


**Course Overview**

In this class, we will be reading and learning about many interesting topics and different types of texts. Our goal is to help students become strong readers and thinkers, as well as ready them for high school and beyond. We'll explore big ideas, ask important questions, and practice skills that will help students understand what they are reading and share their own ideas.

**Unit Title**
**Navigating Modern Life**
**Time Frame**

12 days


**Focus of the Unit**

This unit is about technology and how it affects our lives.

We'll think about when technology might go too far, how much society relies on it, issues of government control, and how to find trustworthy information.

**Unit Title**
**Facing Fear and Darkness**
**Time Frame**

10 days


**Focus of the Unit**

This unit explores the concept of horror. We'll explore the nature of horror, psychological and societal monsters, and the concept of good versus evil.

**Unit Title**
**The Influence of Place and Belonging**
**Time Frame**

16 days


**Focus of the Unit**

This unit is centered around the idea of "home" We'll think about what makes a place feel like home, how our identity is shaped by family, where we live, and our cultural background. We'll also discuss how people adjust to new places, culture clashes, and how our differences bring us together.


**Course Overview**

In this class, we will be reading and learning about many interesting topics and different types of texts. Our goal is to help students become strong readers and thinkers, as well as ready them for high school and beyond. We'll explore big ideas, ask important questions, and practice skills that will help students understand what they are reading and share their own ideas.

**Unit Title**
**Struggles for Freedom and Rights**
**Time Frame**

16 days


**Focus of the Unit**

In this unit, we'll think about the history of slavery, why freedom is important, the risks people take for what they believe in, and what it means to be a human.

**Unit Title**
**Bearing Witness to History and Humanity**
**Time Frame**

75 days


**Focus of the Unit**

In this unit, we'll think about what it means to be a witness, and discuss the value of every human life and themes of loss, hope, and recovery.

**Unit Title**
**Building Literacy**
**Time Frame**

36 days


**Focus of the Unit**

Over the course of this unit, you will work on becoming a stronger reader and writer, especially when dealing with more complex text.

<b>Unit Title</b>	<b>Navigating Modern Life</b>
<b>Time Frame</b>	12 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	Does technology improve or control our lives?

	<b>Focus of the Unit</b>
	This unit is about technology and how it affects our lives. We'll think about when technology might go too far, how much society relies on it, issues of government control, and how to find trustworthy information.

<b>Standards</b>	<p><b>CC.1.2.8.H:</b> Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p><b>CC.1.4.8.I:</b> Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic</p>
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<b>Learning Targets</b>
I can understand different kinds of stories, including science fiction.

<b>Learning Targets</b>
I can find the main ideas and important details in what I read, as well as the facts that support them.

<b>Learning Targets</b>
I can understand information given in charts, graphs, and other visuals.

<b>Learning Targets</b>
I can decide if the evidence used to support an idea is strong and relevant.



<b>Resources</b>	<b>HMH Into Literature Grade 8, Google Drive, IXL</b>
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<b>Unit Title</b>	<b>Facing Fear and Darkness</b>
<b>Time Frame</b>	10 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	Why do we sometimes like to feel frightened?

	<b>Focus of the Unit</b>
	This unit explores the concept of horror. We'll explore the nature of horror, psychological and societal monsters, and the concept of good versus evil.

<b>Standards</b>	<p><b>CC.1.3.8.A:</b> 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 the text</p> <p><b>CC.1.3.8.B:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text</p>
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<b>Learning Targets</b>
I can understand different points of view in a story.

<b>Learning Targets</b>
I can figure out how an author creates suspense and recognize foreshadowing.

<b>Learning Targets</b>
I can make connections between what I read and other things I know or have experienced.

<b>Learning Targets</b>
I can find and analyze the main message or theme of a story.



<b>Resources</b>	<b>HMH Into Literature Grade 8, Google Drive, IXL</b>
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<b>Unit Title</b>	<b>The Influence of Place and Belonging</b>
<b>Time Frame</b>	16 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	What are the places that shape who you are?

	<b>Focus of the Unit</b>
	This unit is centered around the idea of “home” We’ll think about what makes a place feel like home, how our identity is shaped by family, where we live, and our cultural background. We’ll also discuss how people adjust to new places, culture clashes, and how our differences bring us together.

<b>Standards</b>	<p>CC.1.3.8.A: 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 the text</p> <p>CC.1.3.8.C: 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<sup>12</sup>. Analyzing character is a major learning objective</p>
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<b>Learning Targets</b>
I can analyze the plot and characters in a story.

<b>Learning Targets</b>
I can analyze what is presented in a documentary film.

<b>Learning Targets</b>
I can analyze the main message or theme of a text.

<b>Learning Targets</b>
I can identify and analyze different literary devices.



<b>Resources</b>	<b>HMH Into Literature Grade 8, Google Drive, IXL</b>
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<b>Unit Title</b>	<b>Struggles for Freedom and Rights</b>
<b>Time Frame</b>	16 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	What will people risk to be free?

	<b>Focus of the Unit</b>
	In this unit, we'll think about the history of slavery, why freedom is important, the risks people take for what they believe in, and what it means to be a human.

<b>Standards</b>	<p>CC.1.3.8.C: 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</p> <p>CC.1.3.8.F: Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone</p>
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<b>Learning Targets</b>
I can analyze the structure of a text.

<b>Learning Targets</b>
I can understand and analyze texts that follow a time order.

<b>Learning Targets</b>
I can analyze the setting and mood of a story or text.

<b>Learning Targets</b>
I can analyze how characters are developed.



<b>Resources</b>	<b>HMH Into Literature Grade 8, Google Drive, IXL</b>
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<b>Unit Title</b>	<b>Bearing Witness to History and Humanity</b>
<b>Time Frame</b>	75 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	What does it mean to be a witness?

	<b>Focus of the Unit</b>
	In this unit, we'll think about what it means to be a witness, and discuss the value of every human life and themes of loss, hope, and recovery.

<b>Standards</b>	<p><b>CC.1.2.8.B:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>CC.1.4.8.S:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction</p>
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<b>Learning Targets</b>
I can analyze a novel.

<b>Learning Targets</b>
I can analyze historical sources by understanding the time and situation they came from.

<b>Learning Targets</b>
I can understand that my voice, and the voices of my community, are important for history.

<b>Learning Targets</b>
I can apply historical context to modern situations.



<b>Resources</b>	<b>HMH Into Literature Grade 8, Google Drive, IXL, <i>The Devil's Arithmetic</i></b>
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<b>Unit Title</b>	<b>Building Literacy</b>
<b>Time Frame</b>	36 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	How does specific word strategies and vocabulary knowledge help us understand complex texts?

	<b>Focus of the Unit</b>
	Over the course of this unit, you will work on becoming a stronger reader and writer, especially when dealing with more complex text.

<b>Standards</b>	<p>CC.1.2.8.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>
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<b>Learning Targets</b>
I can read and understands words with many syllables accurately.

<b>Learning Targets</b>
I can learn and use important new academic and topic-specific words to help me understand what I read and write.

<b>Learning Targets</b>
I can use information from sentences, timelines, pictures, or other visuals to help me understand a topic or text.

<b>Learning Targets</b>
I can write paragraphs to summarize information from a text.



<b>Resources</b>	<b>REWARDS Plus Social Studies</b>
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