

Crest Memorial School Curriculum and Pacing Guide

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

Grade: 8

Subject: Literature

Adoption Date: 4.1.14

Revision Date: 11.7.18

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>Theme: Forgiveness</p> <ol style="list-style-type: none"> 1. How are the Dust Bowl and the Great Depression connected? (6 weeks) 2. In what way are the themes of <u>Out of the Dust</u> relevant to me? (forgiveness, blame, courage) (6 weeks) 3. What is the importance of forgiveness? (6 weeks) 4. Why would an author chose to write a novel in poetry form? (6 weeks) 	<p>Theme: Coming of Age</p> <ol style="list-style-type: none"> 1. Should <u>The Pigman</u> be taught in Middle Schools? (7 weeks) 2. What makes a novel worthy of being taught in school? (7 weeks) 3. Is it ethical to take advantage of a person, even if they allow you to? (7 weeks) 	<p>Theme: Intolerance and Persecution</p> <ol style="list-style-type: none"> 1. How can stereotyping people be dangerous? (8 weeks) 2. What lessons can be learned from the Holocaust? (8 weeks) 3. How do prejudice and violence show itself in today's world? (8 weeks) 4. What makes some people heroes? (8 weeks) 	<p>Theme: Utopia</p> <ol style="list-style-type: none"> 1. What is a utopia? (5 weeks) 2. How does love involve risk? (5 weeks) 3. What is the government's responsibility in ensuring the safety and happiness of its citizens? (5 weeks) <p>Theme: Alienation/Communication</p> <ol style="list-style-type: none"> 1. Why do we speak? (3 weeks) 2. How is speech related to identity? (3 weeks) 3. How do people overcome a traumatic event? (3 weeks)

				4. How do internal conflicts manifest themselves? (3 weeks)
Instructional Materials	<p><u>Roll of Thunder, Hear My Cry</u> by Mildred D. Taylor</p> <p>YouTube video edited and cut for EdPuzzle assignment https://www.youtube.com/watch?v=kOyF88zkMJQ&t=127s</p> <p>PBS Article "Slavery by Another Name"</p> <p>Investopedia website "Economics Basic" Economics worksheet</p>	<p><u>The Pigman</u> by Paul Zindel (The story of an old man befriended by two teenagers whose lives are enhanced by the friendship) Newspaper Column: "Dear Abby" Video: <i>Heart Attack</i> Teleplay: "Let Me Hear You Whisper" by Paul Zindel</p>	<p><u>Prisoner B-3087</u> by Alan Gratz</p> <p>Article: "The Man in the Water" by Roger Rosenblatt *Use for Shared Inquiry Discussion relating to Essential Question #6 Novel excerpt: <u>Night</u> by Elie Wiesel *Use for Shared Inquiry Discussion relating to Essential Question #2 "Anne Frank & the Holocaust" video <u>The Children We Remember</u> by Chana Byers Abells</p>	<p><u>The Giver</u> by Lois Lowry. (The story of a futuristic perfect world where everything is under control and there are no choices) <u>Watching Ants</u> by Arden G. Thompson "The Bill of Rights" US Constitution. Use for Shared Inquiry Discussion relating to Essential Question #3 Film: <i>The Giver</i></p> <p>Article: "The Emotions of Color"</p>
Activities	<ol style="list-style-type: none"> 1. Participate in a sharecropping simulation game 2. Groups will research one year in the 1930s. Identify major events in that year to include in a news broadcast 3. Produce video news broadcast reporting major news events from selected year in the 1930s 	<ol style="list-style-type: none"> 1. Discuss reasons why people tell lies. Debate the question "is telling lies harmful? Are there times when lying can be a good thing?" 2. Construct responses to "Dear Abby" letters by giving advice to readers about topical situations that teens today may face. 3. Argue whether or not zoos are ethical. Are the animals mistreated by not allowing them to live in their natural habitat? 	<ol style="list-style-type: none"> 1. Research the history of World War II including causes, allied and axis powers, and factors leading to the rise of the Nazi party 2. Create a Google MyMaps projects tracking the journey of Yanek throughout 10 different camps, including Google Sites for each stop along his journey 3. Analyze the idea of hope and perseverance. Look up real-life stories about individuals who have overcome immeasurable odds and adversity in life 	<ol style="list-style-type: none"> 1. Analyze the importance of color and research what different colors represent. 2. Discuss the importance of giving gifts and explain what the act of giving a gift represents. What do different gifts mean when you get them from somebody? 3. Investigate different forms of non-verbal communication. Participate in game utilizing alternative forms of communication

Standards	RL.8.1. RL.8.2. RL.8.3. RL.8.4. RL.8.6. RL.8.9. RI.8.1. RI.8.3. RI.8.4. RI.8.5. RI.8.6. RI.8.8	RL.8.1. RL.8.2. RL.8.3. RL.8.4. RL.8.5. RL.8.9. RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.7. RI.8.8 RI.8.9.	RL.8.1. RL.8.2. RL.8.3. RL.8.4. RL.8.6. RL.8.7. RL.8.9. RI.8.1. RI.8.3. RI.8.4. RI.8.5. RI.8.7. RI.8.8	RL.8.1. RL.8.2. RL.8.3. RL.8.4. RL.8.7. RL.8.9. RL.8.10. RI.8.1 RI.8.2. RI.8.3. RI.8.4. RI.8.8 RI.8.10.
Accommodations and Modifications	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p>
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Media Students develop and 	<ul style="list-style-type: none"> ● Art Students will illustrate one 	<ul style="list-style-type: none"> ● History Students research didn't 	<ul style="list-style-type: none"> ● Social Studies/ Civics

	produce a multimedia news broadcast demonstrating research of historical events and technical proficiency with editing software	scene from the novel, create a new cover, or create a collage depicting a theme from the novel	concentration camps and learn about the history and causes of World War II	Students will research and debate different forms of government and the pros and cons of each
Assessments	<p>Formative assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>	<p>Formative assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>	<p>Formative assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>	<p>Formative assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>
21st Century Themes and Skills	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</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>