

NORTHERN BURLINGTON COUNTY REGIONAL SCHOOL DISTRICT
2021 Course Map/Pacing Guide

Department	English	Course	ELA 8
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Source of Standards

- New Jersey Student Learning [Standards 2020](#)
 - [NJSLs for English Language Arts Grade 8](#)
 - [English Language Arts](#) (Companion Standards for History, Social Studies, Science and Technical Subjects)
 - College Board
- [Career Readiness, Life Literacies, and Key Skills](#):
 - All courses Focus on - 9.4 Life Literacies and Key Skills (p. 49)

Sequence- Unit Titles and Number of weeks per unit (total = 18 semester/ 36 year)

Unit 1: AUTHORS AND ARTISTS (8 Weeks). Students study various literary elements found in the realistic fiction novel, *Hatchet* by Gary Paulsen. Throughout this unit, students compare *Hatchet* to the works of artists from various time periods, backgrounds, and lifestyles and study how authors and artists have similar approaches to their work.

Unit 2: LOOKING BACK ON AMERICA (8 Weeks). In this unit, students embark on a historical journey that spans from the Civil War to the Civil Rights Movement. Through poetry, literature, and informational texts, students study writers from rich, diverse backgrounds and with varied American experiences.

Unit 3: DRAMATICALLY SPEAKING (8 Weeks). Students read the play *A Raisin in the Sun* by Lorraine Hansberry, comparing and contrasting the plots, settings, themes, characters, and literary techniques in the play to a film adaptation. To supplement the unit, students will read and analyze speeches from a diverse population throughout American history that address similar themes in the play.

Unit 4: THE IMPACT OF CHOICES (8 Weeks). Students study the Holocaust through a variety of mediums. For instance, they read *Maus*, a Holocaust graphic novel by Art Spiegelman to learn about one Holocaust survivor's experience. Students continue to examine the impact of choices in the lives of real and fictitious characters.

Big Ideas/[Enduring Understanding](#) (link to guide)

- Students will understand that authors and artists use similar processes when creating work.
- Students will understand that learning about history through literature is different from learning through informational texts.
- Students will understand that reading a text is different from listening to a text, viewing a presentation of a text, and performing a text.
- Students will understand that personal choices impact them and those around them.

[Essential Questions](#) (link to guide)

- How are artists and authors similar?
- How does learning history through literature differ from learning through informational text?
- How is reading a speech, poem, or script different from listening to or viewing one?
- What can people learn from the choices made by others?

[Reporting Student Progress](#) (link to pyramid)

All courses follow a balanced assessment system with Practice and Assessments. Each category includes formative, summative and alternative assessments.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans

Resources (Text and Technology)

Unit 1

- *Hatchet*-1987 by Gary Paulsen
- *Guts* by Gary Paulsen (2001)
- Museum ABC-The Metropolitan Museum of Art
- Museum Shapes-The Metropolitan Museum of Art
- Vincent van Gogh: Portrait of an Artist (Jan Greenberg and Sandra Jordan)
- Vincent van Gogh: Sunflowers and Swirly Stars (Smart About Art Series) (Brad Bucks and Joan Holub)
- Leonardo da Vinci, Mona Lisa (1503)
- Georges Seurat, A Sunday Afternoon on the Island of La Grande Jatte (1886)
- Edvard Munch, The Scream (1893)
- Aaron Douglas, Aspiration (1936)
- Georgia O'Keeffe, From the Faraway, Nearby (1937)
- Frida Kahlo, Self-Portrait with Thorn Necklace and Hummingbird (1940)
- Andy Warhol, Marilyn Monroe Series (1962-67)
- Chuck Close, Fanny/Fingerpaintings (1985)
- Takashi Murakami, Celestial Flowers (2018)

Unit 2

- "Gettysburg," Junior Scholastic, October 28, 2013
- "Drummer Boy of Shiloh" by Ray Bradbury
- "How Shiloh Changed the Civil War" by Winston Groom
- "Children in the Civil War" by Patricia Netzley
- "The Gettysburg Address" by Abraham Lincoln
- "Sympathy," by Paul Laurence Dunbar
- "Mother to Son," by Langston Hughes
- "I, Too, Sing America," by Langston Hughes
- "I Hear America Singing" by Walt Whitman
- "Still I Rise," by Maya Angelou
- "Phenomenal Woman" by Maya Angelou
- "Mrs. Flowers," from *I Know Why the Caged Bird Sings* by Maya Angelou
- "A Visit from the Old Mistress" by Winslow Homer

Unit 3

- "Harlem," by Langston Hughes
- A Raisin in the Sun by Lorraine Hansberry
- A Raisin in the Sun film by Kenny Leon (2008)
- "I Have a Dream," by Martin Luther King, Jr.
- Inaugural Address, John F. Kennedy
- Keynote Address at the 1976 Democratic National Convention, by Barbara Jordan
- Remarks of Senator Barack Obama after the New Hampshire Primary.
- Acceptance Speech for U.S. Supreme Court Justice Sonia Sotomayor
- Sorry, Wrong Number, by Lucille Fletcher
- Sorry, Wrong Number, by Anatole Litvak

Unit 4

- "A Walk Through Horror" Read Magazine article
- Maus by Art Spiegelman
- One Spring by Karl Bodek and Kurt Conrad Löw
- Little Women film 1994 Gillian Armstrong
- Excerpt from Little Women by Louisa May Alcott