

# Grade 8 ELA Novel Unit Pacing Guide

## 2024-2025

Trimester	Est. Time Frame *All dates are approximate	Unit Title/ Unit Texts Unit 1: Rites of Passage & Unit 2: The Holocaust	Writing Tasks/ Writing Focus
1	Trimester 1 60 days  September 4th, 2024 to December 6th, 2024	<p style="text-align: center;"><b><i>UNIT 1: RITES OF PASSAGE</i></b></p> <p><b><u>Launch Text</u></b></p> <ul style="list-style-type: none"> <li>• “Red Roses”</li> </ul> <p style="padding-left: 40px;">Literary Focus:</p> <ul style="list-style-type: none"> <li>• Definition of nonfiction narrative</li> <li>• Annotations</li> <li>• Summary</li> <li>• Quickwrite</li> </ul> <p><b><u>Whole-Class Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Anchor text - Short Story- The Medicine Bag</b></li> </ul> <p style="padding-left: 40px;"><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check: Complete all 4 in RACECE format.</li> <li>• Analyze the text questions, p. 22. Select 1 question and respond in RACECE format. <b>(Summative assessment)</b></li> <li>• Figurative Meaning: Symbolism- Expand the activity &amp; create a chart using direct text evidence where the symbol appears. p. 23</li> <li>• Concept vocabulary</li> <li>• Word study: Animal Words</li> <li>• Verbs in Active and Passive Voice p. 25</li> <li>• Retelling a Story</li> </ul> <ul style="list-style-type: none"> <li>• <b>Media: Video- Apache Girl’s Rite of Passage</b></li> </ul> <p style="padding-left: 40px;"><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Close Review- Analyze expository information</li> <li>• Comprehension check</li> <li>• Analyze the media</li> <li>• Media vocabulary</li> </ul> <p><b><u>Small Group Learning</u></b></p>	<p><b>Textbook:</b> <b>RACE review/scaffold for 8<sup>th</sup> Grade (Formative Assessments)</b></p> <ul style="list-style-type: none"> <li>• Varied sentence structure</li> <li>• Heavily use Writer’s Workshop</li> <li>• Thesis Statement</li> <li>• Proper quotation MLA format for literary analysis and informational text evidence</li> <li>• Focus on extending explanation to not have it repeat the evidence*</li> </ul> <p style="text-align: center;"><b>*RACECE FORMAT: Please use this format for students writing.</b></p> <ul style="list-style-type: none"> <li>• <b>Restate the question, Answer the question, Cite textual evidence, Explain textual evidence. Secondary Citation of textual evidence, Secondary Explanation of textual evidence.</b></li> </ul> <p><b>Writing to Compare:</b> <i>"The Medicine Bag"</i> and a documentary video titled, <i>"Apache Girl's: Compare and Contrast using RACECE:</i> You have reviewed two selections about rites of passage for young Native Americans: a short story titled, "The Medicine Bag" and a documentary video titled, "Apache Girl's Rite of Passage." Deepen your understanding of the two texts and compare and contrast how the Lakota rite of passage and the Apache rite of passage are similar and different. Discuss the advantages and disadvantages of the text versus the video</p>

• **Poetry Collection: Hanging Fire, Translating Grandfather's House**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Forms of Poetry
- Concept vocabulary
- Etymology: *horizon*
- Author's Style: Word Choice

• Novel Study: *The Giver* by Lois Lowry

\*\* (Novels should be used every Friday)

- **Weekly NJSLA Text: use of iReady.**

***UNIT 2: THE HOLOCAUST***

**Launch Text**

**Media, Timeline: Frank Family and World War II, Timeline**

*Literary Focus:*

- Close-review: Reflect on chronology
- Comprehension check
- Media vocabulary
- Analyze the media

**Whole-Class Learning**

• **Anchor Text, Drama: The Diary of Anne Frank, Act I (Must be completed in Trimester 1)**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions / RACE Strategy: Use Questions #1 and #3 as RACE strategy questions. Focus on having students use proper MLA quoting and use detailed evidence with specific explanation. p. 152
- Text Structure in Drama p. 153
- Concept vocabulary
- Word study: -ion
- Principal parts of verbs p.155

in presenting the material. Use the RACECE format.

**(Restate, Answer, Cite, Explain, Cite, Explain) in your response.** (Utilize NJSLA Literary Analysis Task Essay examples and focus on proper MLA quoting format. Use p. 32-33 for reference)

- Quoting- Format/Citations
- Strong Thesis/Claim
- Justify with three pieces of concise and specific evidence
- Elaborate and reason on evidence in an academic fashion
- Varied transitions for evidence
- Task-specific Vocabulary
- Conclude with a rephrased version of thesis

**Literary Analysis Writing:**

After reading the poems "*Hanging Fire*" by Audre Lorde and "*Translating Grandfather's House*" by E.J. Vega, analyze the speakers' tones in each poem. Consider the word choices used by each author how it contributes to the tone and the overall meaning of each poem.

RACECE format should be utilized for students to demonstrate a clear understanding of each poem. Use p. 65 for reference)

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**Novel: "The Giver" by Lois Lowry**

**Narrative Writing Task: The Giver (Choose 1)**

Imagine a different conclusion for "The Giver" by Lois Lowry.

			<p>Choice A: In your alternate ending, consider how Jonas's journey might change if he makes a different decision at a crucial moment in the story.</p> <p>Choice B: In your alternate ending, imagine you are Jonas. Demonstrate how you would change the course of the events after discovering the nature and the foundation of the community. What would you do differently?</p> <p><b>Narrative Writing: <i>The Giver</i></b> (Use NJSLA Format and make it a timed write. Review elements of a narrative piece using pgs 34 - 39 in Savvas.)</p> <ul style="list-style-type: none"><li>● Point of View</li><li>● Dialogue</li><li>● Tone/Mood</li><li>● Setting</li><li>● Plot Structure</li></ul> <p><b><u>G&amp;T Students Only:</u></b> <i>Research the concepts of utopia and dystopia, examining their characteristics, historical examples, and representations in literature and media. Present your findings in an organized essay or a Google slides presentation to educate the class, discussing the key features of each concept, their societal implications, and how they reflect human aspirations and fears. Students should reflect on Trimester 1 texts to help support and construct their response.</i></p> <p><b>*Time permitting for Trimester 1. Can be started and finished in Trimester 2.*</b></p>
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Trimester	Est. Time Frame *All dates are approximate	Unit Title/ Unit Texts Unit 2: The Holocaust & Unit 3: What Matters	Writing Tasks/ Writing Focus
2	60 days December 9, 2024 to March 18, 2025	<p style="text-align: center;"><b><i>UNIT 2: THE HOLOCAUST (Cont'd)</i></b></p> <p><b><u>Whole-Class Learning</u></b>  <b>Anchor Text, Drama: The Diary of Anne Frank, Act II</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>● Annotation/close-read</li> <li>● Comprehension check</li> <li>● Analyze the text questions / Use Question 2 as a RACECE strategy. This question will then build off of question 1 on p. 188) (<b>Summative assessment</b>)</li> <li>● Characters' Motivations / Focus on Questions #1 and #2. For #2, use this as a class discussion on p.189 to discuss what motivates people's behavior in times of crisis.)</li> <li>● Concept vocabulary</li> <li>● Word study: Latin Suffix: -ent</li> <li>● Simple Tenses of Verbs p.191</li> </ul> <p><b><u>Small-Group Learning</u></b>  • <b>Acceptance Speech for the Nobel Peace Prize</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>● Annotation/close-read</li> <li>● Comprehension check</li> <li>● Analyze the text questions</li> <li>● Author's Purpose and POV/ Use Question #2 as RACE strategy p. 227 (<b>Summative assessment</b>)</li> <li>● Concept vocabulary</li> <li>● Word study: Word Families</li> <li>● Perfect Tenses of Verbs</li> </ul> <p><b><u>Launch Text</u></b>  • <b>"Freedom of the Press?"</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>● Definition of argumentative text</li> <li>● Annotations</li> </ul>	<p><b>Textbook:</b>  <b>RACE review/scaffold for 8<sup>th</sup> Grade (Formative Assessments)</b></p> <ul style="list-style-type: none"> <li>● Varied sentence structure</li> <li>● Heavily use Writer's Workshop</li> <li>● Thesis Statement</li> <li>● Proper quotation MLA format for literary analysis and informational text evidence</li> <li>● Focus on extending explanation to not have it repeat the evidence</li> </ul> <p><b>Writing to Sources:</b> Explanatory Essay: <i>The Diary of Anne Frank</i> Write an Explanatory Essay- Students write an essay responding to the question: Explain how outside events affected the moods of the residents of the Secret Annex and their relationships with one another.</p> <ul style="list-style-type: none"> <li>● Quoting- Format/Citations</li> <li>● Strong Thesis/Claim</li> <li>● Justify with three pieces of concise and specific evidence</li> <li>● Elaborate and reason on evidence in an academic fashion</li> <li>● Varied transitions for evidence</li> <li>● Task-specific Vocabulary</li> <li>● Conclude with a rephrased version of thesis</li> </ul> <p><b>Performance Task: NJSLA based Research Simulation Task. (Summative Assessment)</b> You have read "Three Cheers for the Nanny State", "Ban the Ban!", and "Soda's a Problem but...". Each author presents their opinion on the New York City</p>

- Summary
- Quickwrite

### ***UNIT 3: WHAT MATTERS***

**Whole-Class Learning**

**•Anchor Text, Magazine Article: Barrington Irving, Pilot and Educator**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions- Use Question #2A OR # 3 as a RACECE response. Students use proper MLA format for their textual evidence. p.271
- Characterization in Nonfiction
- Concept vocabulary
- Word study: -ful
- Nouns and Pronouns p. 273

**• Anchor Text, Opinion Piece: Three Cheers for the Nanny State, Sarah Conly**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text: Use Question #1 on p. 282 as a RACE response. Students should be sure to answer both part A and part b. Students use proper MLA format for their textual evidence. OR Author’s Argument: Use Question #2 on p. 283 (Analyze the text Question) for a RACE response with the author's argument. Students use proper MLA format for their textual evidence **(Summative assessment)**
- Concept Vocabulary
- Word Study: Latin Suffix: -just
- Clauses p. 285

**• Anchor Text, Opinion Pieces: Ban the Ban!/ Soda’s a Problem but...**

*Literary Focus:*

- Annotation/close-read
- Comprehension check

Soda Ban. Write an essay that analyzes how each source presents the NYC Soda Ban information. Is one author’s conclusion or interpretation of the facts more convincing than the others? (Do not do the problem-and solution essay. Do this instead.) p. 294 third bullet point

- Three sources
- Quote Formatting
- Thesis/Claim
- Analyze specific evidence
- Synthesis evidence
- Transitional sentences between paragraphs
- Unpack prompt
- Task-specific vocabulary

**Novel- *Night* by Elie Wiesel**

Research/Application:Synthesis: Research Simulation Task: Write an essay that explains how this novel challenges or validates the “single story” of Holocaust survivors and the Holocaust at large. Use *Night* and Unit 2 stories as texts.

Option 1- Do some more extensive research into the Holocaust. Create a timeline of important events and decide where you might include important events that happen in the novel. Then, write a 2-page paper about how the novel informs your understanding of the Holocaust or how it detracts from your understanding.

Option 2- You are going to read two texts about teens during the Holocaust: “Teens Against Hitler” by Lauren Tarshis and “The Boys Who Fought the Nazis” by Kristin Lewis. As you read these texts, think about what the texts show about how resisting the

- Analyze the Text- Use Question #2B as a RACE response. Students use proper MLA format for their textual evidence. p. 290
- Conflicting Arguments- Complete Questions 1-4 and for #5 create a thesis statement using Three Cheers for the Nanny State” as well. p.291
- Concept vocabulary
- Word Study- ex-
- Basic sentence structures
- Research Simulation Task

**Small-Group Learning**

• ***Persuasive Speech: Words Do Not Pay, Chief Joseph (830L)***

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Persuasive Techniques and Word Choice p. 311
- Rhetorical Devices: Parallelism p.312
- Concept vocabulary
- Word study: Latin Root -mis-

•Novel Study: *Night* by Elie Wiesel (UNIT 2)

•Novel Study: *Midsummer Night's Dream* by William Shakespeare (UNIT 3)

\*\* (Novels should be used every Friday)

- **Weekly NJSLA Text: use of iReady.**

Nazis affected the teens during and after the Holocaust. Using these texts, write an informative essay explaining the following prompt: According to these two texts, explain how both articles show the effect that resisting and fighting against the Nazis and Hitler had on young people? Be sure to use evidence from the texts to support your reasoning.

- Two sources
- Quote Formatting
- Thesis/Claim
- Analyze specific evidence
- Synthesis evidence
- Transitional sentences between paragraphs
- Unpack prompt
- Task-specific vocabulary

**Novel- *A Midsummer Night's Dream* by William Shakespeare**

**Synthesis for AMSND:** In Act 1, Lysander says, “The course of true love never did run smooth.” For the couples in this play, this statement is certainly true. Using evidence from at least two of the couples, examine Shakespeare’s larger message to the audience about the nature of love. Feel free to use biographical information about Shakespeare’s own love life (properly cited, of course) as you examine his theme/message to the audience.

- Quote Formatting
- Thesis/Claim
- Analyze specific evidence
- Synthesis evidence
- Transitional sentences between paragraphs
- Unpack prompt

			<ul style="list-style-type: none"><li>● Task-specific vocabulary</li></ul> <p><b><u>Argumentative Essay for AMSND:</u></b> Some people say that parents know their teenagers better than anyone else in the world, while others say that parents know only one side of their teenagers’ personalities and rarely know the full person. With which side do you agree? Use AMSND to support your answer (Find articles that relate to this topic to allow for informational text to be used as well).</p> <ul style="list-style-type: none"><li>● Quote Formatting</li><li>● Thesis/Claim</li><li>● Analyze specific evidence</li><li>● Synthesis evidence</li><li>● Transitional sentences between paragraphs</li><li>● Unpack prompt</li><li>● Task-specific vocabulary</li><li>● Counterargument</li></ul> <p><b><u>G&amp;T Students Only:</u></b></p> <p><i>1. Discuss the cultural significance and ethical considerations of traditional tattoos in contemporary society. In your essay, examine the historical context of at least two types of cultural tattoos, such as Polynesian, Japanese, Holocaust, or Arabic tattoos. Analyze how these tattoos are perceived both within their originating cultures and by the broader global community. Additionally, explore the potential issues of cultural appropriation and the responsibilities individuals should consider when choosing to get a culturally significant tattoo. (Unit 2)</i></p> <p><i>2. Research Related Topics - Issues of public health are an important part of the American conversation. Reinforce that public health crises pose many challenges and lead to</i></p>
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			<p>higher health care costs. Ask students to select a public health crisis in the United States. Have them create a presentation using Google slides to increase awareness of the crisis. (pg. 289) (Unit 3)</p>
<b>Trimester</b>	<b>Est. Time Frame</b> <b>*All dates are approximate</b>	<b>Unit Title/ Unit Texts</b> <b>Unit 4: Human Intelligence &amp; Unit 5: Invention</b>	<b>Writing Tasks/ Writing Focus</b>
<b>3</b>	<p>60 days March 19, 2024-June 19, 2025</p>	<p style="text-align: center;"><b><i>UNIT 4: HUMAN INTELLIGENCE</i></b></p> <p><b><u>Launch Text: Unit 4</u></b>  <b>• “The Human Brain”</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>● Definition of argument</li> <li>● Annotations</li> <li>● Summary</li> <li>● Quickwrite</li> </ul> <p><b><u>Whole-Class Learning</u></b>  <b>• Anchor Text, Short Story: “Flowers for Algernon”</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>● Annotation/close-read</li> <li>● Comprehension check</li> <li>● Analyze the text questions- (Use questions to focus on discussion)</li> <li>● Analyze the Text_ students will identify examples of direct characterization. Use Question 4 as a RACECE p. 380 <b>(Summative assessment)</b></li> <li>● Word Study-Anglo-Saxon Suffix: -sub-</li> <li>● Direct and Indirect Pronouns p. 383</li> </ul> <p><b><u>Small-Group Learning</u></b>  <b>•Media, Infographic, The Theory of Multiple Intelligences Infographic</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>● First Review</li> <li>● Media Vocabulary</li> </ul>	<p><b>Textbook:</b>  <b>RACE review/scaffold for 8<sup>th</sup> Grade (Formative Assessments)</b></p> <ul style="list-style-type: none"> <li>● Varied sentence structure</li> <li>● Heavily use Writer’s Workshop</li> <li>● Thesis Statement</li> <li>● Proper quotation MLA format for literary analysis and informational text evidence</li> </ul> <p>Focus on extending explanation to not have it repeat the evidence</p> <p><b>Unit 4 and 5 Research Simulation Task (complete after Unit 5):</b></p> <p><b><u>Performance-Based Assessments:</u></b>  You have read “To Fly” from Space Chronicles by Neil deGrasse Tyson and “Nikola Tesla: The Greatest Inventor of All?” by Vicky Baez. Using The Theory of Multiple Intelligences Infographic from Unit 4, analyze and_evaluate what types of intelligence were used for Tesla and the scientist discussed in “To Fly” to create their respective inventions?</p> <p><b>Novel: <i>Of Mice and Men</i> by George Orwell</b>  <b><u>Literary Analysis for OMAM:</u></b>In the conclusion of John Steinbeck’s novel, <u>Of Mice and Men</u>, George was faced with a</p>

- Comprehension Check
- Close Review
- Analyze the Media
- Group Discussion- Students take part in a discussion about the different types of intelligence shown on the infographic (Focus as a group project) p. 415 (**Summative assessment**)

## ***UNIT 5: INVENTION***

### **Launch Text: Unit 5**

#### • “Inspiration is Overrated!”

*Literary Focus:*

- Definition of argument
- Annotations
- Summary
- Quickwrite

### **Whole-Class Learning**

#### • Anchor Text” “To Fly”

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Analyze Craft & Structure: Use Question #2 as a RACECE. Focus on compare and contrast writing style. (**Summative assessment**)
- Word Study: Old English Prefix fore-
- Capitalization

### **Small-Group Learning**

#### •Nikola Tesla: The Greatest Inventor of All?

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Poetic Structures- Students analyze the structure of poems (Use Question #1 as a RACECE. Focus on short quotes using MLA format.) p. 491
- Text Structure: Biographical Writing
- Word Study: Multiple-meaning words

difficult decision. He chose to kill his one true friend Lennie. Was George justified in taking Lennie’s life? In a well-organized essay, convince your reader either that George was justified or was not justified in his actions.

Throughout Of Mice and Men, we see a hierarchy of power. Discuss two of the characters in regards to how they were treated on the farm and how they dealt with such oppression.

### **Informative/Explanatory Writing for OMAM: Select 2 of the choices below**

- Newspaper Assessment: Create a local newspaper set in the 1920’s/1930’s in the vicinity of Soledad/the ranch/surrounding towns. Include the following in your newspaper:
  - Two work wanted ads
  - Two letters-to-the-editor (written by two characters)
  - One obituary
  - One front page news article (detailing a key event at the ranch).
  - One editorial column (expressing an opinion about a key societal issue.
  - Extra Items: sports, photos, etc.
- Write an essay analyzing the similarities and differences between the American Dream today with Lenny and George’s American Dream.

- Commas and semicolons

- Novel Study: *Of Mice and Men* by John Steinbeck (Unit 4)
- Novel Study: *The Time Machine* by H.G. Wells (Unit 5)
- \*\* (Novels should be used every Friday)
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- **Weekly NJSLA Text: use of iReady.**

***Novel: Time Machine* By H.G. Wells**

**Literary Analysis: (Choose one)**

1. Wells looks into the far future and predicts the evolution of humans and their culture based on economic and biological factors. Explain how humanity split into the Eloi and the Morlocks. Use examples and details from the text to illustrate your points.

2. Wells' novel is more than just a good adventure story. If Wells' purpose in writing *The Time Machine* was cautionary, what is he warning us of? Does his warning still apply today?

**G&T Students Only:**

*Research an invention of your choice and analyze how it has contributed to the advancement of human intelligence. Consider how this invention has impacted the way we learn, communicate, or solve problems. Be sure to explore both the invention's historical significance and its ongoing influence on society.*