

Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 8
MP1 Standards	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.6-8.Inform. Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors • Develop coherence and cohesion throughout text <p>ELD-LA.6-8.Argue. Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central idea distinct from prior knowledge or opinions • Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints • Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)



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	<p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.6-8.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors or causes • Evaluating experts' points of agreement, along with strengths and weakness of explanations <p>ELD-SS.6-8.Explain.Expressive Multilingual learners will construct social studies explanations that</p> <ul style="list-style-type: none"> • Introduce and contextualize phenomena or events • Establish perspective for communicating outcomes, consequences, or documentation • Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses • Generalize multiple causes and effects of developments or events <p>ELD-SS.6-8.Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (<i>argue in favor or against a position, present a balanced interpretation, challenge perspective</i>) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use <p>Language Domains: listening, speaking, reading, and writing</p>



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	<p>NJSLS-ELA</p> <p>Language Domain</p> <ul style="list-style-type: none"> • L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. • L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <p>Reading Domain</p> <ul style="list-style-type: none"> • RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. • RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. • RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts. • RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts. • RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. • RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure. • RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).



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	<ul style="list-style-type: none"> • RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints. • RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work. • RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. • RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. • RL.CT.8.8. Analyze and reflect on how the author’s idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period. • RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. <p>Writing Domain</p> <ul style="list-style-type: none"> • W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. • W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. • W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



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	<ul style="list-style-type: none"> • W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> • SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. • SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. • SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. • SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <p>NJSLS-Social Studies</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>



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	<p>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> ➤ 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. ➤ 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. ➤ 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans ➤ 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. ➤ 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. ➤ 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts) ➤ 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. ➤ 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ➤ 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. ➤ 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.



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	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. ➤ 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. ➤ 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. ➤ 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. ➤ 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives. ➤ 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. ➤ 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. ➤ 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. ➤ 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.



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	<ul style="list-style-type: none"> ➤ 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. ➤ 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. ➤ 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. ➤ 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. ➤ 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted ➤ 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. ➤ 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. ➤ 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. ➤ 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. ➤ 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. ➤ 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives. ➤ 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South ➤ 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. ➤ 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. ➤ 6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life ➤ 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).



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	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. ➤ 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. ➤ 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives
<p>MP1</p> <p>Topics</p>	<p>The first marking period focuses on U.S. History. It will cover the following: Introduction to US History II, Reconstruction/Territorial Expansion/Manifest Destiny, Territorial Expansion and Native Americans, Industrial Revolution in the United States, Immigration to the U.S., and Gilded Age/Urbanization/Progressive Era.</p> <p>Theme: <i>Coming of Age</i></p> <p><u>Essential Questions</u></p> <p>Week 1</p> <ol style="list-style-type: none"> 1. How do you know what you know? 2. What is history? 3. What is historical thinking? 4. Why is 9/11 significant to our world? 5. How is the history of the United States, from the exploration by Europeans in the 17th century to the aftermath of the Civil War in the late 1800s, similar to the growth of a child? 6. What events, people, and characteristics combined to create the unique country of the United States? 7. What resources do we have that give us evidence about the people, places, and events of the past? How do we evaluate those resources to draw sound conclusions? <p>Week 2</p> <ol style="list-style-type: none"> 1. What were the causes and effects of the westward expansion of the U.S. during the 19th century? 2. How did the growth of the U.S., in geographic, political, social and economic terms, create the country of today? <p>Week 3</p> <ol style="list-style-type: none"> 1. What were the causes and effects of the westward expansion of the U.S. during the 19th century?



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	<p>2. How did the growth of the U.S., in geographic, political, social, and economic terms, create the country of today?</p> <p>3. What responsibility does the United States have toward specific groups or other nations?</p> <p>Week 4&5</p> <p>1. How do economic growth and technological innovation also lead to problems and crisis?</p> <p>2. How and why did the economy change in the 19th Century?</p> <p>3. How were living and working conditions affected by the industrialism of the 19th and the economic changes of the early 20th Century?</p> <p>Week 6</p> <p>1. What were the push and pull factors which affected immigration into the United States in the 19th and 20th Centuries?</p> <p>2. What was the effect of immigration on individuals, communities, and the nation?</p> <p>Week 7, 8, & 9</p> <p>1. How do economic growth and technological innovation also lead to problems and crisis?</p> <p>2. How were living and working conditions affected by the industrialism of the 19th and the economic changes of the early 20th Century?</p> <p>3. What efforts were made by various groups to solve problems and improve conditions?</p> <p>4. What responsibility do business owners, government, and society at large have to maintain safe, healthy, and stable working and living conditions?</p> <p>Week 10</p> <p>1. How do economic growth and technological innovation also lead to problems and crisis?</p> <p>2. How were living and working conditions affected by the industrialism of the 19th and the economic changes of the early 20th Century?</p> <p>3. What efforts were made by various groups to solve problems and improve conditions?</p> <p>4. What responsibility do business owners, government, and society at large have to maintain safe, healthy, and stable working and living conditions?</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> History is an account of past events, told through multiple perspectives. Historical thinking involves analysis and synthesis of these accounts, weighing the evidence and asking questions to determine validity.



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	<ul style="list-style-type: none"> The 19th century is a time of “coming of age,” as the United States grew in size, wealth, and global prominence. The intellectual and social growth of the country is also evident, as immigration brings new individuals who contribute to the complexity of the society in diverse, sometimes challenging ways. The combination of resources, innovations, and manpower created a rapidly growing economy which brought great wealth along with new conflicts to be resolved. The lifestyle, economy, and society that we know today are directly related to the changes caused by the Industrial Revolution and the shift to a market economy in the 19th Century, and the solutions implemented in the 20th Century.
<p>MP1</p> <p>Skills/Concepts</p>	<p>Chronological Thinking</p> <ul style="list-style-type: none"> Compare and present past events to evaluate the consequences of past decisions and to apply lessons learned. Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape <p>Spatial Thinking</p> <ul style="list-style-type: none"> Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. Relate current events to the physical and human characteristics of places and regions. <p>Critical Thinking</p> <ul style="list-style-type: none"> Distinguish valid arguments from false arguments when interpreting current and historical events. Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. <p>Presentational skills</p> <ul style="list-style-type: none"> Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format



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MP1 Core Materials	Novels: The Miracle Worker & The Outsiders



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade 8
MP2 Standards	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.6-8.Inform. Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors • Develop coherence and cohesion throughout text <p>ELD-LA.6-8.Argue. Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central idea distinct from prior knowledge or opinions • Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints



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	<ul style="list-style-type: none"> • Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s) <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.6-8.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors or causes • Evaluating experts' points of agreement, along with strengths and weakness of explanations <p>ELD-SS.6-8.Explain.Expressive Multilingual learners will construct social studies explanations that</p> <ul style="list-style-type: none"> • Introduce and contextualize phenomena or events • Establish perspective for communicating outcomes, consequences, or documentation • Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses • Generalize multiple causes and effects of developments or events <p>ELD-SS.6-8.Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (<i>argue in favor or against a position, present a balanced interpretation, challenge perspective</i>) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use <p>Language Domains: listening, speaking, reading, and writing</p>



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	<ul style="list-style-type: none"> • RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints. • RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work. • RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. • RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. • RL.CT.8.8. Analyze and reflect on how the author’s idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period. • RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. <p>Writing Domain</p> <ul style="list-style-type: none"> • W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. • W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. • W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



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	<ul style="list-style-type: none"> • W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> • SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. • SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. • SL.ES.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. • SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. • SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <p>NJSLS-Social Studies</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 8
	<p>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> ➤ 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. ➤ 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. ➤ 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans ➤ 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. ➤ 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. ➤ 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts) ➤ 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. ➤ 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ➤ 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. ➤ 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 8
	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. ➤ 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. ➤ 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. ➤ 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. ➤ 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives. ➤ 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. ➤ 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. ➤ 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. ➤ 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 8
	<ul style="list-style-type: none"> ➤ 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. ➤ 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. ➤ 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. ➤ 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. ➤ 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted ➤ 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. ➤ 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. ➤ 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. ➤ 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. ➤ 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. ➤ 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives. ➤ 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South ➤ 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. ➤ 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. ➤ 6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life ➤ 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade 8
	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. ➤ 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. ➤ 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives
<p>MP2</p> <p>Topics</p>	<p>The second marking period focuses on U.S. Imperialism. It will cover the people, places, ideas, and events significant to the era of Imperialism in the late 19th and early 20th centuries.</p> <p>Theme: Empowerment Grows from Conflict & Change</p> <p><u>Essential Questions</u></p> <p>Week 1&2</p> <ol style="list-style-type: none"> 1. What responsibility does the United States have toward specific groups or other nations? 2. How did the U.S. become a world power by the beginning of the 20th Century? 3. Why did the U.S. choose to become involved in other countries? 4. In what ways did the U.S. attempt to resolve global conflicts in the 20th Century? <p>Week 3 & 4</p> <ol style="list-style-type: none"> 1. What responsibility does the United States have toward specific groups or other nations? 2. How did the U.S. become a world power by the beginning of the 20th Century? 3. Why did the U.S. choose to become involved in other countries? 4. In what ways did the U.S. attempt to resolve global conflicts in the 20th Century? <p>Week 5&6</p> <ol style="list-style-type: none"> 1. What are civil rights? 2. What civil rights are guaranteed to individuals in a democratic society? 3. How were the civil rights of certain groups limited and restricted in U.S. history? 4. What efforts were made by groups and individuals to fight for civil rights in U.S. history? <p>Week 7&8</p> <ol style="list-style-type: none"> 1. 1920s: Economic Growth and False Prosperity: How did the economy change during the 1920s? <ol style="list-style-type: none"> a. Installment Plans and Credit



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	<ul style="list-style-type: none"> b. Consumerism c. Production of Goods d. Stock Market <p>2. African American Life in the 1900s through 1920s (OPTION: this content may be included in the study of the growth of African American Civil Rights, in Marking Period 3-4)</p> <ul style="list-style-type: none"> a. Great Migration b. Harlem Renaissance <p>Week 9 &10</p> <ol style="list-style-type: none"> 1. How does economic growth also lead to problems and crisis? 2. How were living and working conditions affected by the industrialism of the 19th and the economic changes of the early 20th century? 3. What efforts were made by various groups to solve problems and improve conditions? 4. What responsibility do business owners, government, and society at large have to maintain safe, healthy, and stable working and living conditions? 5. As individuals, groups, and nations become more successful and powerful, what additional responsibilities do they have? <p>Enduring Understandings</p> <p>Week 1-2</p> <p>The economic growth of the U.S. in the 19th and early 20th century made the country a powerful force in the world. With that power came the complicated responsibility to make decisions and take actions which not only benefited American citizens, but also showed respect for the rights of the groups and other countries with which it interacted. The United States was defining itself as a unique nation, and its role in the world was shaped by the nations it encountered. As the United States expanded through North America in the 19th century in search of its “Manifest Destiny”, encounters with Native Americans resulted in much conflict and little compromise. Expanding beyond its territories to obtain resources to fuel economic growth, the U.S. faced the consequences of aggressive actions in China, the Philippines, Puerto Rico, and Mexico.</p> <p>The government of the United States was founded on the principles of participatory democracy and equal opportunity for its citizens. The U.S. Constitution established specific fundamental rights guaranteed to white male property owners</p>



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	<p>and has been amended over time to extend the enfranchisement to other groups, particularly women and African Americans.</p> <p>Week 3-4 The country attempted to isolate itself from World War I, but was eventually pulled into the conflict, and President Wilson played a leadership role in the peace process.</p> <p>Week 5 -6 As U.S. society expanded, changed, and battled in the middle of the 19th century, individuals and groups who had been excluded from full participation in government and society began to demand their constitutionally protected rights. With words and actions, women, African Americans, and other minority groups took a stand for the right to participate fully and pursue freedom in their society. In the 20th century the struggle continued, with each step toward progress often met with resistance from the entrenched power of the majority. Over time, constitutional amendments, Supreme Court decisions, and social movements created changes in our government and society to support those who had previously been excluded.</p> <p>Week 7-8 After the Industrial Revolution, the combination of resources, innovations, and manpower in the early 20th century created a rapidly growing economy which brought great wealth along with new conflicts to be resolved. In addition to the new economic environment, Americans also experienced cultural and social changes.</p> <p>Week 9-10 In the early 20th Century U.S., the combination of resources, innovations, and manpower created a rapidly growing economy which brought great wealth along with new conflicts to be resolved. The lifestyle, economy, and society that we know today are directly related to the changes caused by the Industrial Revolution and the shift to a market economy in the 19th Century, and the solutions implemented in the 20th Century.</p>
<p>MP2</p> <p>Skills/Concepts</p>	<p>Chronological Thinking</p> <ul style="list-style-type: none"> • Compare and present past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape <p>Spatial Thinking</p> <ul style="list-style-type: none"> • Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.



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	<ul style="list-style-type: none"> • Relate current events to the physical and human characteristics of places and regions. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. <p>Presentational skills</p> <ul style="list-style-type: none"> • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format
<p>MP2</p> <p>Core Materials</p>	<p>Novels: The Magician’s Nephew & A Wrinkle in Time</p>



<u>Marking Period 3 (MP3)</u>	ESL Curriculum Pacing Guide Grade 8
MP3 Standards	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.6-8.Inform. Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors • Develop coherence and cohesion throughout text <p>ELD-LA.6-8.Argue. Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central idea distinct from prior knowledge or opinions • Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 8
	<ul style="list-style-type: none"> • Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s) <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.6-8.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors or causes • Evaluating experts' points of agreement, along with strengths and weakness of explanations <p>ELD-SS.6-8.Explain.Expressive Multilingual learners will construct social studies explanations that</p> <ul style="list-style-type: none"> • Introduce and contextualize phenomena or events • Establish perspective for communicating outcomes, consequences, or documentation • Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses • Generalize multiple causes and effects of developments or events <p>ELD-SS.6-8.Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (<i>argue in favor or against a position, present a balanced interpretation, challenge perspective</i>) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use <p>Language Domains: listening, speaking, reading, and writing</p>



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	<p>NJSLS-ELA</p> <p>Language Domain</p> <ul style="list-style-type: none"> • L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. • L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <p>Reading Domain</p> <ul style="list-style-type: none"> • RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. • RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. • RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts. • RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts. • RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. • RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure. • RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).



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	<ul style="list-style-type: none"> • RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints. • RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work. • RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. • RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. • RL.CT.8.8. Analyze and reflect on how the author’s idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period. • RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. <p>Writing Domain</p> <ul style="list-style-type: none"> • W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. • W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. • W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



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	<ul style="list-style-type: none"> • W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <p>Speaking and Listening Domain</p> <ul style="list-style-type: none"> • SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. • SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. • SL.ES.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. • SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. • SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <p>NJSLS-Social Studies</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 8
	<p>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> ➤ 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. ➤ 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. ➤ 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans ➤ 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. ➤ 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. ➤ 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts) ➤ 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. ➤ 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ➤ 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. ➤ 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.



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	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ➤ 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. ➤ 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. ➤ 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. ➤ 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. ➤ 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. ➤ 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives. ➤ 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. ➤ 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. ➤ 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. ➤ 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.



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	<ul style="list-style-type: none"> ➤ 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. ➤ 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. ➤ 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. ➤ 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. ➤ 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted ➤ 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. ➤ 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. ➤ 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. ➤ 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. ➤ 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. ➤ 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives. ➤ 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South ➤ 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. ➤ 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. ➤ 6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life ➤ 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).



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	<ul style="list-style-type: none"> ➤ 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. ➤ 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. ➤ 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives
<p>MP3</p> <p>Topics</p>	<p>The third marking period focuses on U.S. in World War II and the Holocaust . It will cover the following:</p> <ol style="list-style-type: none"> 1. Causes of World War II 2. U.S. Involvement 3. Holocaust 4. Effects of World War II <p>Theme: I Am Not Less Than – I Am Somebody!</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. What responsibility does the United States have toward specific groups or other nations? 2. Why did the U.S. choose to become involved in other countries? 3. In what ways did the U.S. attempt to resolve global conflicts in the 20th Century? <p><u>Enduring Understandings</u></p> <p>The economic growth of the U.S. in the 19th and early 20th century made the country a powerful force in the world. With that power came the complicated responsibility to make decisions and take actions which not only benefited American citizens but also showed respect for the rights of the groups and other countries with which it interacted. The United States was defining itself as a unique nation, and its role in the world was shaped by the nations it encountered. The country attempted to isolate itself from World War I but was eventually pulled into the conflict. A generation later the U.S. became entangled in the issues in Asia and Europe, entering World War II in 1941. WWII was a defining moment in the growth of the U.S., leaving Americans almost solely responsible for repairing and rebuilding a damaged world.</p>



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MP3 Skills/Concepts	<p>Chronological Thinking</p> <ul style="list-style-type: none"> • Compare and present past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape <p>Spatial Thinking</p> <ul style="list-style-type: none"> • Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. • Relate current events to the physical and human characteristics of places and regions. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. <p>Presentational skills</p> <ul style="list-style-type: none"> • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format
MP3 Core Materials	Novels: The Boy in The Striped Pajamas & The Diary of Anne Frank, Play

