

	Name of Course: Grade 8 ELA Team Members: Eric Schildge, Eriko Antos Number of Days: 30	
Unit	Unit One: Memory, Conflict, and Identity	
Essential Questions	How does our past shape us, and how do we shape our past? How do race, gender, ability, and class intersect to shape a character's experience?	
Content Standards	RL1. Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. RL2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. RL5. Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text. SL1. 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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on Massachusetts Curriculum Framework for English Language Arts and Literacy 106 ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
Concepts and Subskills	• Come to better understand themselves by examining their past. • Learn to look at a situation from another person's perspective. • Grasp how people who experience discrimination have distinct experiences based on the intersection of various identity factors like race, gender, religion, class, and ability.	Practices Reading comprehension questions Dialogue discussions with written preparation and follow-up Self-assessment Collaborative rubric creation Partner interviews Profile Writing Character artifact creation

	Engage in a constructive dialogue with their peers that honors other points of view and makes connections between their lived experience and the things they read in class.	
Content Objectives (Student Friendly Language)	I can... - Use evidence to support my arguments. - Identify and describe themes in a story. - Compare the literary elements and themes in two or more stories. - Listen without judgment. - Evaluate and differentiate types of questions. - Ask questions of genuine understanding. - Look at a situation from someone else's perspective. - Explore how people have distinct experiences based on the intersection of race, gender, religion, class, and ability.	
Content Vocabulary	Tier One: Conflict, profile, integration, segregation, businegation, assimilate, obituary, Tier Two: Dialogue, analysis, self-assessment Tier Three: Setting, characterization, point of view/perspective, identity, internal/external conflict	
Assessment, Products, Projects	Final Profile Project Literary Analysis Paragraph Soskin Obituary Dialogue Self-Assessments Reading Logs 1-7	
Text, Materials, and Resources	Radiolab Episode: Memory and Forgetting Brainpickings Perspective Exercise: https://www.brainpickings.org/2013/08/12/on-looking-eleven-walks-with-expert-eyes/?mc_cid=d2b408e2b4&mc_eid=9551fe2511 Alice Walker: Everyday Use Everyday Use by Alice Walker CommonLit Amy Tan: Fish Cheeks Fish Cheeks by Amy Tan CommonLit Gish Jen: The White Umbrella The White Umbrella by Gish Jen CommonLit Liliana Heker: The Stolen Party CommonLit Library Browse Content by Theme, Grade Level and More Louise Erdrich: Leap: The Leap by Louise Erdrich CommonLit	

	Gary Soto: Growing Up https://www.commonlit.org/en/texts/growing-up Short Busing Documentary Clips: Charlotte: http://www.nytimes.com/video/us/100000002427912/the-battle-for-busing.html?module=Search&mabReward=relbias%3Ar%2C7B%221%22%3A%22RI%3A7%22%7D Boston: http://www.bostonglobe.com/news/local/massachusetts/2014/09/07/the-boston-busing-crisis-year-s-later/F1I7Ugy4YHicYZPMZ7a5RL/story.html
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	Name of Course: Grade 8 English Language Arts Year: 2021-2022 Team Members: Eriko Antos and Eric Schildge Number of Days: 20-30	
Unit	Unit 2: Character Conflict Literature Circles	
Essential Questions	How does a character's internal or external conflict affect the plot? How does an author show and develop a character and accurately portray a character's struggle? How does a writer use characters and the plot to communicate a theme or personal message? How does a character's conflict shape their relationships with others in the story?	
Content Standards	8 RL 10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. 8 W 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 8 L 6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
Concepts and Subskills		Practices
Content Objectives (Student Friendly Language)	<i>Students will be able to</i> - Understand that: - characters are revealed by what they say, think and do and what others say/think about them. - characters are complex (neither good nor bad) and often struggle with internal and external conflicts that affect themselves, others, and the overall plot of the story.	

	- Writers reveal the underlying messages or themes of a text through characters and the plot. - Every character in a story serves a writer's purpose. - Analyze how a character's growth helps them resolve an internal conflict. - Write a narrative that includes a central conflict and theme.
Content Vocabulary	Tier Two Vocabulary
	Tier Three Vocabulary theme, "showing" versus "telling," plot, setting, static character, dynamic character, voice, tone, internal conflict, external conflict, internal character traits, external character traits, character, characterization, main character, minor character, realistic fiction, perspective (point of view), context, social issues, current issues, authenticity, motive, narrator
Assessments, Products, Projects	Stage 2 Assessment Map: ELA - Grade 8 - Stage 2-Conflict Lit Circles Formative Assessments: Literature Circle meetings Lit Circle Meeting self-assessments Personal narrative Conflict Lit Circle Meeting 5 - Self-Assessment Summative Assessments Analytical Writing Rubric Narrative Rubric Conflict Lit Circle Meeting 5 - Self-Assessment Conflict Lit Circle - Personal Narrative Conflict Lit Circle - Final Literary Analysis Assessment
Text, Materials, and Resources	<i>Gym Candy</i> by Carl Deuker, <i>Things a Brother Knows</i> by Dana Reinhardt, <i>Elsewhere</i> by Gabrielle Zevin, <i>If I Stay</i> by Gayle Forman, <i>Fallen Angels</i> by Walter Dean Myers, <i>The Outsiders</i> by S.E. Hinton, <i>Boy 21</i> by Matthew Quick, <i>A Monster Calls</i> by Patrick Ness, <i>Rules of Survival</i> by Nancy Werlin, <i>This Dark Endeavor</i> by Kenneth Oppel, <i>Divergent</i> by Veronica Roth

	Name of Course: Grade 8 English Language Arts
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	Year: 2021-2022 Team Members: Eriko Antos and Eric Schildge Number of Days: 20-30 Unit Timeline	
Unit	Unit 3: Nickel Boys/To Kill a Mockingbird Novel Study	
Essential Questions	1. How do individual and collective experiences of injustice intersect? 2. How do people in impossible situations persevere and survive? 3. What obligations do we have to other people? 4. What are the pivotal experiences and moments in a young person's coming of age? 5. How do we define and identify courage?	
Content Standards	8 RL 1: Cite the textual evidence 8 RL 2: Determine a theme or central idea of a text and analyze its development... 8 RL 3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8 RL 4: Determine the meaning of words and phrases... 8 RL 5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 8 W 1: Write arguments to support claims with clear reasons and relevant evidence. 8 W 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 8 W 4: Produce clear and coherent writing. 8 W 5: With some guidance and support from peers and adults, develop and strengthen writing... 8 W 6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 8 SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. 8 SL 3: Delineate a speaker's argument and specific claims... 8 L 2: Demonstrate command of the conventions of standard English... 8 L 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. 8 L 6: Acquire and use accurate, grade-appropriate general academic and domain-specific words and phrases.	
Concepts and Subskills	Loss of innocence, coming of age, conflict (specifically violent conflict), plot structure, characterization, setting.	Media literacy, writing from sources, text-based conversations.

Content Objectives (Student Friendly Language)	Students will be able to - Engage in respectful and constructive conversation (listening, speaking, and asking questions) with one another using specific evidence from the novel. - Identify and analyze the unique aspects of Colson Whitehead's and Harper Lee's development of conflict, plot structure, characterization, and setting. - Write about themes and ideas from the novel using multiple sources, including the novel and speeches.
Content Vocabulary	Tier 3 - Civil Rights, Justice, Reform Schools, Jim Crow, Race, Racism, Court-Appointed, Pro Bono, Great Depression Tier 2 - Pivotal, Synthesis Tier 1- Vital, Discrimination, Contradict, Lynching, Emancipation
Assessments, Products, Projects	One paragraph analytical writing (book blogs) Poetry synthesis project Text-dependent fishbowl discussions Speech Analysis essay
Text, Materials, and Resources	<i>Nickel Boys</i> by Colson Whitehead <i>To Kill a Mockingbird</i> by Harper Lee, both original text and graphic novel Speeches - - MLK's Mountaintop Speech - Amanda Gorman "The Hill We Climb"

	Name of Course: Grade 8 English Language Arts Team Members: Eriko Antos and Eric Schildge Number of Days: 20-30 Unit Timeline
Unit	Unit Two: Exploring Social Class
Essential Questions	1. How do we define social class, and how is it shaped through income and wealth, access, power, and location? 2. How does my experience of social class impact my relationship with my community and help shape my sense of self? 3. How have my assumptions about social class impacted the behavior, values, and emotions of my classmates and others? 4. How do our assumptions about social class affect our encounters with one another,, and how can certain kinds of encounters help us see beyond those assumptions?
Content Standards	RL.1: Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. RL.6: Analyze how differences in point of view between characters and audience create such effects as suspense or humor. RL.10: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

	RI.1: Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events. RI.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.10: Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.4: Produce clear and coherent writing... W.5: With some guidance and support from peers and adults, develop and strengthen writing... W.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. SL.3: Delineate a speaker's argument and specific claims... L.2: Demonstrate command of the conventions of standard English... L.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. L.6: Acquire and use accurate, grade-appropriate general academic and domain-specific words and phrases.	
Concepts and Subskills	Social class Assumptions Stances--literal, interpretive, personal, critical	
Content Objectives (Student Friendly Language)	Students will be able to - Engage in respectful and constructive conversation (listening, speaking, and asking questions) with one another using specific evidence from the texts. - Identify and analyze the assumptions people make based on social class - Compare the arguments in two different texts about poverty and social class. - Use reflective structured dialogue to connect the ideas of access and behavior to the students' lives. - Research various pressure points related to socio-economic status. - Examine how assumptions about social class and other identity markers like race and gender influence interactions and relationships between people. - Revisit and expand our definition of social class.	

	- Identify and explore the way social class functions in a specific location
Content Vocabulary	Tier 3 - euphemism Tier 2 - SSI, residuals Tier 1- vicissitudes, bromide, chide, gumption, transient, moratorium, seethe
Assessments, Products, Projects	Summative Assessment:  ELA - Grade 8-Stage 2- Social Class Formative Assessments: ● CommonLit Reading Assessments (common) ● Social Class Journals (common) ● Unwritten Rules Dialogue (common) ● Social Class and Location Expository Essay (common)
Text, Materials, and Resources	a) Short Story Reading: The Stolen Party by Lilliana Hecker Where I'm From by Misa Suigura b) Poems: Jabari Unmasked by Nikki Grimes c) Informational Texts: "The Understudy" by David Sedaris - Excerpt from Evicted by Matthew Desmond - Opinion and rebuttal about grammar as indicator of social class from the New York Times Peter Coy d) Novel Excerpts: <i>The Help</i> by Hathryn Sockett, <i>Harry Potter</i> by J.K. Rowling, <i>Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie, <i>Front Desk</i> by Kelly Yang, <i>The Benefits of Being an Octopus</i> by An Braden e) Film Supplement: - Little Women Party Scene - Harry Potter visits Weasley's - The Help Wealth Inequality in America f) Audio Supplement: David Sedaris Returns : Fresh Air : NPR

	Name of Course: ELA Grade 8 Team Members: Eric Schildge & Eriko Antos Number of Days: 20
Unit	Romeo & Juliet

Essential Questions	• Are Shakespeare's views on love, loyalty, friendship, and fate still relevant today? • What are the components of a tragedy and how are they used in “Romeo and Juliet”? • How does the cause-effect relationship work and how does it relate to the events leading up to the tragic end of the play?	
Content Standards	8 RL 10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. 8 W 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 8 L 6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)	
Concepts and Subskills	-Elements of Shakespearean tragedy and Shakespearean sonnet. -The nature of a cause and effect relationship. -The difference between fate and conscious choice. -The relationship between youth and impulsivity -Character motivation	Practices Reading comprehension discussion and questions Role playing Reading aloud
Content Objectives (Student Friendly Language)	· Identify and discuss the problem, the events of the story, and the problem resolution. · Notice and remember significant attributes for multiple characters (what characters do, say or think, and what the writer and other characters say about them) · Provide evidence of understanding plots with multiple events and gather information about many characters and their traits and relationships. · Predict what the character might do in other circumstances. · Reflect inferences about the main and supporting characters’ feelings, motivations, attitudes, and decisions based on information from the text. · Show connections between the settings, characters, and events of a text and reader’s own personal experiences. · Infer characters’ motivations and feelings, understanding inner conflict. · Support thinking beyond the text with specific evidence from the text or personal knowledge.	

	· Make predictions on an ongoing basis (progression of the plot, characteristics of the setting, actions of characters) · Discuss social issues revealed within the storyline. · Identify conflict in fiction and the implications for the characters.
Content Vocabulary	Tier One Vocabulary
	Play, Theater, Power, Intention
	Tier Two Vocabulary
	Theme, internal conflict, external conflict, internal character traits, external character traits, character, characterization, main character, minor character, static character, dynamic character, perspective (point of view), setting, plot, and motive, romantic vs. familial love, sonnet, tragedy, status, thrust stage
	Tier Three Vocabulary
	Dramaturgy, proscenium
Assessments, Products, Projects	● Formative: whole class and small group discussions, book blog prompts. Teachers assess discussion participation. ● Summative: The performance of a monologue, role play of inquiry into who is responsible for the deaths of Romeo & Juliet, and individual/partner dramaturgical analysis. Final Assessment ● Book blog questions: A weekly question filled out online that deals with a theme of the work. ● Internal/External characteristics & motivation chart
Text, Materials, and Resources	Romeo & Juliet text, summary, and Franco Zefferelli film version