



English Language Arts 2018 – Eighth Grade

Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
<p>Unit 1 (pgs. 4-99) The Challenge of Heroism <u>1st Quarter 8/14-10/13</u> (typically, 34 periods-50 min model)</p>	<p>What defines a hero?</p> <p>How does the Hero's Journey archetype appear in stories throughout time?</p>	<p>context technique concise coherence nuance function negation</p>	<p>EA 1: Writing a Hero's Journey Narrative <i>(3 class periods)</i></p> <p>EA 2: Writing a Definition Essay <i>(3 class periods)</i></p>	<ul style="list-style-type: none"> To create an original illustrated narrative based on the Hero's Journey archetype To analyze and synthesize a variety of texts to develop an original definition of <i>hero</i> To analyze and evaluate expository texts for ideas, structure, and language To develop expository texts using strategies of definition
<p>Unit 2 (pgs. 104-171) The Challenge of Utopia <i>The Giver or Fahrenheit 451</i> (Novel) <u>2nd Quarter 10/16-12/21</u> (typically, 35 periods-50 min model)</p>	<p>To what extent can a perfect or ideal society exist?</p> <p>What makes an argument effective?</p>	<p>compare/contrast Socratic seminar argument perspective debate controversy research search terms</p>	<p>EA 1: Writing an Expository Essay <i>(4 class periods)</i></p> <p>EA 2: Writing an Argumentative Essay <i>(2 class periods)</i></p>	<ul style="list-style-type: none"> To analyze a novel for archetype and theme To analyze and evaluate a variety of expository and argumentative texts for ideas, structure, and language To develop informative/explanatory texts using the compare/contrast organizational structure To understand the use of active voice and passive voice To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect
<p>Unit 3 (pgs. 176-253) The Challenge to Make a Difference Novels of the Holocaust <u>3rd Quarter 1/9-3/9</u> (typically, 36 periods-50 min model)</p>	<p>Why is it important to learn about the Holocaust?</p> <p>How can one person make a difference?</p>	<p>communication resume' euphemism slogan media</p>	<p>EA 1: Presenting Voices of the Holocaust <i>(2 class periods)</i></p> <p>EA 2: Presenting a Multimedia Campaign <i>(4 class periods)</i></p>	<ul style="list-style-type: none"> To engage effectively in a range of collaborative discussions To analyze the development of a theme or central idea of a text To research an issue of national or global significance To create an informative and persuasive multimedia presentation To strengthen writing through the effective use of voice and mood
<p>Unit 4 (pgs. 258-351) The Challenge of Comedy <i>A Midsummer Night's Dream</i> (Drama) <u>4th Quarter 3/12-5/24</u> (typically, 42 periods-50 min model)</p>	<p>How do writers and speakers use humor to convey truth?</p> <p>What makes an effective performance of a Shakespearean comedy?</p>	<p>juxtaposition derision denounce caricature</p>	<p>EA 1: Writing an Analysis of a Humorous Text <i>(3 class periods)</i></p> <p>EA 2: Performing Shakespearean Comedy <i>(3 class periods)</i></p>	<ul style="list-style-type: none"> To analyze how a variety of authors create humor in print and non-print texts To analyze how humor is used to reveal a universal truth (theme) To write a well-developed analysis of a humorous text To analyze and perform a scene from a Shakespearean comedy To understand verbals and how they are used in writing

<p style="text-align: center;">KEY TEXTS</p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;">STRATEGIES FOCUS</p> <p style="text-align: center;">Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning</p>	
<p>Poetry: “Saturday Night at the Canal,” by Gary Soto</p> <p>Novel Excerpt: <i>A Wrinkle in Time</i>, by Madeleine L’Engle</p> <p>Short Story: “The Drummer Boy of Shiloh,” by Ray Bradbury</p> <p>Narrative Poetry: From the <i>Odyssey</i>, by Homer</p> <p>Poetry: “Sonnet 116,” by William Shakespeare</p> <p>Poetry: “O Captain! My Captain!,” by Walt Whitman</p> <p>Funeral Sermon: “On the Death of Abraham Lincoln,” by Dr. Phineas D. Gurley</p> <p>Essay: “Grant and Lee: A Study in Contrasts,” by Bruce Catton</p> <p>Short Story: “Harrison Bergeron,” by Kurt Vonnegut, Jr.</p> <p>Novel: <i>The Giver</i>, by Lois Lowry</p> <p>Novel: <i>Fahrenheit 451</i>, by Ray Bradbury</p> <p>Article: “How the Brain Reacts,” by Marcel Just and Tim Keller</p> <p>Article: “Cellphones and driving: As dangerous as we think?” by Matthew Walberg</p> <p>Memoir: Excerpt from <i>Night</i>, by Elie Wiesel</p> <p>Speech: from Elie Wiesel’s Nobel Peace Prize Acceptance Speech</p> <p>Informational Text: from <i>Do Something! A Handbook for Young Activists</i></p> <p>Speech: “Address,” by Caesar Chavez</p> <p>Essay: “I’ve got a few pet peeves about sea creatures,” by Dave Barry</p> <p>Poetry : “They Have Yarns,” by Carl Sandburg</p> <p>Film: <i>A Midsummer Night’s Dream</i></p> <p>Play: Excerpts from <i>A Midsummer Night’s Dream</i>, by William Shakespeare</p>	<ul style="list-style-type: none"> • Self-Editing • Peer Editing • TP-CASTT • Free Writing • Socratic Seminar 	<ul style="list-style-type: none"> • Fishbowl • Debate • SOAPSTone • RAFT • TWIST
	<p style="text-align: center;">LANGUAGE AND WRITER’S CRAFT/ LANGUAGE CHECKPOINTS</p> <p style="text-align: center;">Instruction that provides grammar support and instruction in the context of actual reading and writing</p> <p style="text-align: center;">Each unit contains additional grammar instruction in Grammar and Usage call-out boxes</p>	
	<ul style="list-style-type: none"> • Revising and Editing • Verbs and Mood • Transitions and Quotations • Embedding Direct Quotations • Active and Passive Voice • Choosing Mood • Shifts in Voice and Mood • Using Voice and Mood for Effect • Reviewing Participial Phrases • Reviewing Clauses • Verbal’s • Using Subject-Verb Agreement • Using Punctuation Within Sentences • Understanding Verb Tense • Recognizing Frequently-Confused Words 	

See Unit “Planning the Unit” for a complete listing of resources

Reading Literary Text 45% (16-20 pts) Key Ideas & Details RL.8.1, RL.8.2, RL.8.3 • Craft & Structure RL.8.4, RL.8.5, RL.8.6 • Integration of Knowledge & Ideas RL.8.7, RL.8.9 • Vocabulary L.8.4, L.8.5

Reading Informational Text 55% (20-24 pts) • Key Ideas and & Details RI.8.1, RI.8.2, RI.8.3 RH.8.1, RH.8.2, RH.8.3 RST.8.1, RST.8.2, RST.8.3 • Craft & Structure RI.8.4, RI.8.5, RI.8.6 RH.8.5, RH.8.6 RST.8.5, RST.8.6 • Integration of Knowledge & Ideas RI.8.7, RI.8.8, RI.8.9 RH.8.7, RH.8.8, RH.8.9 RST.7.7, RST.7.8, RST.7.9 • Vocabulary L.8.4, L.8.5, RST.8.4, RH.8.4

Writing (20 points) • Argument W.8.1, W.8.4 – W.8.9 WHST.8.1, WHST.8.4 – WHST.8.9 L.8.1, L.8.2, L.8.3, L.8.5, L.8.6 • Informative/Explanatory W.8.2, W.8.4 – W.8.9 WHST.8.2, WHST.8.4 – WHST.8.9 L.8.1, L.8.2, L.8.3, L.8.5, L.8.6

Unit 1: students will focus on refining these important skills and knowledge areas for AP/College Readiness/ODE BluePrint

- Analyzing writer’s craft (Activity 1.7) RL
- Using textual evidence to support a literary interpretation (Activities 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13)
- Making meaning of a wide variety of texts of literary merit (Activities 1.6, 1.7, 1.12, 1.13)
- Applying a literary archetype to literary text (Activities 1.2, 1.5, 1.6, 1.7)
- Writing for a variety of purposes (Activities 1.4, 1.5, 1.13, 1.16)
- Analyzing an image as text (Activities 1.6, 1.7)

Embedded Assessment 1: Writing a Hero’s Journey Narrative	Embedded Assessment 2: Writing a Definition Essay
<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Create a believable, original protagonist. • Establish context through point of view, setting, and conflict. • Use details, dialogue, and description for effect. • Sequence plot based on the Hero’s Journey archetype. • Use transitions to link events and signal shifts. • Use connotative diction, vivid verbs, sensory language, and figurative language for effect. • Demonstrate command of conventions. • Use visual techniques to enhance illustrations. 	<p>Skills and Knowledge: (Building block for Informative/Explanatory/Argumentative)</p> <ul style="list-style-type: none"> • Establish a clear thesis in a focused introduction. • Use strategies of definition to define <i>heroism</i>. • Support thesis with relevant detail, evidence, and explanations. • Embed and cite direct quotations. • Sequence ideas logically. • Use transitions and topic sentences to create coherence. • Provide a relevant conclusion. • Use diction to create tone. • Demonstrate command of conventions

Unit 2: students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Analyzing writer’s craft (Activities 2.2, 2.3, 2.5, 2.17)
- Using textual evidence to support a literary interpretation (Activities 2.4-2.9)
- Applying a literary archetype to literary text (Activities 2.7, 2.8, 2.9)
- Produce explanatory, analytical, & argumentative texts that introduce a complex idea & develop it with evidence, explanations, & transitions (Activities 2.2, 2.3, 2.5, 2.15, 2.16, 2.17)
- Create and sustain arguments based on readings, research, and/or personal experience (Activities 2.15, 2.16, 2.17)

Embedded Assessment 1: Writing an Explanatory Essay	Embedded Assessment 2: Writing an Argumentative Essay
<p>Skills and Knowledge: (Informative/Explanatory-ODE/BP)</p> <ul style="list-style-type: none"> • Establish a clear thesis in a focused introduction. • Develop a thesis with relevant details, evidence, and explanations. • Embed and cite direct quotations. • Sequence ideas logically using an appropriate organizational structure. • Use transitions to create coherence. • Provide a relevant conclusion. • Use literary terms and precise language to convey an academic tone. • Demonstrate a command of conventions. 	<p>Skills and Knowledge: (Argument ODE/BP)</p> <ul style="list-style-type: none"> • Gather and synthesize relevant information from credible sources. • Establish a clear claim and support it with valid reasoning, relevant and sufficient evidence, and counterclaims. • Sequence ideas logically and use transitions to create coherence. • Provide a clear and focused introduction and conclusion. • Use diction and language (e.g., persuasive appeals and grammatical mood) to convey an appropriate tone and persuade an audience. • Demonstrate a command of conventions (e.g., when citing textual evidence). • Create an accurate annotated bibliography.

Unit 3: students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Using strategies of close reading to analyze how a literary text conveys meaning (Activities 3.4, 3.10, 3.12)
- Writing for a variety of purposes (Activities 3.5, 3.8, 3.9, 3.10, 3.15)
- Creating and sustaining arguments based on readings, research, and/or personal experience (Activities 3.15, 3.16, 3.18)
- Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure (Activities 3.3, 3.5, 3.7)
- Demonstrating an understanding and mastery of standard written English as well as a stylistic maturity (Activities 3.8, 3.12, 3.14)

Embedded Assessment 1: Presenting Voices of the Holocaust	Embedded Assessment 2: Presenting a Multimedia Campaign
<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Present a discussion that explains how literary elements develop a theme. • Use a variety of details and relevant elaboration to support and develop topics of discussion. • Demonstrate evidence of strong collaboration and preparation through original, compelling dramatic interpretation of text. • Follow a logical and smooth organizational structure. • Use precise, academic language to communicate effectively with group members and audience. • Demonstrate a deep command of the conventions of standard English grammar, usage, and language (including active/passive voice). 	<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Develop a multimedia campaign that addresses the prompt. • Presents a clear claim and addresses counterclaim(s) with relevant reasons and evidence from a variety of accurate sources. • Utilize persuasive appeals and multimedia to support claims. • Organize ideas logically, with an engaging introduction, smoothly sequenced ideas, and concluding call to action. • Demonstrate evidence of strong collaboration and preparation. • Use precise diction and tone appropriate to target audience. • Cite and evaluate sources thoroughly in an annotated bibliography. • Demonstrate a command of the conventions of standard English grammar, usage, and language (including correct mood/voice).

Unit 4: students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Reading to make careful observations of textual detail and draw an interpretive conclusion about the meaning and value of a piece of writing (Activities 4.4, 4.5, 4.8)
- Reading to become aware of how stylistic effects are achieved by a writer (Activities 4.8, 4.9, 4.14)
- Analyzing literature using the language of literary analysis (Activities 4.4, 4.5, 4.10)
- Applying effective strategies and techniques in own writing (Activities 4.2, 4.4, 4.11)
- Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure (Activities 4.4, 4.14, 4.16)

Embedded Assessment 1: Writing an Analysis of a Humorous Text	Embedded Assessment 2: Performing Shakespearean Comedy
<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Write a multiparagraph literary analysis essay that addresses the prompt. • Develop a topic with textual evidence. • Use insightful commentary to analyze the effect of humorous elements. • Organize an essay with an engaging beginning, transitions to smoothly connected ideas, and a satisfying conclusion. • Use precise academic language to maintain formal style. • Demonstrate a command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage. • Work through all stages of the writing process. 	<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate a deep understanding of Shakespeare’s humor. • Use a variety of effective performance elements (staging, set design, lighting, sound, props) for comic effect. • Show evidence of extensive collaboration, planning, rehearsal, and reflection. • Provide context in an engaging introduction and deliver a satisfying conclusion for the audience. • Deliver lines from memory for comic effect and to convey meaning (through tone, pronunciation, inflection, facial expressions, gestures, movement, and blocking). • Use punctuation cues consistently and naturally to inform vocal delivery.