bit of teacher assistance. Tier 3 – Complete quizzes with directions and questions read aloud.</p> <p>Special Education Modifications -Preferential seating -Extra time on quizzes and tests -Detailed writing frameworks -Reading of material aloud</p>	<p>Illustrative Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Vocabulary/Grammar Quizzes: Tier 1 – Complete quizzes with basic instruction. Tier 2 – Complete quizzes with a bit of teacher assistance. Tier 3 – Complete quizzes with directions and questions read aloud.</p> <p>Special Education Modifications -Preferential seating -Extra time on quizzes and tests -Detailed writing frameworks -Reading of material aloud</p>	<p>Research Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Memory Essay Tier 1 – Complete essay with three examples for each body paragraph. Tier 2 – Complete essay with two examples for each body paragraph. Tier 3 – Complete essay with two examples for each body paragraph, with teacher assistance.</p> <p>Vocabulary/Grammar Quizzes: Tier 1 – Complete quizzes with basic instruction. Tier 2 – Complete quizzes with a bit of teacher assistance. Tier 3 – Complete quizzes with directions and questions read aloud.</p> <p>Special Education Modifications -Preferential seating -Extra time on quizzes and tests -Detailed writing frameworks -Reading of material aloud</p>	<p>Persuasive Essay: Tier 1—No framework Tier 2 – Framework Tier 3 –Assisted framework</p> <p>Google Slides Presentation: Tier 1 – Create presentation with six slides, graphics, transitions. Tier 2 – Create presentation with four slides and graphics. Tier 3 – Create presentation with four slides and graphics, with teacher assistance.</p> <p>Explanatory Essay: Tier 1—No framework Tier 2 – Framework Tier 3 –Assisted framework</p> <p>Vocabulary/Grammar Quizzes: Tier 1 – Complete quizzes with basic instruction. Tier 2 – Complete quizzes with a bit of teacher assistance. Tier 3 – Complete quizzes with directions and questions read aloud.</p> <p>Special Education Modifications -Preferential seating -Extra time on quizzes and tests -Detailed writing frameworks -Reading of material aloud</p>

Interdisciplinary Connections	<ul style="list-style-type: none"> • Social Studies (The Great Depression) 	<ul style="list-style-type: none"> • Social Studies (Child Labor, Censorship) 	<ul style="list-style-type: none"> • Social Studies (The Holocaust) 	<ul style="list-style-type: none"> • Social Studies (Euthanasia, Women's Suffrage)
Assessments	<p>Formative Assessment -Vocabulary quizzes -Grammar quizzes</p> <p>Benchmark Assessments -MAP Testing</p> <p>Summative Assessments -Figurative language worksheets/paragraphs -Self-portrait poem -Illustrative essay on equality/friendship</p>	<p>Formative Assessment -Vocabulary quizzes -Grammar quizzes</p> <p>Benchmark Assessments -MAP Testing</p> <p>Summative Assessments -Illustrative essay on child labor -Censorship/Banned books poster</p>	<p>Formative Assessment -Vocabulary quizzes -Grammar quizzes</p> <p>Benchmark Assessments -MAP Testing</p> <p>Summative Assessments -Holocaust rescuer research essay -<i>The Giver</i> Webquest activities -Utopian Society research and project/presentation (PBL)</p>	<p>Formative Assessment -Vocabulary quizzes -Grammar quizzes</p> <p>Benchmark Assessments -MAP Testing -NJSLA Testing</p> <p>Summative Assessments -Persuasive Essay on Euthanasia -Google Slides Presentation on Women's Suffragists</p>
21st Century Themes and Skills	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP11. Use technology to enhance productivity</p> <p>Life Literacies and Key Skills 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity</p> <p>Life Literacies and Key Skills 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity</p> <p>Life Literacies and Key Skills 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity</p> <p>Life Literacies and Key Skills 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p>