

8th Grade English VVUHSD Scope and Sequence

Dates:	Standards	Materials & Activities
<p>1st Quarter 9 weeks</p>	<p>Short Stories Essential Question: Why is storytelling an important aspect of a culture and society? How do people communicate effectively when advocating for a social issue? Enduring Understanding: Stories are a universal form of communication told through various media and a variety of reasons. Reading Standards: RL8.1, RL8.2, RL8.3, RL8.4, RL8.5, RL8.6, RL8.7, RL8.9, RL8.10 Writing Standards: W8.1, W8.4, W8.5, W8.9 Speaking Standards: SL.8.1, SL.8.2, SL.8.4 Language: L8.1, L8.2, L8.3, L8.4, L8.5</p>	<p>Task 1: Analyze and interpret significant elements of culture and social norms. Task 2: Identify, evaluate and cite primary and secondary sources. Task 3: Writing: Students will write their own tall tale using the guidelines provided.</p> <ul style="list-style-type: none"> • Create a main character that is experiencing cultural or social conflict. • Think of a name for your tall tale character. • Invent a problem, task, or test for your character to solve against impossible odds. • Set your story in the present, in a place you are familiar with, like your town or our school. • Use hyperbole in building your character, the task, and the setting. • Remember a story needs a beginning, middle, and an ending. • Your tall tale should be a page long. • Use details/figurative language to describe things. • Students will present final story in digital format Digital Book/videos/Prezi/PowToon. <p>Task 4: You are a newspaper reporter. You have been following the ongoing conflict between the antagonist and the protagonist. You have been asked by your editor to report on some of the events that have taken place in this unit (i.e. gang rumbles, murder, and a daring rescue). Your newspaper will follow the appropriate reporting format: addressing who, what, where, and why of the events. Your articles should include pictures and captions that contribute to your news articles. Your newspaper will go beyond the events of the novel. You will make predictions about the futures of the characters as you interview them ten years after the novel ends. You will use evidence from the novel and primary sources to support your opinions. Example: This assignment gives you the opportunity to creatively tell the stories of the characters and events of S. E. Hinton’s novel, <u>The Outsiders</u>.</p>

<p>2nd Quarter 9 weeks</p>	<p>Drama Essential Question: When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this? When should an individual take a stand in opposition to an individual or larger group? Enduring Understanding: The actions and words of individual's and impact society. Reading Standards: RL8.6,RL8.1, RL8.2, RL8.3, RL8.4, RL8.5, RL8.6, RL8.7,RL8.9,RL8.10 Writing Standards: W8.2A-D, W8.5, W8.9 Speaking Standards: SL.8.3, SL.8.4, SL.8.5, SL.8.6 Language Standards: L8.1, L8.2, L8.3, L8.4, L8.5, L8.6</p>	<p><i>Diary of Anne Frank/Boy in the Striped Pajamas/Amistad/Child Called It/Number the Stars/Life in a Jar</i></p> <p>Task 1: Philosophical Chairs- Show understanding of the novel by having a debate. Consider using the debate format with which you are most comfortable, or Philosophical Chairs. Instructor might pose a question such as “Could there be another holocaust?” Depending on their opinions, part of the class would sit on the con, pro, or neutral side. If their opinions change during the debate they would move seats.</p> <p>Task 2:Injustice, Bullying Injustice Investigate justice. Students investigate justice and injustice in the environment around them and through their own experiences. Model how to record their observations concisely using Handout 1: Investigate Justice. Provide opportunities for practice in investigating justice and injustice.</p> <p>Task 3: Generate Human rights responses and make predictions about their impact on the community. Generate Human Rights Responses</p>
<p>3rd Quarter 9 weeks</p>	<p>Research Essential Question: What effects do culture and social norms have on growing up? How do beliefs, ethics, or values influence different people's behavior?</p> <p>Enduring Understanding: People are affected by environmental, economic, social, cultural, and civic concerns. Reading Standards: RL8.1, RL8.2, RL8.3, RL8.4, RL8.5, RL8.6, RL8.7,RL8.9,RL8.10 Writing Standards: W8.2, W8.4,W8.6, W8.7, W8.8 Speaking Standards: SL8.5 Language Standards: L8.1, L8.2, L8.3, L8.4, L8.6</p>	<p>Task 1: Nonfiction text --"I am Malala" Social Norms http://www.livestrong.com/article/562074-social-norms-in-teenagers/</p> <p>Task 2: Students will conduct an interview with a person about his/her school experience and an incident that influenced their coming age, and write an interview narrative. Link interview handout</p> <p>Task 3: Research Activity Students answer the essential questions in essay format.</p> <ul style="list-style-type: none"> Articles provided in Task 1 may be used for research, as well as additional articles. <p>Task 4: Create and Present Multi-media presentation to communicate research findings. Examples: Prezi, Digital Documentary, PowerPoint, Visual Boards etc.</p>

4th Quarter
9 weeks

Society

Essential Question: What is the relationship between choices and consequences? What lessons has history taught us about encountering social challenges?

Enduring Understanding: Societies are diverse, creating varied perspectives, contributions, and challenges.

Reading Standards: RL8.1, RL8.2, RL8.3, RL8.4, RL8.5, RL8.6, RL8.7, RL8.9, RL8.10

Writing Standards: W8.1, W8.2, WW8.4, W8.5, W8.6, W8.7, W8.9

Speaking Standards: SL8.1, SL8.2, SL8.3, SL8.4, SL8.5, SL8.6

Language Standards: L8.1, L8.2, L8.3, L8.4, L8.5, L8.6

Task 1: Read and identify persuasive elements in speeches.

Task 2: Review speeches and how they relate to the essential questions. Students are to choose a speech (other than those provided) to present to class.

Include:

- Author, title, date
- Identify persuasive elements in chosen speech.
- Communicate how the chosen speech relates to the essential questions.

Task 3: Write a short speech about a topic that is important to you. (tone, allusion and annotations)

Task 4: Create an informational/ persuasive campaign about an issue of community, state, national or world significance. Students will convince the audience that the issue chosen is significant and that he or she has the power to take action and make a difference.

Possible campaign options: 1. Television ads/ Radio spots 2. Webpages/ Blogs 3. Podcasts 4. Magazines/ Newspapers 5. Billboards 6. Presentation slides 7. Editorials 8. Poster series

Suggested Readings:

Civil War Journal, Louisa May Alcott

A House Divided, Abraham Lincoln

Killing Lincoln, Bill O'Reilly