

**Course Description**

The purpose of this course is to adequately prepare students for 9th grade Language Arts and beyond. Students will be exposed to various reading passages from a wide spectrum of sources and will be able to comprehend, summarize, and analyze the material, among other skills. Students will produce, revise, and publish a wide-variety of original narratives and essays, meanwhile sharpening their understanding of the conventions of the English language.

**Scope and Sequence**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
6 Week(s)	Unit 1: Foundations of 8th Grade ELA & Short Stories	<ol style="list-style-type: none"> <li>1. Inferencing</li> <li>2. English conventions, grammar, etc.</li> <li>3. Prefixes, Suffixes, Root Words, &amp; Base Words</li> <li>4. Theme</li> <li>5. Read and Comprehend Literature (Short Stories)</li> <li>6. Understanding how Word Choice &amp; Sentence Structure contribute to Meaning &amp; Tone</li> </ol>
6 Week(s)	Unit 2: Narrative Writing	<ol style="list-style-type: none"> <li>1. Read and Comprehend Literature (Novels)</li> <li>2. Theme - Fictional Literature</li> <li>3. Point of View and Perspective</li> <li>4. Writing Dialogue</li> <li>5. Sensory Language</li> <li>6. Peer Editing</li> <li>7. Archetypal Characters &amp; Universal Themes</li> <li>8. Analyzing Point of View</li> <li>9. Interpreting Visual Elements of a Text</li> <li>10. Analyzing Author's Choice of Form and/or Structure</li> </ol>
6 Week(s)	Unit 3: Jobs Today, Gone Tomorrow: Informative Writing	<ol style="list-style-type: none"> <li>1. Read and Comprehend Informational Texts</li> <li>2. Summarizing and Analyzing</li> <li>3. Unit Entry Event</li> <li>4. Main Idea</li> <li>5. Writing Style: Formal vs Informal</li> <li>6. Source Reliability</li> <li>7. Revising an Informative Project</li> <li>8. Analyzing conflicting Points of View</li> <li>9. Expository Writing</li> <li>10. Analysis of Author's choice in Structure and Organization</li> </ol>
7 Week(s)	Unit 4: Reading and Writing about Literature	<ol style="list-style-type: none"> <li>1. Point of View and Perspective</li> <li>2. Read and Comprehend Informational Texts</li> <li>3. Theme</li> <li>4. Drawing Conclusions from Literature</li> <li>5. Determining the Meaning of Unknown Words</li> <li>6. Analyzing the Impact of Literary Devices in Literature</li> <li>7. Analyzing A Filmed Adaptation</li> <li>8. Understanding The Historical Context of Themes</li> </ol>
7 Week(s)	Unit 5: Argumentative Writing	<ol style="list-style-type: none"> <li>1. Development of an Argument</li> <li>2. Counterargument and Rebutal</li> </ol>
4 Week(s)	Unit 6: Debate/Socratic Seminar: The Art of Presentation	<ol style="list-style-type: none"> <li>1. Socratic Seminar</li> <li>2. Delineating a Speaker's Argument and Claims</li> <li>3. Acknowledging New Information Presented by Others</li> <li>4. Presentation Skills (Volume, Eye Contact, Etc.)</li> <li>5. Formal Speech (Planning &amp; Delivering)</li> </ol>

**Prerequisites**

7th Grade Language Arts  
7th Grade Reading (if applicable)

**Course Details****UNIT: Unit 1: Foundations of 8th Grade ELA & Short Stories** -- 6 Week(s)**Unit Description**

This unit will serve as an introduction of the course. We will build upon the key standards and expectations that will be assessed and strengthened throughout the year. We will review prior expectations of skills and abilities and expand in those areas. As a tool, short stories will be commonly utilized throughout this unit to lead discussions and inquiry into many of the standards being taught.

**Enduring Understandings/Essential Learner Outcomes**

How conclusions/inferences are drawn  
How to read and comprehend texts (fiction/non-fiction)  
How to write objectively and analytically  
What a theme or main idea is and how to identify it

**Academic Vocabulary**

Context Clues  
Inferring  
Summary  
Analysis  
Theme  
Main Idea  
Author's Purpose  
Point of View  
Various Grammatical Terms

**TOPIC: Inferencing** -- 4 Day(s)**Description**

Students will be able to identify what is being stated in a text and use precise evidence to support their findings. Using what is found, they will be able to "fill in the gaps" of what is not necessarily said explicitly through the process of inferencing. Inferences will be supported by specific and relevant evidence from the text.

**Academic Vocabulary (What terms will students need to know?)**

Infer  
Interpret  
Comprehend  
Supporting Evidence  
Textual Evidence  
Explicitly

**Learning Targets**

Students will be able to draw conclusions by citing evidence from the text. They will be able to extrapolate the best possible evidence and present it in a way that supports their own claim.

**Assessment:** Using the short story "The Secret Life of Walter Mitty", students will identify evidence to support a claim that pertains to an understanding of what the text is explicitly stating.

ELA.8.RL.1.A

Students will be able to draw conclusions, infer and analyze non fictional texts.

**Assessment:** Students will be able to read a companion piece to "The Secret Life of Walter Mitty" and draw conclusions based on what the piece explicitly says. They will also be able to make inferences about the text using what is clearly stated as the framework for their claims.

ELA.8.RI.1.A

**TOPIC: English conventions, grammar, etc.** -- 5 Day(s)**Description**

We will routinely do warm-up activities and spend additional time in class reviewing and further deepening our understanding of the conventions of the English language. This will deepen our understanding of style and purposes of different writings.

## Topics Include:

Subject/Predicate  
Simple Subject/Simple Predicate  
Possessive Nouns  
Contractions

**Academic Vocabulary (What terms will students need to know?)**

Grammar  
Noun, Verb, Adjective, etc.  
Tenses  
Sentence Structure  
Coherence

**Learning Targets**

I can demonstrate a command of the conventions of standard English grammar and usage

Students will be able to effectively write using a consistent tone in a text. In addition, they will be able to closely follow structural grammatical rules, including spelling, punctuation, and syntax.

**Assessment:** Prior to this section, I will identify what specific strengths and weaknesses exist with each particular group of students. The results of that assessment will determine what specific grammatical topics are covered.

Preassessment

ELA.8.W.3.A

**TOPIC: Prefixes, Suffixes, Root Words, & Base Words** -- 4 Day(s)**Description**

We will discuss the origin and function of Greek and Latin root words, prefixes, suffixes, and base words. The intention is to aid students with uncovering and inferring the meaning of unknown words by connection word parts to previously learned items.

**Academic Vocabulary (What terms will students need to know?)**

Root Word  
Prefix  
Suffix  
Base Word  
Word Parts

**Learning Targets**

Students will be able to use word parts and sentence contexts to figure out the meanings of unknown or unfamiliar words.

**Assessment:** From a list of common word parts and based on sentence context, students will have to infer the meaning of previously unseen words.

Quiz

ELA.8.RL.1.B

**TOPIC: Theme** -- 4 Day(s)

**Description**

We will discuss the role of theme in fiction. What it is, what it is not (Main Idea, Moral,etc.) ,how it is found, etc.  
We will use various examples from literature to practice identification and usage.

**Academic Vocabulary (What terms will students need to know?)**

Theme  
Analyze  
Close-read  
Moral  
Main Idea

**Learning Targets**

I can analyze word choice and sentence structure and its meaning in an informational text.

**Assessment:** Students will be given a handful of "cold passages" with underlined sentences/words and will be asked to identify how their structure/placement is meaningful to the overall passage.

ELA.8.RL.1.D

**TOPIC: Read and Comprehend Literature (Short Stories)** -- 5 Day(s)

**Description**

Students will read and comprehend grade-level and above short stories. In doing so, they will apply strategies for comprehending complex literature that among others includes annotating.

**Academic Vocabulary (What terms will students need to know?)**

Annotation  
Comprehension

**Learning Targets**

Students will be able to read and comprehend grade-level texts.

**Assessment:** Students will be able to verbally recount and discuss grade-level short stories. This will occur in both formal and informal settings with teacher and peers periodically throughout the unit.

Class Discussion/Participation

ELA.8.RL.3.D

**TOPIC: Read and Comprehend Literature (Novels)** -- 4 Day(s)**Description**

Students will read and comprehend grade-level and above short stories. In doing so, they will apply strategies for comprehending complex literature that among others includes annotating.

**Academic Vocabulary (What terms will students need to know?)**

Annotation  
Comprehension

**Learning Targets**

I can analyze how word choice and sentence structure modify tone and meaning.

**Assessment:** Students will be given a handful of "cold passages" with underlined sentences/words and will be asked to identify how their structure/placement is meaningful to the overall passage.

Exit Slip

ELA.8.RL.2.C

I can analyze word choice and sentence structure and its meaning in an informational text.

**Assessment:** Students will be given a handful of "cold passages" with underlined sentences/words and will be asked to identify how their structure/placement is meaningful to the overall passage.

Exit Slip

ELA.8.RI.2.C

**UNIT: Unit 2: Narrative Writing** -- 6 Week(s)**Unit Description**

This unit will focus on the reading, writing, and analyzing of narrative pieces. Students will read a number of first-hand accounts in order to explore the craft of writing to tell a story. By the end of the unit, students will demonstrate the techniques they have refined and the skills they have acquired by writing a personal narrative essay, Another focus of this unit will be the exploration of the writing process (Drafting, Revising, Peer Editing, Publishing, etc.)

In addition, we will be looking at narrative aspects through the lens of the novel "The Testing" by Joelle Charbonneau. This novel will be a template for us as we explore the important aspects of a fictional text with an eye towards creating stories of our own.

**Enduring Understandings/Essential Learner Outcomes**

How to brainstorm, write, revise, and publish a personal narrative.

The importance and process of revising texts.

How to express yourself through writing in ways that are fresh and new.

**Academic Vocabulary**

Peer Editing  
Writing Process  
Revision  
Rough Draft  
Publishing  
Sentence Variance  
Sentence Structure  
Sensory Language  
Dialogue

**TOPIC: Read and Comprehend Literature (Novels)** -- 4 Day(s)**Description**

Students will read and comprehend grade-level and above short stories. In doing so, they will apply strategies for comprehending complex literature that among others includes annotating.

**Academic Vocabulary (What terms will students need to know?)**

Annotation

Comprehension

**Learning Targets**

Students will be able to read and comprehend grade-level novels.

**Assessment:** Students will be able to verbally recount and discuss grade-level novels. This will occur in both formal and informal settings with teacher and peers periodically throughout the unit.

Class Discussion/Participation

ELA.8.RL.3.D

**TOPIC: Theme - Fictional Literature** -- 4 Day(s)**Description**

We will discuss the role of theme in fiction. What it is, what it is not (Main Idea, Moral, etc.) ,how it is found, etc. We will use various examples from literature to practice identification and usage.

**Academic Vocabulary (What terms will students need to know?)**

Theme

Analyze

Close-read

Moral

Main Idea

**Learning Targets**

I can identify theme(s) in a text, tracking its development throughout the course of a novel.

I can identify the theme of a passage or text, tracking its development across the length of the piece.

**Assessment:** Students will read "The Testing" and they will be asked to monitor specific themes throughout the length of the text. In addition, they will be asked to support their response using evidence from various sections of the text to show development of the theme.

Open Response

ELA.8.RL.1.D

**TOPIC: Point of View and Perspective** -- 3 Day(s)**Description**

The topic and importance of Perspective and Point of view will be discussed, demonstrating and interrogating their purpose in writing. Students will identify both and identify the advantages and disadvantages of different viewpoints.

**Learning Targets**

I can identify how an author(s) acknowledges different points of views.

Student will have an understanding of what point of view is, as well as how an author creates and identifies it. Students will then be able to compare and contrast different points of view, both within the same text and across others.

**Assessment:** Students will read a short passage and identify how the point of view is essential to the text.

Exit Slip

ELA.8.RI.2.B

**TOPIC: Writing Dialogue** -- 4 Day(s)**Description**

Students will be taught the proper use of dialogue in narratives. This includes purpose, function, punctuation, and placement.

**Academic Vocabulary (What terms will students need to know?)**

Dialogue  
Quotations  
Narrative Writing  
Punctuation

**Learning Targets**

Students can accurately punctuate and utilize dialogue in their writing.

Students can properly insert dialogue in ways that are grammatically and narratively appropriate.

**Assessment:** The Narrative essay assignment will serve as the Formal Assessment for this standard.

Written Document/Paper

Written Document/Paper

ELA.8.W.3.A

I can include dialogue in my writing.

Students will insert dialogue into their narrative essays in an effort to enhance the quality of their writing.

**Assessment:** Students will accurately develop situations where characters are speaking to one another

Open Response

ELA.8.W.2.A

**TOPIC: Sensory Language** -- 4 Day(s)**Description**

Students will be taught the use of sensory language and the impact that it can have on their writing. By teaching the use of sensory language, students will be able to incorporate more specific language into their writing, therefore enhancing the quality and specificity of their writing.

**Academic Vocabulary (What terms will students need to know?)**

Sensory Language  
Sensory Details  
Figurative Language  
Specificity  
Visualization

**Learning Targets**

I can enhance my writing through the use of sensory details, being descriptive in appropriate circumstances.

Students will be aware of which details will enhance their narratives. By including sensory details, students will provide a more vivid experience for their readers.

**Assessment:** Students will be asked to enhance a "boring" sentence with specific language, utilizing the idea of sensory language.

Exit Slip

ELA.8.W.2.A

**TOPIC: Peer Editing** -- 2 Day(s)**Description**

Students will learn the process of Peer Editing. The process of working from one draft to another will be covered here by having students review each other's work. Students will learn to evaluate writing, using the objective of bettering each other's final product.

**Academic Vocabulary (What terms will students need to know?)**

Revision Process  
Peer Editing  
Constructive Criticism  
Working Draft

**Learning Targets**

I can analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.

**Assessment:** Students will read a short text that utilizes dramatic irony. They will then identify the demonstrated irony, and then explain in written form how the irony was created through the author's use of perspective throughout the piece.

Open Response

ELA.8.W.3.A

**TOPIC: Archetypal Characters & Universal Themes** -- 3 Day(s)**Description**

Students will be taught what character archetypes and universal themes are and then will identify where and how they are used in contemporary texts.

**Academic Vocabulary (What terms will students need to know?)**

Archetype  
Universal Theme  
Contemporary  
Traditional Text

**Learning Targets**

I can identify character archetypes and universal themes, connecting them to older and more traditional texts.

**Assessment:** Students will connect character types they see in "The Testing" to those they previously saw in short stories in the previous unit. They will identify what makes each character an archetype and explain why each character would fall into each category.

Open Response

ELA.8.RL.3.B

**TOPIC: Analyzing Point of View** -- 3 Day(s)**Description**

Students will analyze how the differences in point of view of characters and the audience or reader create dramatic irony.

**Academic Vocabulary (What terms will students need to know?)**

Analyze  
Dramatic Irony  
Point of View  
Audience  
Perspective  
Irony

**Learning Targets**

I can analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.

**Assessment:** Students will read a short text that utilizes dramatic irony. They will then identify the demonstrated irony, and then explain in written form how the irony was created through the author's use of perspective throughout the piece.

Open Response

ELA.8.RL.2.B



**TOPIC: Interpreting Visual Elements of a Text** -- 2 Day(s)**Description**

Students will interpret visual elements of a text and be able to draw conclusions from them.

**Academic Vocabulary (What terms will students need to know?)**

Visual Elements  
Interpretations  
Inferencing  
Conclusions  
Analysis

**Learning Targets**

I can use visual elements of a text and draw conclusions from them.

**Assessment:** Students will be shown a painting showing a portrait of a seemingly conflicted and complicated individual. Students will be asked to make thematic connections between the portrait and the ever changing character development that occurs in Cia throughout "The Testing."

Exit Slip

ELA.8.RI.1.C

I can use visual elements of a text and draw conclusions from them.

**Assessment:** Students will read an informational text about dystopian literature (connecting to The Testing.) They will then be shown images that depict different versions of government authority. In this exit ticket they will be asked to draw conclusions and use that new information to guide their thinking about the informational text.

Exit Slip

ELA.8.RI.1.C

**TOPIC: Analyzing Author's Choice of Form and/or Structure** -- 3 Day(s)**Description**

Students will analyze how an author's choice concerning a text's form or overall structure contributes to its meaning.

**Academic Vocabulary (What terms will students need to know?)**

Text  
Structure  
Meaning  
Analysis  
Form

**Learning Targets**

I can analyze how an author's choice of a text's form and structure contribute to its meaning.

**Assessment:** As students read "The Testing," they will have to identify text features the author uses to change or enhance the reader's experience. These occasions will be documented as a running log throughout the novel.

Journal

ELA.8.RL.2.A

**UNIT: Unit 3: Jobs Today, Gone Tomorrow: Informative Writing** -- 6 Week(s)**Unit Description**

This unit will cover the creation of an Informative-based project. The final project will be to create a job that does not currently exist to meet the needs of the future. Students will be asked to project what needs could potentially arrive in the future and how those needs will translate to the workforce.

**TOPIC: Read and Comprehend Informational Texts** -- 5 Day(s)**Description**

Students will read and comprehend grade-level and above Informational texts. In doing so, they will apply strategies for comprehending complex texts that among others includes annotating.

**Academic Vocabulary (What terms will students need to know?)**

Annotation

Comprehension

**Learning Targets**

ELA.8.RI.3.D

**TOPIC: Summarizing and Analyzing** -- 2 Day(s)**Description**

Students will be taught the differences between summary and analysis. The point being that they can identify when to be opinionated vs. when they are to be objective. By understanding the relationship between these two concepts, students will be better suited to identify a purpose for both reading and writing scenarios.

**Academic Vocabulary (What terms will students need to know?)**

Summarizing

Analysis

Rephrasing

**Learning Targets****TOPIC: Unit Entry Event** -- 1 Day(s)**Description**

Discuss when and how the tv show The Jetsons began. Explain how it aimed to display a glimpse of the future and how the creators had to be forward thinking. Mention how the comedy and family issues are similar to those families still have today. Show video from The Jetsons - <https://m.youtube.com/watch?v=e8SC6bny1SA>

Discuss how technology will change the future. "How would this version of the future impact careers?" The creators of the show had no idea what the future would look like, therefore they had to make predictions and create a version they thought could possibly happen. Emphasize the forward-thinking nature the writers and creators had to take on.

[https://newsela.com/articles/agtech-food/id/6417/AgTech Food/Jobs](https://newsela.com/articles/agtech-food/id/6417/AgTech%20Food/Jobs)

Read aloud and discuss article as a class.

Next, prepare for the students to hear from a panel of workers. To do this, discuss and review the following:

Taking notes when listening to a speaker

Paraphrasing what a speaker is saying, not simply writing everything they say

Practice asking quality/relevant questions.

People asked to be on the panel should be employees for a company or business that is looking forward to the future. In other words, they are anticipating a changing job market in the future. Some possible panelists include:

Coca-Cola employees (introduction of the Coca-Cola Freestyle machine and the changing job requirements.)

Bank Employees (changing ways that transactions occur and how money is handled.)

Delivery People/ Postal Workers (GPS Tech.)

TV Stations (Changing Media)

Newspaper Writers

**Academic Vocabulary (What terms will students need to know?)**

Informative Writing

Paraphrasing

**Learning Targets**

**TOPIC: Main Idea** -- 4 Day(s)**Description**

Students will learn what a Main Idea is, as well as how it is identified in non-fiction. They will also understand what it is not (Title, Theme, etc.)

**Academic Vocabulary (What terms will students need to know?)**

Main Idea  
Close-read  
Author's Intent  
Purpose  
Supporting Evidence/Details

**Learning Targets**

I can identify the main idea of a nonfiction text.

ELA.8.RI.1.D

**TOPIC: Writing Style: Formal vs Informal** -- 3 Day(s)**Description**

We will discuss the differences between a Formal writing style and an Informal writing style. We will look at the differences in tone, language, syntax, etc.. This topic will cover the various scenarios when each will be used. This is a precursor to the final project, which will ask them to write exclusively in a formal, business-like, style of writing.

**Academic Vocabulary (What terms will students need to know?)**

Formal writing  
Informal Writing  
Tone  
Syntax  
Intent/Purpose

**Learning Targets****TOPIC: Source Reliability** -- 1 Day(s)**Description**

Students will determine if an online or print source is reliable or not. They will evaluate the source using a number of methods. Once they determine the source reliability, students will then determine whether or not the provided information provides information that is helpful to the research topic they have decided upon. The skills utilized here will later be used to create the final project.

**Academic Vocabulary (What terms will students need to know?)**

Reliability  
Primary Source  
Secondary Source

**Learning Targets**

**TOPIC: Revising an Informative Project** -- 3 Day(s)**Description**

Students will review their written materials in a number of ways that will lead to the revision and "polishing" of their works to reflect a professional-level of work. This process will take an in-depth look at the student's grammar usage, structure, tone, etc. of their piece. The goal of this topic is to have students think critically about their own writing, looking for ways to enhance their craft.

**Academic Vocabulary (What terms will students need to know?)**

Revisions

Writing Process

Voice

Relevant Facts

**Learning Targets**

I can develop an informative piece that examines a topic with relevant facts that shows a relationship between ideas and

**Assessment:** Formal Job Description.  
Project

ELA.8.W.3.A

**TOPIC: Analyzing conflicting Points of View** -- 3 Day(s)**Description**

Students will analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

**Academic Vocabulary (What terms will students need to know?)**

Analyze

Response

Points of View

Conflicting

Contradicting

Evidence

Argument

Support

Main Idea

Supporting Details

**Learning Targets**

I can analyze how an author acknowledges and responds to conflicting evidence or points of view.

**Assessment:** Students will be given the article "White Until Proven Black: Imagining Race in Hunger Games" and be asked to identify the main idea of the article. From that point, they will have to locate 3 pieces of evidence where the author demonstrates arguments shown by the opposite side and explain how and why the author did that.

Project

ELA.8.RI.2.B

**TOPIC: Expository Writing** -- 7 Day(s)**Description**

Students will be required to create an expository project that creates a job of the future. In addition to this piece, a formal job description of theirs will be attached. Both will be done in a way that demonstrates the requirements of an expository essay.

**Academic Vocabulary (What terms will students need to know?)**

Expository  
Revision  
Conventions  
Coherence  
Voice  
Style  
Relevance  
Supporting Evidence

**Learning Targets**

I can develop an informative piece that examines a topic with relevant facts that shows a relationship between ideas and evidence.

**Assessment:** Formal Job Description.  
Project  
ELA.8.W.2.A

I can collect sources that are relevant to my task/guiding question and properly cite them

**Assessment:** Bibliography (attached to final project)  
Research  
ELA.8.W.1.A.2

**TOPIC: Analysis of Author's choice in Structure and Organization** -- 3 Day(s)**Description**

Students will understand how to look at an Informational Text and identify features created by the author that contribute to the overall meaning of the piece.

**Academic Vocabulary (What terms will students need to know?)**

Structure  
Organization  
Author's Choice  
Meaning  
Tone

**Learning Targets**

I can identify features of a text's organization and structure that contribute to its meaning.

**Assessment:** Students will be given a cold read and asked to annotate. They will be asked to specifically identify unique text features. Following this, they will write an analytical paragraph that explains their stance on how the structure contributes to the overall meaning of the text.  
Performance  
ELA.8.RI.2.A

**UNIT: Unit 4: Reading and Writing about Literature** -- 7 Week(s)**Unit Description**

This unit will take an in-depth look at the processes of reading and writing about literature. When reading literature, we will think critically about how it applies not only to our own lives, but also how it connects to the world around us. There will be frequent quiz grades to ensure that the readings have been completed, however the vast majority of scores will come from skills-based assessments.

This unit will utilize the novel "And Then There Were None" by Agatha Christie

**TOPIC: Point of View and Perspective** -- 3 Day(s)**Description**

The topic and importance of Perspective and Point of view will be discussed, demonstrating and interrogating their purpose in writing. Students will identify both and identify the advantages and disadvantages of different viewpoints.

**Learning Targets**

I can draw conclusions and make inferences from a text and support them with evidence from the text.

**Assessment:** Students will be asked to make inferences about a character of their choice and make inferences about their personality and intentions based on evidence they must find. They will not only find the evidence, but must also  
ELA.8.RI.2.B

**TOPIC: Read and Comprehend Informational Texts** -- 5 Day(s)**Description**

Students will read and comprehend grade-level and above Informational texts. In doing so, they will apply strategies for comprehending complex texts that among others includes annotating.

**Academic Vocabulary (What terms will students need to know?)**

Annotation

Comprehension

**Learning Targets**

Students will be able to read and comprehend grade-level texts.

**Assessment:** Students will be able to verbally recount and discuss grade-level novels. This will occur in both formal and informal settings with teacher and peers periodically throughout the unit.  
Class Discussion/Participation  
ELA.8.RI.3.D

**TOPIC: Theme** -- 4 Day(s)**Description**

We will discuss the role of theme in fiction. What it is, what it is not (Main Idea, Moral, etc.) ,how it is found, etc. We will use various examples from literature to practice identification and usage.

**Academic Vocabulary (What terms will students need to know?)**

Theme

Analyze

Close-read

Moral

Main Idea

**Learning Targets**

I can identify theme(s) in a text, tracking its development throughout the text.

I can identify the theme of a passage or text, tracking its development across the length of the piece.

**Assessment:** Students will read a short story (may vary) and they will be asked to identify a theme. In addition, they will be asked to support their response using evidence from various sections of the text to show development of the theme.  
Open Response

ELA.8.RL.1.D

**TOPIC: Drawing Conclusions from Literature** -- 3 Day(s)**Description**

Students will be able to draw reasonable conclusions from literature, based on facts and evidence that has been explicitly drawn from the text.

**Academic Vocabulary (What terms will students need to know?)**

Infer

Conclusions

Literature

Explicitly

**Learning Targets**

I can identify literary devices in literature and express how they contribute to the plot, characterization, setting and/or

**Assessment:** Performance

ELA.8.RI.1.A

**TOPIC: Determining the Meaning of Unknown Words** -- 2 Day(s)**Description**

Students will be able to determine meanings of words as they are used in the text, They will employ the use of context clues, affix analysis, and outside references.

**Academic Vocabulary (What terms will students need to know?)**

Affix

Context Clues

Analysis

Outside References

**Learning Targets**

I can determine the meaning of unknown words by analyzing context and word parts.

**Assessment:** Students will be given a quiz with passages from *And Then There Were None* with selected words underlined. Students will be asked to determine the meaning of each word, using the practiced strategies.

Quiz

ELA.8.RL.1.B

**TOPIC: Analyzing the Impact of Literary Devices in Literature** -- 4 Day(s)**Description**

Students will be able to analyze how literary devices develop setting, character, plot, and contribute to meaning.

**Academic Vocabulary (What terms will students need to know?)**

Literary Devices (Onomatopoeia, Soliloquy, Idiom, etc.)

Analyze

Character

Setting

**Learning Targets**

I can identify literary devices in literature and express how they contribute to the plot, characterization, setting and/or themes of the narrative.

**Assessment:** Performance

ELA.8.RL.2.D

**TOPIC: Analyzing A Filmed Adaptation** -- 2 Day(s)**Description**

With the use of clips from the movie, students will be able to compare and contrast the novel "And Then There Were None" to its filmed version. They will analyze the faithfulness of the film to its written form and determine why certain choices were made.

**Academic Vocabulary (What terms will students need to know?)**

Filmed Adaptation

Faithfulness

Depart

**Learning Targets**

I can analyze the filmed version of a text, identifying similarities and differences in addition to analyzing why such changes were made.

**Assessment:** Verbal Understanding

ELA.8.RL.3.A

**TOPIC: Understanding The Historical Context of Themes** -- 4 Day(s)**Learning Targets****UNIT: Unit 5: Argumentative Writing** -- 7 Week(s)**Unit Description**

This unit will take an in-depth look at the processes of creating a written argument. As a class, we will investigate the aspects of an argumentative essay that make it successful, including: developing an argument, supporting claims, citing sources, and using a unique voice, among others.

**TOPIC: Development of an Argument** -- 6 Day(s)**Description**

We will discuss how an argument is developed, through the choice of a stance, to the support of that argument through evidence and rhetoric.

**Academic Vocabulary (What terms will students need to know?)**

Argument

Rhetoric

Supporting Evidence

Stance

Thesis Statements

**Learning Targets**

I can develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence

Students will be able to create a thesis, as well as develop an argument that develops that thesis across their writing.

They will provide clear and coherent reasoning for their claims, providing evidence where/when needed.

**Assessment:** This will be formally assessed on the formal Argumentative Essay Assignment.

Written Document/Paper

ELA.8.W.2.A



**TOPIC: Acknowledging New Information Presented by Others** -- 2 Day(s)**Description**

Students will acknowledge and consider new information that is presented to them. In addition, they will be expected to, when applicable, qualify or justify his/her own views in light of this new information.

**Learning Targets**

Develop a counterclaim, meanwhile rebut that counterclaim in a way that enhances the original argument.

In addition to creating an argument, students will have to include a counterargument. This counterargument will acknowledge opposing arguments, however a rebuttal will be inserted to strengthen the original argument.

**Assessment:** This will be formally assessed in the Argumentative Essay Assignment

Written Document/Paper

ELA.8.W.2.A

**UNIT: Unit 6: Debate/Socratic Seminar: The Art of Presentation** -- 4 Week(s)**TOPIC: Socratic Seminar** -- 5 Day(s)**Description**

Students will follow the rules for a collegial discussion. With an assigned prompt, students will gather relevant information and prepare to be an active participant in a socratic seminar. Each member will be expected to be fully prepared and participate to the specifications of the rubric.

**Academic Vocabulary (What terms will students need to know?)**

Socratic Seminar

Debate

Discussion

Presentation

Preparation

**Learning Targets**

I can follow the rules of a collegial discussion, meet deadlines, and define individual roles.

**Assessment:** Students will participate in a full-class (inner/outer circle possibly, depending on class size) socratic seminar. Their scores will be as reflected in the assigned rubric.

Performance

ELA.8.SL.1.A

**TOPIC: Delineating a Speaker's Argument and Claims** -- 3 Day(s)

**Description**

Students will be taught to listen to the statement/arguments being made by another speaker. They will then evaluate what was said and pose questions and/or respond in a meaningful way.

**Academic Vocabulary (What terms will students need to know?)**

Delineate  
Evaluate  
Pose Questions  
Reasoning  
Observations

**Learning Targets**

I can make consistent and appropriate eye contact and body language to communicate with my audience.

**Assessment:** Students will be formally evaluated on this standard while presenting their speech and during the Socratic seminar. It will be the expectation that eye contact and body language are both consistent and appropriate for the assigned presentation.

ELA.8.SL.1.B

**TOPIC: Acknowledging New Information Presented by Others** -- 2 Day(s)

**Description**

Students will acknowledge and consider new information that is presented to them. In addition, they will be expected to, when applicable, qualify or justify his/her own views in light of this new information.

**Learning Targets**

I can acknowledge new information that is being presented to me and I can qualify or justify my own views in light of this information.

**Assessment:** Students will participate in a class-wide miniature debate. Here, students will listen to the views and opinions of their peers on pre-selected topics and will then express their own viewpoints in a manner that lives up to the rules and expectations of the assignment.

Verbal Understanding

ELA.8.SL.1.C

**TOPIC: Presentation Skills (Volume, Eye Contact, Etc.)** -- 6 Day(s)**Description**

Students will be able to write and present a speech. In doing so, they will use an appropriate speaking voice (both tone and volume), make appropriate eye contact with their audience, and implement good posture/ body language.

**Academic Vocabulary (What terms will students need to know?)**

Volume  
Eye Contact  
Presentation Skills  
Appropriate Tone  
Audience  
Inflection

**Learning Targets**

I can speak in an appropriate volume and tone, based upon the assigned purpose and audience.

**Assessment:** In a pre-written speech, students will use appropriate volume, tone, and pacing while delivering a formal presentation,  
Presentation

ELA.8.SL.2.A

I can gather relevant media sources to enhance the quality of my speech.

**Assessment:** Students will log all of the sources they use in their presentation and turn them in when asked to present (at least 2 reliable and relevant sources are required.)

Written Document/Paper

ELA.8.SL.2.B

**TOPIC: Formal Speech (Planning & Delivering)** -- 5 Day(s)**Description**

Students will plan an informative speech of their own creating and then present it to the class.

**Learning Targets**

I can plan and deliver a formal speech that integrates a multimedia component.

**Assessment:** Presentation

ELA.8.SL.2.C

I can gather relevant media sources to enhance the quality of my speech.

**Assessment:** Students will log all of the sources they use in their presentation and turn them in when asked to present (at least 2 reliable and relevant sources are required.)

Written Document/Paper

ELA.8.W.1.A.2