

English Language Arts National edition 2021©

Eighth Grade

Unit Essential Questions Academic Vocabulary Embedded Assessments Unit Goals

Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 The Challenge of Heroism	To what extent can a perfect or ideal society exist?		EA 2: Presenting a Multimedia Campaign	<ul style="list-style-type: none"> To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect
	What makes an argument effective?	communication resume' euphemism slogan		
Unit 2 The Challenge of Utopia <i>The Giver</i> or <i>Fahrenheit 451</i> (Novel)	Why is it important to learn about the Holocaust?		EA 1: Writing an Analysis of a Humorous Text	<ul style="list-style-type: none"> To compare thematic development in multiple literary texts in different genres To work collaboratively to plan and perform oral presentations
	How can one person make a difference?	juxtaposition derision denounce caricature	EA 2: Performing Shakespearean Comedy	<ul style="list-style-type: none"> To create and present 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 hero To analyze and evaluate informational texts for ideas, structure, and language To compose texts that convey information about a topic using strategies of definition
Unit 3 The Challenge to Make a Difference Novels and Texts of the Holocaust	How do writers and speakers use humor to convey truth?		EA 1: Writing a Hero's Journey Narrative	<ul style="list-style-type: none"> To research and summarize information from a variety of sources about an issue of national or global significance To advocate a position using rhetorical appeals while employing effective presentation techniques
	What makes an effective performance of a Shakespearean comedy?		EA 2: Writing a Definition Essay	<ul style="list-style-type: none"> To use knowledge of genre characteristics and purposes to analyze texts To analyze how a variety of authors create humor in print and nonprint texts
Unit 4 The Challenge of Comedy <i>A Midsummer Night's Dream</i> (Drama)	What defines a hero?	concise nuance function negation coherence	EA 1: Writing an Informational Essay	<ul style="list-style-type: none"> To analyze a novel for thematic development To recognize and analyze literary elements in a novel To analyze characteristics of argumentative and informational texts by evaluating ideas, structure, and language To develop informative/explanatory texts using the compare/contrast organizational structure
	How does the Hero's Journey archetype appear in stories throughout time?	perspective Socratic seminar argument analogy anecdote debate	EA 2: Writing an Argumentative Essay	<ul style="list-style-type: none"> To analyze how humor is used to reveal a universal truth (theme) To write well-developed analysis of a humorous text To analyze and perform a scene from a Shakespearean comedy To revise and edit drafts using standard English conventions
			EA 1: Presenting Voices of the Holocaust	

Red = Core Text

KEY TEXTS

Texts representative of themes and rigorous reading experiences in the level
(Note: this is just a sample of the texts included in the level)

Poetry: "Ithaka," by C.P. Cavafy the *Odyssey*, by Homer

Novel Excerpt: From *A Wrinkle in Time*, by Madeleine L'Engle **Poetry:** "O Captain! My Captain!," by Walt Whitman

Short Story: "The Drummer Boy of Shiloh," by Ray Bradbury **Narrative Poetry** From • Self Editing

"Mooses," by Ted Hughes

"They Have Yarns," by Carl Sandburg

Funeral Sermon: "On the Death of Abraham Lincoln," by Dr. Phineas D.

Gurley **Essay:** "A Definition of a Gentleman," by John Henry Newman **Short**

Story: "Harrison Bergeron," by Kurt Vonnegut, Jr.

Novel: *The Giver*, by Lois Lowry

Novel: *Fahrenheit 451*, by Ray Bradbury

Article: "Five Challenges for Self-Driving Cars," by Laurel Hamers **Memoir:**

Excerpt from *Night*, by Elie Wiesel

Speech: from Elie Wiesel's Nobel Peace Prize Acceptance Speech **Novel**

Excerpt: Excerpt from *Prisoner B-3087*, by Alan Gratz **Informational Text:** "In a Dreadfully Perfect World," by Benjamin Obler

Speech: Address by Caesar Chavez, President, United Farm Workers of America, AFL-CIO

Essay: "I've got a few pet peeves about sea creatures," by Dave Barry

Informational Text: Adapted from "Fear Busters--10 Public Speaking Tips to Get Over Stage Fright!" by Gary Guwe

Film *A Midsummer Night's Dream*

Drama Excerpts from *A Midsummer Night's Dream*, by William Shakespeare

See Unit "Planning the Unit" for a complete listing of resources

STRATEGIES FOCUS

Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning

- Peer Editing • TP-CASTT
- Free Writing • Socratic Seminar
- Fishbowl • Debate
- SOAPStone • RAFT
- TWIST

provides grammar support and instruction in the context of actual reading and writing

Each unit contains additional grammar instruction in **Grammar and Usage** call-out boxes

- Verbs and Mood
- Using Sentences Boundaries
- Embedded Quotations
- Revising and Editing
- Using Subject-Verb Agreement
- Subject-Verb Agreement and Prepositions • Correct Capitalization
- Combining Sentences
- Active and Passive Voice
- Pronoun-Antecedent Agreement
- Using Punctuation within Sentences
- Reviewing Participial Phrases
- Reviewing Clauses
- Understanding Verb Tense
- Using Verbals
- Recognizing Frequently-Confused Words

LANGUAGE AND WRITER'S CRAFT/LANGUAGE CHECKPOINTS: Instruction