

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 8th Grade

Subject: Language Arts

Adoption Date: 04/01/14

Revision Date: 1/4/19

| | MP1 | MP2 | MP3 | MP4 |
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| Scope and Sequence | <ul style="list-style-type: none"> How can I apply descriptive/figurative language to better enhance my writing? (10 weeks - full marking period) How do we analyze the way life's events shape who we are? (3 weeks) How can I understand the importance of equality? (4 weeks) How do I apply clearly explained examples and details to improve my writing? (10 weeks - full marking period) What strategies can I use to evaluate the impact strong vocabulary use has on my writing? (10 weeks - full marking period) | <ul style="list-style-type: none"> How are children in foreign countries, as well as the U.S., treated by their employers? (3 weeks) Why is it important to correctly analyze and attribute another writer's ideas? (3 weeks) How do I understand why would someone want to have a novel banned from a library? (3 weeks) What strategies can I use to evaluate the impact strong vocabulary use has on my writing? (10 weeks - full marking period) | <ul style="list-style-type: none"> How can I understand the definition of altruism? (5 weeks) How do you effectively gather, organize, and analyze research material? (6 weeks) How do I evaluate the way in which a person makes an impact on society? (5 weeks) What purpose do memories serve? (3 weeks) How do I analyze how our country compares with other countries in the world? (3 weeks) What strategies can I use to evaluate the impact strong vocabulary use has on my writing? (10 weeks - full marking period) | <ul style="list-style-type: none"> How do I understand the controversy behind euthanasia? (3 weeks) What strategies can be used to evaluate and enhance persuasion in my writing? (3 weeks) How can I evaluate the concept of suffrage? (3 weeks) How did the 19th Amendment to the US Constitution change the lives of women? (3 weeks) How do I understand the factors that contribute to the incidence of date rape? (3 weeks) How do I analyze and evaluate the importance of having a voice? (3 weeks) What strategies can I |

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| | | | | use to evaluate the impact strong vocabulary use has on 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 • Sample self-portrait poems • Grammar/Writing Instruction • <i>YouTube/School Tube</i> • Sadlier Vocabulary Workshop Books | <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 • 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"> • <u>Echoes and Reflections</u> A Holocaust Education Curriculum (Yad Vashem) • <u>Prisoner B-3087</u> by Alan Gratz • Research handouts on Holocaust rescuers • 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"> • <u>The Comprehensive Persuasive Writing Guide</u> by Barbara Mariconda and Dea Paoletta Auray (2003: Empowering Writers, LLC) • Internet research on euthanasia • 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 |
| Activities | <p>One: Beginning of year activities - Identify and use figurative language to add description to writing</p> <p>Two: Self-portrait poem incorporating figurative language</p> <p>Three: Illustrative essay on equality (<i>Roll of Thunder</i>)</p> <p>Four: Peer review and revision of process essay</p> | <p>One: Illustrative essay on child labor, incorporating the use of parenthetical references</p> <p>Two: Peer review and revision of process essay</p> <p>Three: Banned books paragraph/poster</p> | <p>One: Research note cards</p> <p>Two: Research essay on Holocaust rescuer (first and final draft)</p> <p>Three: <i>The Giver</i> webquest activities</p> <p>Four: Utopian Society research and project/presentation (PBL)</p> | <p>One: Persuasive writing review activities</p> <p>Two: Research on euthanasia</p> <p>Three: Persuasive essay on euthanasia</p> <p>Four: Google Slides presentation on suffragists (group)</p> |

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| Standards | <p>Activity One: L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>Activity Two: NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Activity Three: NJLSA.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. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details,</p> | <p>Activity One: NJLSA.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. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Activity Two: W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p> | <p>Activity One/Two: NJLSA.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. NJLSA.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.</p> <p>Activity Three: NJLSA.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. NJLSA.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.</p> <p>Activity Four: NJLSA.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. NJLSA.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. NJLSA.SL5. Make strategic use of digital media and visual displays of data to express</p> | <p>Activity One: W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Activity Two: NJLSA.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. NJLSA.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.</p> <p>Activity Three: NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an</p> |
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| | <p>quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Four: W.8.5. 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>approach, focusing on how well purpose and audience have been addressed.</p> <p>Activity Three: W.8.7. 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>information and enhance understanding of presentations.</p> | <p>inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJLSA.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.</p> <p>Activity Four: NJLSA.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. NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> |
| <p>Accommodations and Modifications</p> | <p>English language learners:</p> <ol style="list-style-type: none"> 1. Give tests orally 2. Give all instructions/directions in writing and orally 3. Allow errors in writing <p>At Risk of School Failure:</p> <ol style="list-style-type: none"> 1. Use highlighted texts 2. Adjust time for completion 3. Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ol style="list-style-type: none"> 1. Provide independent | <p>English language learners:</p> <ol style="list-style-type: none"> 1. Give tests orally 2. Give all instructions/directions in writing and orally 3. Allow errors in writing <p>At Risk of School Failure:</p> <ol style="list-style-type: none"> 1. Use highlighted texts 2. Adjust time for completion 3. Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ol style="list-style-type: none"> 1. Provide independent | <p>English language learners:</p> <ol style="list-style-type: none"> 1. Give tests orally 2. Give all instructions/directions in writing and orally 3. Allow errors in writing <p>At Risk of School Failure:</p> <ol style="list-style-type: none"> 1. Use highlighted texts 2. Adjust time for completion 3. Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ol style="list-style-type: none"> 1. Provide independent | <p>English language learners:</p> <ol style="list-style-type: none"> 1. Give tests orally 2. Give all instructions/directions in writing and orally 3. Allow errors in writing <p>At Risk of School Failure:</p> <ol style="list-style-type: none"> 1. Use highlighted texts 2. Adjust time for completion 3. Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ol style="list-style-type: none"> 1. Provide independent |

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| | <p>learning opportunities.</p> <ol style="list-style-type: none"> 2. Ask students higher level questions. 3. Give students opportunities to mentor and teach other students. <p>Students with 504 plans:</p> <ol style="list-style-type: none"> 1. Students unable to write can have printed notes and provide answers orally. 2. Visually and/or hearing impaired students should be seated in close proximity to the teacher. 3. Students with hearing, visual, or cognitive impairment may have extra time. <p>Self-Portrait Poem: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Equality 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>learning opportunities.</p> <ol style="list-style-type: none"> 2. Ask students higher level questions. 3. Give students opportunities to mentor and teach other students. <p>Students with 504 plans:</p> <ol style="list-style-type: none"> 1. Students unable to write can have printed notes and provide answers orally. 2. Visually and/or hearing impaired students should be seated in close proximity to the teacher. 3. Students with hearing, visual, or cognitive impairment may have extra time. <p>Child Labor Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Banned Books Paragraph: 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>learning opportunities.</p> <ol style="list-style-type: none"> 2. Ask students higher level questions. 3. Give students opportunities to mentor and teach other students. <p>Students with 504 plans:</p> <ol style="list-style-type: none"> 1. Students unable to write can have printed notes and provide answers orally. 2. Visually and/or hearing impaired students should be seated in close proximity to the teacher. 3. Students with hearing, visual, or cognitive impairment may have extra time. <p>Research Essay: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Utopia Project: 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>learning opportunities.</p> <ol style="list-style-type: none"> 2. Ask students higher level questions. 3. Give students opportunities to mentor and teach other students. <p>Students with 504 plans:</p> <ol style="list-style-type: none"> 1. Students unable to write can have printed notes and provide answers orally. 2. Visually and/or hearing impaired students should be seated in close proximity to the teacher. 3. Students with hearing, visual, or cognitive impairment may have extra time. <p>Persuasive Essay on Euthanasia: Tier 1 – No framework Tier 2 – Framework Tier 3 – Assisted framework</p> <p>Suffragists Presentation: 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> |
| Interdisciplinary | Illustrative Essay (Literature/Social Studies) | Child Labor Essay (Literature/Social Studies) | Holocaust Research Essay (Literature/Social Studies) | Euthanasia Persuasive Essay (Literature/Science) |

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| Connections | | Banned Books Project (Literature/Library) | Utopian Society Project (Literature/Social Studies) | Suffragists Powerpoint (Literature/Social Studies) |
| Assessments | Self-Portrait Poem Equality Essay Grammar Quizzes Vocabulary Quizzes | Child Labor Essay Banned Books Project Grammar Quizzes Vocabulary Quizzes | Holocaust Research Essay Utopian Society Project Grammar Quizzes Vocabulary Quizzes | Euthanasia Persuasive Essay Suffragists Powerpoint Grammar Quizzes Vocabulary Quizzes |
| 21st Century Themes and Skills | CRP2. Apply appropriate academic and technical skills. CRP11. Use technology to enhance productivity. | CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. | CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. | CRP2. Apply appropriate academic and technical skills. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. |