

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: 11.3.21

	MP1	MP2	MP3	MP4
Pacing Guide	<p>Theme: Forgiveness</p> <p>1. What are the responsibilities of the individual in society? (6 weeks)</p> <p>2. What does it mean to be an insider or an outsider? (6 weeks)</p> <p>3. How are people transformed through their relationships with others? (6 weeks)</p> <p>4. What is freedom? (6 weeks)</p>	<p>Theme: Coming of Age</p> <p>1. Should <u>The Pigman</u> be taught in Middle Schools? (7 weeks)</p> <p>2. What makes a novel worthy of being taught in school? (7 weeks)</p> <p>3. Is it ethical to take advantage of a person, even if they allow you to? (7 weeks)</p>	<p>Theme: Intolerance and Persecution</p> <p>1. How can stereotyping people be dangerous? (8 weeks)</p> <p>2. What lessons can be learned from the Holocaust? (8 weeks)</p> <p>3. How do prejudice and violence show itself in today's world? (8 weeks)</p> <p>4. What makes some people heroes? (8 weeks)</p>	<p>Theme: Utopia</p> <p>1. What is a utopia? (5 weeks)</p> <p>2. How does love involve risk? (5 weeks)</p> <p>3. What is the government's responsibility in ensuring the safety and happiness of its citizens? (5 weeks)</p> <p>Theme: Alienation/Communication</p> <p>1. Why do we speak? (3 weeks)</p> <p>2. How is speech related to identity? (3 weeks)</p> <p>3. How do people overcome a traumatic event? (3 weeks)</p>

				4. How do internal conflicts manifest themselves? (3 weeks)
Instructional Materials	<p><u>The Maze Runner</u> by James Dashner</p> <p>Dystopian PowerPoint Slang Term checklist Article: "What political, social, economic, and cultural issues that may shaper our story" Academic Study: "Human Lab Rats in James Dashner's The Maze Runner Series"</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) "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"> Students will look at multiple uses of slang the Gladers use in the novel and will guess what they think the various terms and idioms mean, then compare their thoughts to reality. Students will analyze the 6 parts of the plot and find the events that fit into each of the parts. Students will break into groups and work together to draw a map of the Glade. They will use textual citations from the novel to justify their facts and locations. They will need to decide what group 	<ol style="list-style-type: none"> Discuss reasons why people tell lies. Debate the question "is telling lies harmful? Are there times when lying can be a good thing?" Construct responses to "Dear Abby" letters by giving advice to readers about topical situations that teens today may face. 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"> Research the history of World War II including causes, allied and axis powers, and factors leading to the rise of the Nazi party Create a Google MyMaps projects tracking the journey of Yanek throughout 10 different camps, including Google Sites for each stop along his journey 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"> Analyze the importance of color and research what different colors represent. 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? Investigate different forms of non-verbal communication. Participate in game utilizing alternative forms of communication

	roles each student is going to accomplish then map out the four quadrants of the Glade with visual representations of what happens in that section of the Glade.			
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 <p>Students develop and produce a multimedia news broadcast demonstrating research of historical events and technical proficiency with editing software</p>	<ul style="list-style-type: none"> • Art <p>Students will illustrate one scene from the novel, create a new cover, or create a collage depicting a theme from the novel</p>	<ul style="list-style-type: none"> • History <p>Students research didn't concentration camps and learn about the history and causes of World War II</p>	<ul style="list-style-type: none"> • Social Studies/ Civics <p>Students will research and debate different forms of government and the pros and cons of each</p>
Assessments	<p>Benchmark assessment MAP Testing, Start Strong Testing, NJSLA</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>Benchmark assessment MAP Testing, Start Strong Testing, NJSLA</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>Benchmark assessment MAP Testing, Start Strong Testing, NJSLA</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>Benchmark assessment MAP Testing, Start Strong Testing, NJSLA</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>Life Literacies and Key Skills: 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active 	<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>Life Literacies and Key Skills: 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online</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>Life Literacies and Key Skills: 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online</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.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p>

	<p>discussions to achieve a group goal.</p> <ul style="list-style-type: none"> • 9.4.8.IML.10: Examine the consequences of the uses of media <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>	<p>games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. • 9.4.8.IML.10: Examine the consequences of the uses of media <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>	<p>games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. • 9.4.8.IML.10: Examine the consequences of the uses of media <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>	<ul style="list-style-type: none"> • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. • 9.4.8.IML.10: Examine the consequences of the uses of media <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>
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