

**NORTHERN BURLINGTON COUNTY REGIONAL SCHOOL DISTRICT  
2020 Course Map/Pacing Guide**

<b>Department</b>	English Language Arts	<b>Course</b>	<b>ELA Composition 8</b>
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**Source of Standards**

- [Curriculum Author's Checklist](#)
- New Jersey Student Learning [Standards 2020](#)
  - <Specific Content Standards>
  - [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)
- [RL 8.1](#) [RL 8.2](#) [RL 8.4](#) [RL 8.5](#) [RL 8.9](#)
- [RI 8.1](#) [RI 8.3](#) [RI 8.4](#) [RI 8.5](#) [RI 8.6](#) [RI 8.7](#) [RI 8.9](#)
- [L 8.1](#) [L 8.2](#) [L 8.3](#) [L 8.4](#)
- [W 8.1](#) [W 8.3](#) [W 8.4](#) [W 8.5](#) [W 8.6](#) [W 8.7](#) [W 8.9](#)
- [SL 8.1](#) [SL 8.2](#) [SL 8.4](#) [SL 8.5](#)

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

- **Unit 1: Urban Settings in America: It Happened in the City (10 weeks)**: Students will analyze the various story elements from diverse works about *Urban America*. Students will pay particular attention to the setting of the featured texts and how it affects the characters, the plot, and the themes of the story.
- **Unit 2: Rural Settings in America: It Happened in the Country (10 weeks)**: Students will analyze the various story elements from diverse works about *Rural America*. Students will pay particular attention to the setting of the featured texts and how it affects the characters, the plot, and the themes of the story.

**[Enduring Understanding \(link to guide\)](#)**

- Setting acts as a character that creates a direct influence on the plot.
- The culture, priorities, and morals of a people are affected by the setting.
- Different societies offer different opportunities based on socio-economic and cultural expectations.
- Despite the setting, there are many commonalities between the themes of stories set in urban and rural locations.

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

- How does the setting affect the plot?
- How does the setting determine the culture of a specific type of people (demographic)?
- How are a person's opportunities diminished or enhanced by their surroundings?

- How are the themes of these varying settings (urban/rural) similar?

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

All courses follow a balanced assessment system with Practice, Assessments, Evaluations. 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)**

- Google Apps For Education (GAPE)
- "Thank you Ma'am" Langston Hughes
- "Rules of the Game" Amy Tan
- *Code Orange* Caroline B. Cooney
- "Names/ Nombre": Julia Alvarez
- My Name: Sandra Cisneros
- "Always Remember" ReadWorks 2013 McCabe, Suzanne. "Empty Sky." Scholastic. Scholastic, Inc., 9 May 2011.
- "I Was 11 on 9/11." Scholastic. Scholastic, Inc.
- Video excerpt from Joy Luck Club
- Video footage from September 11, 2001 Survivors
- "A Mother in Mannville" Rawlings
- "Abandoned Farmhouse" Kooser
- *The Adventures of Tom Sawyer* (excerpt)
- *Holes*: Louis Sachar