PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Honors English Language Arts 8

Curriculum Writing Committee:

Carmel Kratz & Arielle Townsend

Grade Level: 8

Date of Board Approval: _____

Course Weighting: Honors ELA 8

Categories	% or points
Major Assessments	45%
Skills Application	30%
Skills Practice	20%
Participation	5%

Curriculum Map

Overview: This course, which is significantly more challenging than English Language Arts 8, is designed to prepare students for the rigor of honors-level and AP high school classes by challenging them to develop critical thinking and problem-solving skills in all areas of English Language Arts. Students will use specific reading strategies to analyze and critique select fiction and nonfiction sources. They will learn to defend a thesis in analytical writing, including full-length essays and shorter written assignments. Academic and content vocabulary acquisition and use are integrated throughout the curriculum, including strategies such as analysis of context clues, figurative language, and connotation.

Students with diverse learning styles will have the opportunity to use a variety of learning methods to attain mastery of the skills and concepts necessary for success. These methodologies include explicit interaction with text, collaboration with peers, guided inquiry, and direct instruction. Technology is integrated whenever appropriate to support and enhance learning. Students in honors classes are provided with the additional challenges of more extensive and sophisticated activities and assignments in all areas: supplementary independent reading, writing, discussion and presentation, vocabulary, and research. All objective and written assessments align with Pennsylvania Core Standards PSSA Eligible Content and target the skills required to achieve proficiency on the Pennsylvania System of School Assessment (PSSA).

Goals:

- **Marking Period 1 (45 days)**
    - **Unit 1: Shadows and Secrets: Exploring Mood, Suspense, and Theme**
      Understanding of:
        - The significance and function of literary devices within the horror genre
        - The importance of writing a clear, coherent, and detailed text-dependent analysis essay with minimal scaffolding
        - The necessity of drawing evidence independently from literary texts to support interpretation and analysis
        - The use of Freytag's plot diagram as a tool to better understand the progression of a story
        - The ability to effectively summarize a story, using Freytag's plot diagram as a basis
        - The importance of determining or clarifying the meaning of multiple-meaning words in context
        - The worth of reading a novel for its effectiveness at showing how authors develop characters, ideas, and themes over time
        - The necessity of using correct punctuation marks including commas, ellipses, dashes, parentheses, colons for effects such as pauses, setting off parentheticals, showing omissions, and introducing items in a series
        - The ability to recognize sentence fragments and run-on sentences and revise them using a variety of strategies
        - The ability to detect a shift in verb tense and correct it
        - The defining characteristics of the eight parts of speech; these concepts will be reviewed over the summer with previously assigned summer work
        - The difference between the following frequently confused words: affect/effect, there/their/they're, to/too/two, your/you're, its/it's, formally/formerly, counsel/council, break/brake, coarse/course, are/our/hour, aloud/allowed, principal/principle, who's/whose, cite/site/sight, quiet/quite, rain/rein/reign, lose/loose, accept/except, and then/than.

- **Marking Period 2 (45 days)**
    - **Unit 2: Voices of Adolescence: Perspective, Choices, and Society**
      Understanding of:
        - The significance and function of literary devices within the poetry and short stories
        - The importance of independently writing a clear, coherent, and detailed text-dependent analysis essay
        - The necessity of drawing evidence independently from literary and non-fiction texts to support interpretation and analysis
        - The ability to effectively summarize a story
        - The importance of determining or clarifying the meaning of multiple-meaning words in context

        - The worth of reading a novel for its effectiveness at showing how authors develop characters, ideas, and themes over time
        - The ability to label the five elements of an argument (claim, reasons, evidence, counterclaim, and rebuttal) within a nonfiction text
        - The power of using persuasive techniques: ethos, pathos, logos, and call to action in writing
        - The ability to summarize and analyze the author's development of an argument
        - The capacity to recognize the author's purpose in a nonfiction text
        - Identify the central idea of a nonfiction text
        - The importance of reading non-fiction texts with opposing viewpoints and evaluating the structure used.
        - The function of each of the five verb moods (indicative, imperative, interrogative, conditional, and subjunctive)
        - The importance of differentiating verbals from the main verb of a sentence.
        - The function of active and passive voice in writing and the ability to write in both voices to match purpose
        - The ability to recognize a misplaced or dangling modifier in a sentence and revise appropriately to improve clarity

- **Marking Period 3 (45 days)**
    - **Unit 3: Moments That Matter: How Small Actions Shape Big Outcomes**
      Understanding of:
        - The understanding of historical fiction and science fiction as fictional subgenres and the unique characteristics that set them apart from other fictional subgenres
        - The capacity to read different genres of text that are related thematically and compare and contrast the authors' views of leadership
        - The ability to recognize and explain the use of poetic devices including imagery, symbolism, repetition, personification, poetic structure, and extended metaphor in an elegy
        - The ability to analyze imagery, symbolism, and irony in a short story
        - The importance of being able to identify, label and explain an author's use of direct and indirect characterization in short stories and novels.
        - The ability to analyze how an author's use of foreshadowing and irony reveals a theme
        - The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
        - The importance of writing a clear, coherent, and detailed text-dependent analysis essay
        - The worth of reading a novel for its effectiveness at showing how authors develop characters, ideas, and themes over time
        - The ability to recognize and correct errors in subject/verb agreement and pronoun/antecedent agreement

        - The ability to recognize and correct inappropriate shifts in pronoun number and person.
        - The ability to recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

- **Marking Period 4 (40 - 45 days) - PSSA State testing occurs during the fourth marking period**
    - **Unit 4: Memory, Survival, and Moral Courage**
    - **Understanding of:**
        - The use of rhetorical devices in a speech, including parallelism, repetition, ethical appeal, emotional appeal, rhetorical questions, direct address, and imagery.
        - The characteristics and language of the drama genre, including the terms act, scene, characterization, and stage directions
        - The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
        - The understanding of an allegory as a text with a symbolic meaning that often reveals a moral or political message.
        - The significance of primary source documents in understanding historical topics
        - The importance of writing clear, coherent, and detailed text-dependent analysis essays
        - The creation of a one-pager as a vehicle for communicating analysis through a combination of art and writing
        - The worth of reading a memoir for its effectiveness at showing how authors turn personal experiences into meaningful narratives
        - The importance of using active reading and test taking strategies on standardized tests
        - Grammar skills taught throughout each marking period will be reviewed in ways which require students to utilize them appropriately and accurately

Big Ideas:

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- An expanded vocabulary enhances one's ability to express ideas and information.
- Audience and purpose influence the writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and conventions of language support clarity of communication between writers/speakers and readers/listeners.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

- Effective speakers prepare and communicate messages to address the audience and purpose.

Textbook and Supplemental Resources:

- **Textbook: *Collections* Houghton, Mifflin, Harcourt**
  - Textbook ISBN: 978-0-544-56958-4
  - Houghton Mifflin Harcourt Publishing Company, 2017

- **Supplemental Resources:**
  - "The Tell-Tale Heart" by Edgar Allan Poe - previously assigned summer reading work
  - "The Raven" and/or "Annabel Lee" by Edgar Allan Poe
  - "The Monkey's Paw" by W.W. Jacobs
  - "The Monkey's Paw" short film by Ricky Lewis Jr.
  - "The Outsider" by H.P. Lovecraft
  - "The Open Window" by Saki
  - *Toy Story of Terror* short film
  - *Hour of the Bees* by Lindsay Eagar
  - "Hanging Fire" by Audre Lorde and "Teenagers" by Pat Mora
  - "Marigolds" by Eugenia Collier
  - "Music Education Helps Students Thrive" by Chris Baritoni and "Music Education Can Happen Anywhere" by Alex Tamish
  - *The Giver* by Lois Lowry
  - *The Giver* 2014 movie
  - *Lord of the Flies* by William Golding
  - "There Will Come Soft Rains" by Ray Bradbury
  - "The Pedestrian" by Ray Bradbury
  - "To an Athlete Dying Young" by A.E. Housman
  - *Night* by Elie Wiesel
  - *One Day in Auschwitz* documentary
  - *Anne Frank Biography* - A&E
  - *The Path to Nazi Genocide* documentary - United States Holocaust Memorial Museum
  - Optional texts:
    - "What A Lifetime of Playing Football Can Do to the Human Brain" by Brian Resnick
    - "The Reasons Not To Ban Contact Sports For Children: An Answer To 'Concussion'" by Robert Glatter, M.D.
    - "Among teens, sleep deprivation an epidemic" by Ruthann Richter
    - "Lack of sleep can turn teens into 'zombies'" by Stephen Ornes
    - "Study: Later School Start Would Benefit Economy" by Kealey Bultena
    - "Fairfax, Montgomery officials to share experience delaying school start times" by Cindy Huang

- “Changing School Start Time Has Ripple Effects - And Those Ripples Can Sink Many Families” by Johanna Haney
- “Impact of Later School Start Times on Athletics Reviewed by West Hartford Board of Education” by Ronnie Newton
- *Love That Dog* by Sharon Creech
- *White Bird:A Wonder Story (A Graphic Novel)* by R.J. Palacio
- *White Bird* film (2023)
- “Mother to Son” by Langston Hughes
- “A Retrieved Reformation” by O. Henry
- “The Landlady” by Roald Dahl
- “Fire and Ice” by Robert Frost
- From “Life on the Mississippi” by Mark Twain
- “Invictus” by William Ernest Henley
- “If” by Rudyard Kipling

Curriculum Plan

Unit 1: Shadows and Secrets: Exploring Mood, Suspense, and Theme

Standards:

- **1.3 Reading Literature:**
    - CC.1.3.8.A - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
    - CC.1.3.8.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.
    - 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.
    - CC.1.3.8.D - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
    - CC.1.3.8.E - 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.
    - 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.
    - CC.1.3.8.G - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
    - CC.1.3.8.H - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
    - CC.1.3.8.I - 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.
    - CC.1.3.8.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.
    - CC.1.3.8K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **1.4 Writing:**
    - CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.4.8.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
    - CC.1.4.8.T - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- CC.1.4.8.U - 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.
- CC.1.4.8.X - 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.

- **1.5 Speaking and Listening:**
  - CC.1.5.8.A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - CC.1.5.8.E - Adapt speech to a variety of contexts and tasks.
  - CC.1.5.8.G - Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

- **Anchors:**
  - E08.A-K.1 Key Ideas and Details (Literature Texts)
  - E08.A-C.2 Craft and Structure (Literature Texts)
  - E08.A-C.3 Integration of Knowledge and Ideas (Literature Texts)
  - E08.A-V.4 Vocabulary Acquisition and Use (Literature Texts)
  - E08.D.1 Conventions of Standard English
  - E08.D.2 Knowledge of Language
  - E08.E.1 Evidence-Based Analysis of Text

- **Eligible Content:**
  - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
    - E08.A-K.1.1.1 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.
    - E08.A-K.1.1.2 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.
    - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
  - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.
    - E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
    - E08.A-C.2.1.2 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.

        - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
    - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
        - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.
    - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
        - E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
        - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
    - E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
        - E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.
        - E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
        - E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).
        - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
        - E08.D.1.2.3 Spell correctly.
        - E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.
        - E08.D.1.2.5 Use punctuation to separate items in a series.
    - E08.D.2.1 Use knowledge of language and its conventions.

        - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
        - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.
        - E08.D.2.1.4 Maintain consistency in style and tone.
        - E08.D.2.1.5 Choose punctuation for effect.
        - E08.D.2.1.6 Choose words and phrases for effect.
    - E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
        - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
        - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
        - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
        - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
        - E08.E.1.1.5 Establish and maintain a formal style.
        - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Objectives:

- Read fictional stories within the horror genre in order to:
    - Summarize the main events in a story and organize them appropriately on a plot diagram. (DOK 1,2)
    - Identify the point of view of a story and evaluate its effect on the text, specifically how it affects the reader's understanding of the story. (DOK 1,3)
    - Identify, explain, and analyze the significance of the following literary terms and their application within different texts: allusion, author's style, character motivation, characterization, conflict, dialogue's role in advancing the plot, foreshadowing, the plot diagram, first person point of view, irony (verbal, situational, and dramatic) mood, the unreliable narrator, setting, symbolism, suspense, and universal theme. (DOK 1,2,3)
    - Write analysis paragraphs that incorporate the use of text evidence to prove a writer's claim and analyze how that evidence supports that claim. (DOK 1,2,3)
    - Write a text-dependent analysis essay about an author's use of foreshadowing, mood, and symbolism in a story and how all three elements contribute to the story's theme. (DOK 1,2,3,4)
    - Cite relevant text evidence to support claims in writing. (DOK 3)
- Distinguish among the eight parts of speech according to their defining characteristics, the roles they play in sentences, and their relationships to one another. (DOK 2)

- Distinguish among sentence fragments, complete sentences, and run-on sentences and correct sentence fragments and run-on sentences using a variety of strategies. (DOK 2,3)
- Review the uses of correct punctuation marks including commas, ellipses, dashes, parentheses, colons for effects such as pauses, setting off parentheticals, showing omissions, and introducing items in a series. (DOK 2)
- Identify and correct verb tense errors. (DOK 1,3)
- Determine the correct multiple-meaning word depending on context from the following list: affect/effect, there/their/they're, to/too/two, your/you're, its/it's, formally/formerly, counsel/council, break/brake, coarse/course, are/our/hour, aloud/allowed, principal/principle, who's/whose, cite/site/sight, quiet/quite, rain/rein/reign, lose/loose, accept/except, and then/than. (DOK 2)
- Determine the correct multiple-meaning word depending on context. (DOK 2)
- Read a novel in order to
    - Analyze how conflicts develop over time. (DOK 4)
    - Determine how an author uses direct and indirect characterization to develop characters. (DOK2)
    - Identify and analyze the elements of magical realism within the novel structure and explain how they contribute to the plot. (DOK 1,4)
- Participate in various writing exercises in order to develop a writer's voice and style, apply grammatical concepts being taught throughout the year, and assist students in better understanding and utilizing the writing process as a tool for revision and polishing their writing. (DOK 1,2,3)

Core Activities and Corresponding Instructional Methods:
Activities and instructional methods in Honors ELA 8 will address the PA Core standards and require students to interact with the written word on a more complex and more in-depth level than ELA 8. Students are expected to enter the course with certain skills already in place. As a result, the course, which will build on that prior knowledge, moves more quickly, asks students to complete more tasks independently, and challenges students to extend their understanding and thinking. Independent analysis and critical thinking are at the core of this Honors ELA 8 curriculum. Consistently going beyond what is expected in ELA 8, activities in this course require students to make connections, synthesize ideas, construct and evaluate arguments, and examine themes across texts with less teacher assistance and guidance. Diagnostic and formative testing data will allow teachers to gauge student levels of mastery, so they can provide enrichment, and, in the rare case when it is necessary, remediation.

1. Closely read and analyze selections within the horror genre.
    a. In-class reading and re-reading, annotating the text, and analysis with reading-for-meaning questions based on the following short stories and poem(s): "The Tell-Tale Heart" by Edgar Allan Poe, "The Raven" or "Annabel Lee" by Edgar Allan Poe, "The Monkey's Paw" by W.W. Jacobs, "The Outsider" by H.P. Lovecraft
    b. Explore the reading strategy of text annotation. Students will learn to locate main ideas, make inferences, make predictions, paraphrase, summarize, make connections, utilize context clues, and word analysis to determine the meaning of unknown words.

c. Examine the plot structure (exposition, conflict, rising action, climax, falling action, and resolution) of “The Tell-Tale Heart” and “The Monkey’s Paw.” Complete plot diagrams for both stories as a whole-group instruction and independent practice.
d. Analyze the role of the unreliable narrator in “The Tell-Tale Heart” and “The Outsider,” specifically, why each narrator is unreliable and how that creates suspense.
e. Cite textual evidence to support analysis of “The Tell-Tale Heart,” “The Monkey’s Paw,” and “The Outsider” for the purposes of answering questions and writing essays.
f. Analyze how the author uses literary elements such as foreshadowing, mood, and symbolism to reveal the theme seen throughout “The Monkey’s Paw.”
g. Identify the point of view (first person, third person limited and omniscient) and evaluate its application in “The Tell-Tale Heart,” “The Monkey’s Paw,” and “The Outsider.”
h. Assess the author's use of shifts in mood throughout all three parts of the story “The Monkey’s Paw” and how it reveals the theme.
i. Recognize examples of foreshadowing in “The Monkey’s Paw” and explain their effect on the plot.
j. Analyze the author’s use of symbolism within “The Tell-Tale Heart” and “The Monkey’s Paw” and explain how it affects character motivation.
k. Define the three types of irony (verbal, situational, and dramatic) and identify examples within “The Monkey’s Paw.”
l. Depending on which poem is taught, “The Raven” or “Annabel Lee,” discuss the characteristics of a ballad or a narrative poem. Students will also analyze and discuss the poem(s).
m. Identify the author’s use of rhyme scheme, internal rhyme, and rhythm in the poems “The Raven” or “Annabel Lee.”
n. Analyze the author’s use of allusion, personification, metaphor, symbolism, and imagery in the poems “The Raven” or “Annabel Lee.”
o. Examine the author’s use of alliteration, assonance, and consonance in the poems “The Raven” or “Annabel Lee.”
p. Examine direct and indirect characterization and analyze how characters develop in response to internal and external conflicts throughout *Hour of the Bees*.
q. Examine the impact of setting on character development, conflict, mood and theme and analyze how the author uses foreshadowing to develop the plot and build suspense in *Hour of the Bees*.
r. Identify and analyze the author’s use of figurative language (similes, metaphors, personification, irony, imagery, and symbolism) and how these elements work together to develop several themes in *Hour of the Bees*.
s. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.

2. Writing
    a. Frequent writing opportunities that ask students to think critically and analytically about topics. These will range from short writing tasks to analysis paragraph

writing and TDA writing. Some activities will be focused on impromptu writing, and others will be based on works being read and studied in class.

b. Analysis Paragraph Writing - These prompts require students to draw precise and detailed evidence from literary texts to support analysis, reflection, and research.
    i. Students will write several one paragraph analysis essays throughout the marking period.
        1. Students will break down and understand the TDA-formatted prompt.
        2. Students will complete the common writing graphic organizer
            a. Write a topic sentence that restates and answers the prompt, provide context for text evidence, include relevant text evidence introduced by a transition, explain what the evidence means and analyze its role in the text, and provide a final observation sentence that goes beyond summarizing.
            b. Students will complete a final draft, making sure to edit and revise before submitting.

c. Text-Dependent Analysis Essays - These prompts require students to draw precise and detailed evidence from literary texts to support analysis, reflection, and research.
    i. Students will write a 5-paragraph TDA based on "The Monkey's Paw." Students will be guided through the process of writing this first TDA. More independence will be given as the year progresses.
        1. Students will complete the common TDA writing graphic organizer prior to writing their first draft
            a. Students will be guided through the process of writing an introduction paragraph that has three parts: 1. Hook (a general statement focused on line one of the prompt), 2. TAGS (title, author, genre, and a 1-2 sentence summary of the story), 3. Thesis statement (focused on line two of the prompt; the focus of the essay).
            b. Students will be guided through the process of writing three body paragraphs, each with a topic sentence, specific textual evidence with a transition, an explanation and inferences of textual evidence and analysis of the literary elements
            c. Students will be guided through the process of writing the conclusion paragraph that has three parts: 1. Restatement of thesis (restate thesis using different words), 2. Highlights (the main idea of each body paragraph), 3. What If (final statement that explains why the topic is relevant)
            d. Students will be given feedback throughout each step of the writing process. They will have time to edit and revise their TDA before submitting the final draft.
                i. Peer editing/revising workshop, if there is time.
                ii. Students will apply the grammatical concepts that have been studied throughout the quarter to evaluate

their own work and the work of their peers. Teachers will work with students throughout this workshop to ensure that the grammatical concepts from Quarter 1 are being applied accurately and appropriately, and teachers will address issues on an individual student and whole class basis as needed.

iii. Students will use academic vocabulary/domain specific vocabulary when writing.

3. Conventions of Standard English - The following grammar concepts will be reviewed and/or taught using teacher-created worksheets and activities. They will also be reinforced with practice from additional digital resources. Students, who will often work independently on tasks, will explore grammar through reading, writing, and practice.
    a. Distinguish the 8 parts of speech (noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection) in writing, paying close attention to the function of each part.
    b. Use correct punctuation marks including commas, ellipses, dashes, parentheses, colons for effects such as pauses, setting off parentheticals, showing omissions, and introducing items in a series.
    c. Identify and correct sentence fragments and run-on sentences.
    d. Recognize and correct inappropriate shifts in verb tense.
    e. Correctly use frequently confused words (affect/effect, their/they're/there, too/two/to, you're/your, it's/its, formally/formerly, counsel/council, course/coarse, are/our/hour, allowed/aloud, principle/principal, whose/who's, site/sight/cite, quiet/quite, and reign/rain/rein).
4. Vocabulary
    a. Determine the meaning of content-specific vocabulary words, choosing from a variety of strategies, including the word's context as well as knowledge of affixes and roots.
        i. Students, who will often work independently, will build their understanding of selected vocabulary words using a common approach outlined for each leveled vocabulary set, consisting of: word pronunciation, sentence completions, fill-in-the-blank sentences, and multiple choice questions. These activities will be completed over the course of several days and will be reinforced with practice on additional digital platforms as well as other vocabulary strategies such as Frayer models.
    b. Use domain-specific vocabulary when talking or writing about text.
5. Novel study
    a. Independently read and analyze the novel *Hour of the Bees* by Lindsey Eagar.
        i. Students will read five chapters weekly over the course of five consecutive weeks.
        ii. Students will answer comprehension and analysis questions that correspond with the assigned chapters.
    b. Participate in weekly in-depth literary analysis and discussion.
        i. Students will be called upon to participate in and lead discussions, explore text and share ideas, make connections to other texts and the world, etc.

c. Review plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; foreshadowing; setting; point of view: first, third limited, third omniscient; theme.
    i. Students will be called upon to demonstrate an understanding of these terms as they relate to the text and other works. Using this novel, students will explore these terms and work to apply them in other contexts.
d. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.

6. Diagnostic/Benchmark Related Assignments
    a. Students will complete diagnostic and/or benchmark assessments to determine areas of need and areas for enrichment. Using testing data, teachers will develop targeted activities and assignments to address these areas.
    b. Benchmark results conferencing with all students once completed

Assessments:
Assessments in Honors ELA 8 will include PSSA-style questions and will be directly connected to PSSA Eligible Content and PA Core Standards. These assessments will be significantly more challenging than ELA 8 assessments. As the year progresses, these assessments will begin to expose students to Keystone-level expectations and questions in order to prepare students for the rigors of Honors English 9.

- **Diagnostic:**
    - Diagnostic and/or Benchmark Assessments will be administered according to the district and department plan. This data will be used to create targeted remediation, practice, and enrichment opportunities.
    - Grammar Skills pretest

- **Formative:**
  Note: The formative assessments will be common; however, teachers may need to address student needs by including additional practice and additional assessments. These assessments will be in addition to, not in place of, the agreed upon assessments.
    - Targeted remediation, practice, and enrichment activities and assignments, using the data from diagnostic and benchmark assessments
        - These assignments will vary; however, teachers will collaborate on their impact on student gradebooks to ensure equity.
    - Common Literary Terms Quizzes
    - Common Grammar Quizzes (focused on Quarter 1 grammar skills)
    - Common Vocabulary Quizzes - “The Tell-Tale Heart,” “The Monkey’s Paw,” and “The Outsider”
    - Common Comprehension and Analysis Questions for the novel *Hour of the Bees* by Lindsay Eager
    - Common Guiding and Analyzing Questions for “The Tell-Tale Heart,” “The Monkey’s Paw,” “The Outsider,” and/or “The Raven”/”Annabel Lee”

- "The Monkey's Paw" Common Selection Test (PSSA-style skills-based questions and analytical short response questions)
- Common Analysis Paragraph - "The Outsider" (one paragraph)
- "The Raven"/"Annabel Lee" Common Selection Test (PSSA-style skills-based questions and one-paragraph analysis essay)
- "The Tell-Tale Heart" Common Selection Test (PSSA-style skills-based questions)
- Writer's Workshop Activities - teacher conferencing, student peer conferencing, paragraph writing, review of rough draft elements, etc.

- **Summative:**
  Note: All summative assessments will be common assessments.
  - "The Monkey's Paw" 5-paragraph Text-Dependent Analysis Essay
  - Cumulative Skills and Cold Read Test (PSSA-style skills-based assessment)
  - Cumulative Grammar Exams (Quarter 1)
  - *Hour of the Bees* novel test with one-paragraph analysis essay

- **Correctives:**
  - Teacher/student writing conferences
  - Targeted remediation activities, which may include online independent practice
  - Reviewing assessments
  - Additional benchmark results conferencing with students who need additional assistance
  - If necessary, use of previous PSSA and CDT data to create Writing Workshop/feedback groups and remediation plans

- **Extensions:**
  - "The Landlady" by Roald Dahl short story with a one-pager activity
  - *Toy Story of Terror* movie (25 mins) and movie analysis questions
  - Horror genre choice board
  - PSSA-style practice activities related to additional fiction (including poetry, short stories, excerpts, and works of drama) and nonfiction readings

Unit 2: Voices of Adolescence: Perspective, Choices, and Society

Standards:

- **1.3 Reading Literature:**
  - CC.1.3.8.A - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - CC.1.3.8.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.
  - 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.
  - CC.1.3.8.D - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
  - CC.1.3.8.E - 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.
  - 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.
  - CC.1.3.8.G - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
  - CC.1.3.8.H - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
  - CC.1.3.8.I - 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.
  - CC.1.3.8.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.
  - CC.1.3.8K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **1.2 Reading Informational Text**
  - CC.1.2.8.A - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - CC.1.2.8.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.
  - CC.1.2.8.C - Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
  - CC.1.2.8.D - 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.

- CC.1.2.8.E - Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
- CC.1.2.8.F - Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
- CC.1.2.8.H - Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
- CC.1.2.8.I - Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 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.
- 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.
- CC.1.2.8.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

- **1.4 Writing:**
  - CC.1.4.8.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
  - CC.1.4.8.T - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
  - CC.1.4.8.U - 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.
  - CC.1.4.8.X - 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.

- **1.5 Speaking and Listening:**
  - CC.1.5.8.A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - CC.1.5.8.E - Adapt speech to a variety of contexts and tasks.
  - CC.1.5.8.G - Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

- **Anchors:**
  - E08.A-K.1 Key Ideas and Details (Literature Texts)
  - E08.A-C.2 Craft and Structure (Literature Texts)

- E08.A-C.3 Integration of Knowledge and Ideas (Literature Texts)
- E08.A-V.4 Vocabulary Acquisition and Use (Literature Texts)
- E08.B-K.1 Key Ideas and Details (Informational Texts)
- E08.B-C.2 Craft and Structure (Informational Texts)
- E08.B-C.3 Integration of Knowledge and Ideas (Informational Texts)
- E08.B-V.4 Vocabulary Acquisition and Use (Informational Texts)
- E08.D.1 Conventions of Standard English
- E08.D.2 Knowledge of Language
- E08.E.1 Evidence-Based Analysis of Text

- **Eligible Content:**
  - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
    - E08.A-K.1.1.1 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.
    - E08.A-K.1.1.2 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.
    - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
  - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.
    - E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
    - E08.A-C.2.1.2 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.
    - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
  - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
    - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

- E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
    - E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
    - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- E08.B-K.1 Demonstrate understanding of key ideas and details in informational texts.
    - E08.B-K.1.1.1 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.
    - E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
    - E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).
- E08.B-C.2.1.1 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.
    - E08.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
    - E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts

        - E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
        - E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
    - E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
        - E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.
        - E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
    - E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
        - E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences
        - E08.D.1.1.2 Form and use verbs in the active and passive voice.
        - E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
        - E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.
        - E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
        - E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.
        - E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
        - E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
    - E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

        - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
        - E08.D.1.2.3 Spell correctly.
        - E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.
        - E08.D.1.2.5 Use punctuation to separate items in a series.
    - E08.D.2.1 Use knowledge of language and its conventions.
        - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
        - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.
        - E08.D.2.1.4 Maintain consistency in style and tone.
        - E08.D.2.1.5 Choose punctuation for effect.
        - E08.D.2.1.6 Choose words and phrases for effect.
    - E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research
        - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
        - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
        - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
        - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
        - E08.E.1.1.5 Establish and maintain a formal style.
        - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Objectives:

- Read poems on the same topic that provide two different points of view and compare and contrast them. (DOK 2)
- Examine the role of the speaker in poetry. (DOK 2)
- Recognize the distinguishing characteristics of poetry as a genre and use appropriate terminology, including stanza, line, speaker, and free verse. (DOK 1,2)
- Analyze an author's use of poetic devices and figurative language within a poem, including simile, metaphor, personification, symbolism and repetition. (DOK 3,4)
- Read fictional stories in order to:
    - Summarize the main events in a story and organize them appropriately on a plot diagram. (DOK 1,2)

    - Identify the point of view of a story and evaluate its effect on the text, specifically how it affects the reader's understanding of the story. (DOK 1,3)
    - Identify, explain, and analyze the significance of the following literary terms and their application within different texts: allusion, author's style, character motivation, characterization, conflict, dialogue's role in advancing the plot, foreshadowing, the plot diagram, first person point of view, irony (verbal, situational, and dramatic) mood, the unreliable narrator, setting, symbolism, suspense, and universal theme. (DOK, 1,2,3)
    - Write a text-dependent analysis essay about an author's use of foreshadowing, mood, and symbolism in a story and how all three elements contribute to the story's theme. (DOK 1,2,3,4)
    - Cite relevant text evidence to support claims in writing. (DOK 3)
- Read informational articles and editorials on the same topic, comparing and contrasting author's purpose, claim, reasons, evidence, and point of view, and citing evidence to support ideas. (DOK 1,2,3,4)
- Write an argumentative paragraph and/or essay that presents a clear, arguable thesis supported by evidence-based reasoning. (DOK 1,2,3,4)
- Identify the difference among the five verb moods: indicative, interrogative, imperative, conditional, and subjunctive. (DOK 1)
- Distinguish verbals from main verbs in a sentence and label each verbal as a gerund, infinitive, or participle. (DOK 2,3)
- Identify verbs in the active and passive voice and rewrite sentences in both voices to match purpose for writing. (DOK 1,2)
- Identify dangling and misplaced modifiers and correct errors by rearranging and rewriting sentences. (DOK 2,3)
- Review and apply all grammar concepts from Quarter 1. (DOK 1,2,3)
- Determine the correct multiple-meaning word depending on context. (DOK 2)
- Read a novel in order to
    - Analyze how conflicts develop over time. (DOK 4)
    - Determine how an author uses direct and indirect characterization to develop characters. (DOK 2)
    - Identify and analyze the elements of magical realism within the novel structure and explain how they contribute to the plot. (DOK 1,4)

Core Activities and Corresponding Instructional Methods:
Activities and instructional methods in Honors ELA 8 will address the PA Core standards and require students to interact with the written word on a more complex and more in-depth level than ELA 8. Students are expected to enter the course with certain skills already in place. As a result, the course, which will build on that prior knowledge, moves more quickly, asks students to complete more tasks independently, and challenges students to extend their understanding and thinking. Independent analysis and critical thinking are at the core of this Honors ELA 8 curriculum. Consistently going beyond what is expected in ELA 8, activities in this course require students to make connections, synthesize ideas, construct and evaluate arguments, and examine themes across texts with less teacher assistance and guidance. Diagnostic and formative testing data will allow teachers to gauge

student levels of mastery, so they can provide enrichment, and, in the rare case when it is necessary, remediation.

1. Closely read and analyze selections that reflect the theme of the unit
    a. In-class reading and re-reading, annotating the text, and analysis with reading-for-meaning questions based on the following poems, nonfiction texts, and short stories: "Hanging Fire" by Audre Lorde and "Teenagers" by Pat Mora, "Marigolds" by Eugenia Collier, "What a Lifetime of Playing Football Can Do to the Human Brain" by Brian Resnick, and "The Reasons Not to Ban Contact Sports for Children: An Answer to 'Concussion'" by Robert Glatter.
    b. Explore the reading strategy of text annotation. Students will learn to locate main ideas, make inferences, make predictions, paraphrase, summarize, make connections, and utilize context clues and word analysis to determine the meaning of unknown words.
    c. Cite textual evidence to support analysis of "Hanging Fire," "Teenagers," "Marigolds," and "What a Lifetime of Playing Football Can Do to the Human Brain"/"The Reasons Not to Ban Contact Sports for Children: An Answer to 'Concussion'" for the purposes of answering questions and writing essays.
    d. Identify the speaker and analyze the speaker's tone throughout the poems "Hanging Fire" and "Teenagers," looking for shifts in tone.
    e. Identify the author's use of figurative language, specifically analyzing their use of similes, metaphors, and personification throughout "Hanging Fire"/"Teenagers" and "Marigolds."
    f. Review poetry terms such as stanza and free verse and identify their characteristics throughout the poems "Hanging Fire" and "Teenagers."
    g. Explain and analyze the author's use of repetition, symbolism, imagery, theme, and point of view within "Hanging Fire"/"Teenagers" and "Marigolds."
    h. Examine the impact of setting and internal/external conflicts on character motivation and development throughout "Marigolds."
    i. Read two nonfiction texts on the same topic and compare and contrast their authors' purpose, point of view, and central ideas.
    j. Analyze how each author develops their argument using claims, evidence, reasoning, and (if applicable) counterclaims and opposing viewpoints, as well as how the texts are structured.
    k. Identify and explain the author's use of persuasive techniques, such as ethos, pathos, logos, and call to action.
    l. Examine direct and indirect characterization and analyze how characters develop in response to internal and external conflicts, as well as how these conflicts contribute to several themes seen throughout *The Giver*.
    m. Examine the impact of setting, including the features of a dystopian society, and analyze how the author uses foreshadowing and irony to develop the plot and build suspense in *The Giver*.
    n. Identify and analyze the author's use of tone, mood, and figurative language and explain how these elements work together to develop the author's message in *The Giver*.

o. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.

2. Writing
    a. Writer's Workshop and Feedback Activities
        i. Frequent writing opportunities that ask students to think critically and analytically about topics. These will range from short writing tasks to analysis paragraph writing, TDA writing, and argumentative writing. Some activities will be focused on impromptu writing, and others will be based on works being read and studied in class.
        ii. Students will apply the grammatical concepts that have been studied throughout the first and second quarter to evaluate their own work and the work of their peers. Teachers will work with students throughout this workshop to ensure that the grammatical concepts from Quarter 1 are being applied accurately and appropriately, and teachers will address issues on an individual student and whole class basis as needed.
        iii. Students will use academic vocabulary/domain specific vocabulary when writing.
    b. Analysis Paragraph Writing - These prompts require students to draw precise and detailed evidence from literary texts to support analysis, reflection, and research
        i. Students will write several one paragraph analysis essays throughout the marking period.
            1. Students will break down and understand the TDA-formatted prompt.
            2. Students will complete the common writing graphic organizer.
                a. Write a topic sentence that restates and answers the prompt, provide context for text evidence, include relevant text evidence introduced by a transition, explain what the evidence means and analyze its role in the text, and provide a final observation sentence that goes beyond summarizing.
            3. Students will complete a final draft, making sure to edit and revise before submitting.
    c. Argumentative Paragraph and/or Essay
        i. Focus on skills, etc., to write an argumentative paragraph. Students will learn to incorporate the persuasive techniques that they are studying into their writing.
    d. Text-Dependent Analysis Essay - These prompts require students to draw precise and detailed evidence from literary texts to support analysis, reflection, and research.
        i. Students will write a 5-paragraph TDA based on "Marigolds."
            1. Students will complete the common TDA writing graphic organizer prior to writing their first draft
                a. Students will write an introduction paragraph that has three parts: 1. Hook (a general statement focused on line one of the prompt), 2. TAGS (title, author, genre, and a 1-2

sentence summary of the story), 3. Thesis statement (focused on line two of the prompt; the focus of the essay).
   b. Students will write three body paragraphs, each with a topic sentence, specific textual evidence with a transition, an explanation and inferences of textual evidence and analysis of the literary elements
   c. Students will write the conclusion paragraph that has three parts: 1. Restatement of thesis (restate thesis using different words), 2. Highlights (the main idea of each body paragraph), 3. What If (final statement that explains why the topic is relevant)
   d. Students will be given feedback throughout each step of the writing process. They will have time to edit and revise their TDA before submitting the final draft.
      i. Peer editing/revising workshop, if there is time.
3. Conventions of Standard English - The following grammar concepts will be reviewed and/or taught using teacher-created worksheets and activities. They will also be reinforced with practice from additional digital resources. Students, who will often work independently on tasks, will explore grammar through reading, writing, and practice.
   a. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   b. Distinguish among the three types of verbals (gerunds, participles, and infinitives).
   c. Identify verbs in the active and passive voice and rewrite sentences in both voices to match purpose for writing.
   d. Identify and correct misplaced and dangling modifiers.
   e. Review previously taught grammar from Quarter 1.
4. Vocabulary
   a. Determine the meaning of content-specific vocabulary words, choosing from a variety of strategies, including the word's context as well as knowledge of affixes and roots.
      i. Students, who will often work independently, will build their understanding of selected vocabulary words using a common approach outlined for each leveled vocabulary set, consisting of: word pronunciation, sentence completions, fill-in-the-blank sentences, and multiple-choice questions. These activities will be completed over the course of several days and will be reinforced with practice on additional digital platforms as well as other vocabulary strategies such as Frayer models.
   b. Use domain-specific vocabulary when talking or writing about text.
5. Novel study
   a. Independently read and analyze the novel *The Giver* by Lois Lowry.
      i. Students will read five to six chapters weekly over the course of four consecutive weeks.
      ii. Students will answer comprehension and analysis questions that correspond with the assigned chapters.

b. Participate in weekly in-depth literary analysis and discussion.
    i. Students will be called upon to participate in and lead discussions, explore text and share ideas, make connections to other texts and the world, etc.
c. Review plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; foreshadowing; setting; point of view: first, third limited, third omniscient; theme.
    i. Students will be called upon to demonstrate an understanding of these terms as they relate to the text and other works. Using this novel, students will explore these terms and work to apply them in other contexts.
d. Students will become experts on a previously assigned chapter. They will analyze the chapter and present their findings to the class.
e. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.
f. Analysis Paragraph Writing Assignment based on novel.

6. Diagnostic/Benchmark Related Assignments
    a. Students will complete diagnostic and/or benchmark assessments to determine areas of need and areas for enrichment. Using testing data, teachers will develop targeted activities and assignments to address these areas.
    b. Benchmark results conferencing with all students once completed

Assessments:
Assessments in Honors ELA 8 will include PSSA-style questions and will be directly connected to PSSA Eligible Content and PA Core Standards. These assessments will be significantly more challenging than ELA 8 assessments. As the year progresses, these assessments will begin to expose students to Keystone-level expectations and questions in order to prepare students for the rigors of Honors English 9.

- **Diagnostic:**
    - Diagnostic and/or Benchmark Assessments will be administered according to the district and department plan. This data will be used to create targeted remediation, practice, and enrichment opportunities.
    - Pretests will be given as needed.

- **Formative:**
  Note: The formative assessments will be common; however, teachers may need to address student needs by including additional practice and additional assessments. These assessments will be in addition to, not in place of, the agreed upon assessments.
    - Targeted remediation, practice, and enrichment activities and assignments, using the data from diagnostic and benchmark assessments
        - These assignments will vary; however, teachers will collaborate on their impact on student gradebooks to ensure equity.
    - Common Literary Terms Quizzes
    - Common Grammar Quizzes (focused on Quarter 2 grammar skills)

- Common Vocabulary Quizzes - "Marigolds" and "What a Lifetime of Playing Football Can Do to the Human Brain"/"The Reasons Not to Ban Contact Sports for Children: An Answer to 'Concussion'"
- Common Comprehension and Analysis Questions for the novel *The Giver* by Lois Lowry
- Common Guiding and Analyzing Questions for "Hanging Fire," "Teenagers," "Marigolds," and/or "What a Lifetime of Playing Football Can Do to the Human Brain"/"The Reasons Not to Ban Contact Sports for Children: An Answer to 'Concussion'"
- "Hanging Fire"/"Teenagers" Common Selection Test (PSSA style skills-based questions and one paragraph analysis essay)
- "Marigolds" Common Selection Test (PSSA style skills-based questions and analytical short-response questions)
- "What a Lifetime of Playing Football Can Do to the Human Brain"/"The Reasons Not to Ban Contact Sports for Children: An Answer to 'Concussion'" Common Selection Test (PSSA style skills-based questions and analytical short-response questions)
- Argumentative and Additional Writing Assignments
- Writer's Workshop Activities - teacher conferencing, student peer conferencing, paragraph writing, review of rough draft elements, etc.

- **Summative:**
  Note: All summative assessments will be common assessments.
  - "Marigolds" 5-paragraph Text-Dependent Analysis Essay
  - Cumulative Skills and Cold Read Test (PSSA-style skills-based assessment)
  - Grammar Tests - Grammar tests will be cumulative, covering all concepts addressed throughout the year.
  - Common Novel Test - Selection Test (PSSA-style skills-based questions and analytical short-response questions)

- **Correctives:**
  - Teacher/student writing conferences
  - Targeted remediation activities, which may include online independent practice
  - Reviewing assessments
  - Additional benchmark results conferencing with students who need additional assistance
  - If necessary, use of previous PSSA and CDT data to create Writing Workshop/feedback groups and remediation plans

- **Extensions:**
  - "Hanging Fire" & "Teenagers" one-pager
  - Personal narrative related to the unit theme
  - PSSA-style practice activities related to additional fiction (including poetry, short stories, excerpts, and works of drama) and nonfiction readings

Unit 3: Moments That Matter: How Small Actions Shape Big Outcomes
Standards:

- **1.3 Reading Literature:**
  - CC.1.3.8.A - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - CC.1.3.8.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.
  - 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.
  - CC.1.3.8.D - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
  - CC.1.3.8.E - 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.
  - 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.
  - CC.1.3.8.H - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
  - CC.1.3.8.I - 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.
  - CC.1.3.8.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.
  - CC.1.3.8K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **1.4 Writing:**
  - CC.1.4.8.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
  - CC.1.4.8.T - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
  - CC.1.4.8.U - 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.
  - CC.1.4.8.X - 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.

- **1.5 Speaking and Listening:**

- CC.1.5.8.A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CC.1.5.8.E - Adapt speech to a variety of contexts and tasks.
- CC.1.5.8.G - Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

- **Anchors:**
  - E08.A-K.1 Key Ideas and Details (Literature Texts)
  - E08.A-C.2 Craft and Structure (Literature Texts)
  - E08.A-C.3 Integration of Knowledge and Ideas (Literature Texts)
  - E08.A-V.4 Vocabulary Acquisition and Use (Literature Texts)
  - E08.B-K.1 Key Ideas and Details (Informational Texts)
  - E08.B-C.2 Craft and Structure (Informational Texts)
  - E08.B-C.3 Integration of Knowledge and Ideas (Informational Texts)
  - E08.B-V.4 Vocabulary Acquisition and Use (Informational Texts)
  - E08.D.1 Conventions of Standard English
  - E08.D.2 Knowledge of Language
  - E08.E.1 Evidence-Based Analysis of Text

- **Eligible Content:**

  - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
    - E08.A-K.1.1.1 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.
    - E08.A-K.1.1.2 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.
    - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
  - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.
    - E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
    - E08.A-C.2.1.2 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.
    - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze

the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
  - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.
- E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
  - E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
  - E08.B-K.1.1.1 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.
  - E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).
- E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
  - E08.B-C.2.1.1 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.

        - E08.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
        - E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
    - E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
        - E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
        - E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
    - E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
        - E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.
        - E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
    - E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
        - E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences
        - E08.D.1.1.2 Form and use verbs in the active and passive voice.
        - E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.
        - E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

        - E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.
        - E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
        - E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
        - E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.
        - E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
        - E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.
    - E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
        - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
        - E08.D.1.2.3 Spell correctly.
        - E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.
        - E08.D.1.2.5 Use punctuation to separate items in a series.
    - E08.D.2.1 Use knowledge of language and its conventions.
        - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
        - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.
        - E08.D.2.1.4 Maintain consistency in style and tone.
        - E08.D.2.1.5 Choose punctuation for effect.
        - E08.D.2.1.6 Choose words and phrases for effect.
    - E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
        - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
        - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
        - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
        - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
        - E08.E.1.1.5 Establish and maintain a formal style.

- E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Objectives:

- Read fictional stories in order to
  - Explore how character decisions affect the plot. (DOK 2)
  - Examine how character motivation influences characters' choices. (DOK 3)
  - Identify the point of view of a story and evaluate its effect on the text, specifically how it affects the reader's understanding of the story. (DOK 1,3)
  - Analyze the significance of foreshadowing in a text and cite evidence that illustrates how it affects a text. (DOK 1,3)
  - Recognize the danger of following traditions blindly. (DOK 1)
  - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works. (DOK 4)
  - Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. (DOK 4)
  - Write a text-dependent analysis essay about an author's writing style and how it impacts the reader's understanding of events and the theme that choices have consequences. (DOK 1,2,3,4)
  - Write analysis paragraphs that incorporate the use of text evidence to prove a writer's claim and analyze how that evidence supports that claim. (DOK 1,2,3)
  - Cite relevant text evidence to support claims in writing. (DOK 3)
- Read a novel in order to
  - Analyze how conflicts develop over time. (DOK 4)
  - Make observations about how the struggle for survival affects people and their treatment of others. (DOK 2)
- Participate in various writing exercises in order to develop a writer's voice and style, apply grammatical concepts being taught throughout the year, and assist students in better understanding and utilizing the writing process as a tool for revision and polishing their writing. (DOK 1,2,3)
- Recognize and correct errors in subject/verb agreement. (DOK 1,3)
- Recognize and correct inappropriate shifts in pronoun number and person. (DOK 1,3)
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (DOK 1,3)
- Review and apply all grammar concepts from Quarter 1 and Quarter 2. (DOK 2,3)
- Define with precision what it means to analyze text and evaluate a peer's writing using the PSSA scoring rubric, offering specific feedback on areas for improvement. (DOK 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

Activities and instructional methods in Honors ELA 8 will address the PA Core standards and require students to interact with the written word on a more complex and more in-depth level than ELA 8. Students are expected to enter the course with certain skills already in place. As a result, the course, which will build on that prior knowledge, moves more quickly, asks students to complete more tasks independently, and challenges students to extend their understanding and thinking. Independent analysis and critical thinking are

at the core of this Honors ELA 8 curriculum. Consistently going beyond what is expected in ELA 8, activities in this course require students to make connections, synthesize ideas, construct and evaluate arguments, and examine themes across texts with less teacher assistance and guidance. Diagnostic and formative testing data will allow teachers to gauge student levels of mastery, so they can provide enrichment, and, in the rare case when it is necessary, remediation.

1. PSSA Review - **English/Language Arts state testing occurs in the fourth marking period. Teachers will set aside time to review the skills addressed throughout the year in preparation for the PSSA. Depending on the dates of the exam in a given year, this practice may take place at the end of Quarter 3 and/or the beginning of Quarter 4.**
    a. Teachers will use PSSA released item samplers as well as teacher created materials to provide targeted practice for students and to review test-taking strategies.
    b. Teachers will utilize the digital PSSA sampler to help students gain familiarity with the test format and test-taking tools.
    c. Targeted practice will be assigned to students based on their identified areas of need.
2. Closely read and analyze selections that reflect the theme of the unit.
    a. In-class and independent reading and annotating the text and analysis with reading-for-meaning questions based on the elegy "O Captain! My Captain!" by Walt Whitman, the short story "The Drummer Boy of Shiloh" by Ray Bradbury, the short story "There Will Come Soft Rains," by Ray Bradbury and the novel *Lord of the Flies* by William Golding.
    b. Explore the reading strategy of text annotation. Students will continue to locate main ideas, make inferences, make predictions, paraphrase, summarize, make connections, utilize context clues, and conduct word analysis to determine the meaning of unknown words.
    c. Identify and analyze the use of figurative language (metaphor, extended metaphor, personification, imagery, symbolism) throughout "O Captain! My Captain!", "The Drummer Boy of Shiloh," and "There Will Come Soft Rains."
    d. Identify and analyze the author's use of repetition and other stylistic choices to emphasize key ideas in "O Captain! My Captain!" and "There Will Come Soft Rains."
    e. Identify and analyze tone and mood in "O Captain! My Captain!", "The Drummer Boy of Shiloh," "There Will Come Soft Rains," and *Lord of the Flies.*
    f. Examine direct and indirect characterization and internal versus external conflicts in "The Drummer Boy of Shiloh" and *Lord of the Flies*.
    g. Identify and analyze the author's use of foreshadowing and irony to develop plot in "The Drummer Boy of Shiloh," "There Will Come Soft Rains," and *Lord of the Flies.*
    h. Explain and analyze the development of theme through the author's use of characterization, conflict, setting, and symbolism in "O Captain! My Captain!", "The Drummer Boy of Shiloh," "There Will Come Soft Rains," and *Lord of the Flies.*

i. Cite textual evidence to support analysis of "O Captain! My Captain!" "The Drummer Boy of Shiloh," "There Will Come Soft Rains," and the novel *Lord of the Flies* for the purposes of answering questions and writing essays.
j. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.

3. Writing
    a. Writer's Workshop and Feedback Activities
        i. Frequent writing opportunities that ask students to think critically and analytically about topics. These will range from short writing tasks to analysis paragraph writing and TDA writing. Some activities will be focused on impromptu writing, and others will be based on works being read and studied in class.
        ii. Students will apply the grammatical concepts that have been studied throughout the first and second quarter to evaluate their own work and the work of their peers. Teachers will work with students throughout this workshop to ensure that the grammatical concepts from Quarter 1 and Quarter 2 are being applied accurately and appropriately, and teachers will address issues on an individual student and whole class basis as needed.
        iii. Students will use academic vocabulary/domain specific vocabulary when writing.
    b. Analysis Paragraph Writing - These prompts require students to draw precise and detailed evidence from literary texts to support analysis, reflection, and research.
        i. Students will write several one paragraph analysis essays throughout the marking period.
            1. Students will break down and understand the TDA-formatted prompt.
            2. Students will complete the common writing graphic organizer
                a. Write a topic sentence that restates and answers the prompt, provide context for text evidence, include relevant text evidence introduced by a transition, explain what the evidence means and analyze its role in the text, and provide a final observation sentence that goes beyond summarizing.
            3. Students will complete a final draft, making sure to edit and revise before submitting.
    c. Text-Dependent Analysis Essay - This prompt requires students to analyze the author's use of indirect characterization to help reveal the idea that mankind - if left to his own devices without the intervention of societal expectations/norms - will resort to savagery and self-destruction.
        a. Students will write a TDA based on the novel *Lord of the Flies*
            1. Students will complete this essay with the aid of a provided graphic organizer.
            2. Throughout the writing process, students will be given feedback by student request. They will have time to edit and revise their TDA before submitting the final draft.

4. Conventions of Standard English - The following grammar concepts will be reviewed and/or taught using teacher-created worksheets and activities. They will also be reinforced with practice from additional digital resources. Students will explore grammar through reading, writing, and practice.
    a. Identify and correct errors in subject/verb agreement and pronoun-antecedent agreement.
    b. Recognize and correct inappropriate shifts in pronoun number and person.
    c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
    d. Review grammatical concepts taught in Quarters 1 and 2.
5. Vocabulary
    a. Determine the meaning of content-specific vocabulary words, choosing from a variety of strategies, including the word's context as well as knowledge of affixes and roots.
        i. Students will build their understanding of selected vocabulary words using a common approach outlined for each leveled vocabulary set, consisting of: word pronunciation, sentence completions, fill-in-the-blank sentences, and multiple-choice questions. These activities will be completed over the course of several days and will be reinforced with practice on additional digital platforms as well as other vocabulary strategies such as Frayer models.
        ii. Use domain-specific vocabulary when talking or writing about text.
6. Novel study
    a. Read and analyze the novel *Lord of the Flies* by William Golding
        i. Students will read independently three chapters weekly over the course of four consecutive weeks.
        ii. Students will answer comprehension and analysis questions that correspond with the assigned chapters.
    b. Participate in weekly novel discussions.
    Students will be called upon to participate in discussions, explore text and share ideas, make connections to other texts and the world, etc.
    c. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.
        b. Diagnostic/Benchmark Related Assignments
            i. Students will complete diagnostic and/or benchmark assessments to determine areas of need and areas for enrichment. Using testing data, teachers will develop targeted activities and assignments to address these areas.
            ii. Benchmark results conferencing with all students once completed.

Assessments:
Assessments in Honors ELA 8 will include PSSA-style questions and will be directly connected to PSSA Eligible Content and PA Core Standards. These assessments will be significantly more challenging than ELA 8 assessments. As the year progresses, these assessments will begin to

expose students to Keystone-level expectations and questions in order to prepare students for the rigors of Honors English 9.

- **Diagnostic:**
    - Diagnostic and/or Benchmark Assessments will be administered according to the district and department plan. This data will be used to create targeted remediation, practice, and enrichment opportunities.
    - Pretests will be given as needed.

- **Formative:**
  Note: The formative assessments will be common; however, teachers may need to address student needs by including additional practice and additional assessments. These assessments will be in addition to, not in place of, the agreed upon assessments.
    - Targeted remediation, practice, and enrichment activities and assignments, using the data from diagnostic and benchmark assessments. These assignments will vary; however, teachers will collaborate on their impact on student gradebooks to ensure equity.
    - PSSA Practice Activities and Assessments
    - Common Vocabulary Quiz on words from the elegy "O Captain! My Captain" and the short story "The Drummer Boy of Shiloh"
    - Common Guiding and Analyzing Questions for "O Captain! My Captain," "The Drummer Boy of Shiloh," and "There Will Come Soft Rains"
    - *Lord of the Flies* Novel Questions
    - Common Grammar Quizzes (focused on Quarter 3 grammar skills)
    - "O Captain! My Captain!" and "The Drummer Boy of Shiloh" Common Selection Test (PSSA-style skills-based questions)
    - Mini Text Dependent Analysis Essay (3 paragraphs) on "O Captain! My Captain!" and "The Drummer Boy of Shiloh"
    - "There Will Come Soft Rains" Common Selection Test (PSSA-style skills-based questions and one-paragraph analysis essay)
    - Writer's Workshop Activities - teacher conferencing, student peer conferencing, paragraph writing, review of rough draft elements, etc.

- **Summative:**
  Note: All summative assessments will be common assessments.
    - Cumulative Grammar Tests (Quarters 1-3)
    - *Lord of the Flies* Novel Test
    - *Lord of the Flies* Analysis Essay
    - Cumulative Skills and Cold Read Test (PSSA-style skills-based assessment)

- **Correctives:**
    - Teacher/student writing conferences
    - Targeted remediation activities, which may include online independent practice
    - Reviewing assessments

    - Use of previous PSSA and CDT data to create Writing Workshop/feedback groups and remediation plans

- **Extensions:**
    - Additional historical context regarding the time period of the Civil War to reinforce setting.
    - Additional resources for “There Will Come Soft Rains” that reinforce vocabulary and grammar skills.

Unit 4: Memory, Survival, and Moral Courage

Standards:

- **1.2 Reading Informational Text**
  - CC.1.2.8.A - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - CC.1.2.8.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.
  - CC.1.2.8.C - Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
  - CC.1.2.8.D - 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.
  - CC.1.2.8.E - Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
  - CC.1.2.8.F - Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
  - CC.1.2.8.H - Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
  - 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.
  - 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.
  - CC.1.2.8.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **1.3 Reading Literature:**
  - CC.1.3.8.A - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - CC.1.3.8.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.
  - 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.
  - CC.1.3.8.D - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
  - CC.1.3.8.E - 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.

- 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.
- CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- CC.1.3.8.H - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
- CC.1.3.8.I - 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.
- CC.1.3.8.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.
- CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **1.4 Writing:**
  - CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
  - CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.
  - CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
  - CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.
  - CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.8.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
  - CC.1.4.8.T - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
  - CC.1.4.8.U - 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.

- CC.1.4.8.X - 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.

- **1.5 Speaking and Listening:**
  - CC.1.5.8.A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - CC.1.5.8.D - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
  - CC.1.5.8.E - Adapt speech to a variety of contexts and tasks.
  - CC.1.5.8.F - Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
  - CC.1.5.8.G - Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

- **Anchors:**
  - E08.A-K.1 Key Ideas and Details (Literature Texts)
  - E08.A-C.2 Craft and Structure (Literature Texts)
  - E08.A-C.3 Integration of Knowledge and Ideas (Literature Texts)
  - E08.A-V.4 Vocabulary Acquisition and Use (Literature Texts)
  - E08.B-K.1 Key Ideas and Details (Informational Texts)
  - E08.B-C.2 Craft and Structure (Informational Texts)
  - E08.B-C.3 Integration of Knowledge and Ideas (Informational Texts)
  - E08.B-V.4 Vocabulary Acquisition and Use (Informational Texts)
  - E08.D.1 Conventions of Standard English
  - E08.D.2 Knowledge of Language
  - E08.E.1 Evidence-Based Analysis of Text

- **Eligible Content:**

  - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
    - E08.A-K.1.1.1 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.
    - E08.A-K.1.1.2 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.
    - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
  - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.

        - E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
        - E08.A-C.2.1.2 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.
        - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
    - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
        - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.
    - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
        - E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
        - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
    - E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
        - E08.B-K.1.1.1 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.
        - E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

        - E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).
    - E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
        - E08.B-C.2.1.1 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.
        - E08.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
        - E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
    - E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
        - E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
        - E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
    - E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
        - E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.
        - E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

- E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
    - E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.
    - E08.D.1.1.2 Form and use verbs in the active and passive voice.
    - E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. This one is not addressed anywhere.
    - E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.
    - E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
    - E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.
    - E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
    - E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.
    - E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
    - E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
    - E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.
- E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
        - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
        - E08.D.1.2.2 Use an ellipsis to indicate an omission.
        - E08.D.1.2.3 Spell correctly.
        - E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.
        - E08.D.1.2.5 Use punctuation to separate items in a series
- E08.D.2.1 Use knowledge of language and its conventions.
    - E08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).
    - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
    - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.

        - E08.D.2.1.4 Maintain consistency in style and tone.
        - E08.D.2.1.5 Choose punctuation for effect.
        - E08.D.2.1.6 Choose words and phrases for effect.
    - E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
        - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
        - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
        - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
        - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
        - E08.E.1.1.5 Establish and maintain a formal style.
        - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

- **Objectives:**
    - Read a story and explain the plot on a surface level and allegorical level, making connections between the text and real world people, places, and events. (DOK 2,3,4)
    - Read a speech in order to identify, explain, and analyze the significance of the following rhetorical devices and their application: parallelism, repetition, ethical appeal, emotional appeal, rhetorical questions, direct address, and imagery. (DOK, 1,2,3)
    - Read a drama in order to:
        - Recognize the distinguishing characteristics of the genre and assess the advantages and disadvantages of it compared to poetry and prose. (DOK 1,3)
        - Explain the ways writers use stage directions to create the setting and develop characters, and cite evidence to support ideas. (DOK 2,3)
    - Write text dependent analysis essays that show a strong understanding of organization, relevant and properly cited text evidence, text analysis, and attention to the conventions of standard English. (DOK 1,2,3,4)
    - Read a memoir for its effectiveness at showing how authors develop ideas and themes over time. (DOK 3)
    - Review test-taking strategies and eligible content for the PSSA. (DOK 1,2,3,4)

Core Activities and Corresponding Instructional Methods:
Activities and instructional methods in Honors ELA 8 will address the PA Core standards and require students to interact with the written word on a more complex and more in-depth level than ELA 8. Students are expected to enter the course with certain skills

already in place. As a result, the course, which will build on that prior knowledge, moves more quickly, asks students to complete more tasks independently, and challenges students to extend their understanding and thinking. Independent analysis and critical thinking are at the core of this Honors ELA 8 curriculum. Consistently going beyond what is expected in ELA 8, activities in this course require students to make connections, synthesize ideas, construct and evaluate arguments, and examine themes across texts with less teacher assistance and guidance. Diagnostic and formative testing data will allow teachers to gauge student levels of mastery, so they can provide enrichment, and, in the rare case when it is necessary, remediation.

1. PSSA Review - **English/Language Arts state testing occurs in the fourth marking period.**
    a. Teachers will use PSSA released item samplers as well as teacher created materials to provide targeted practice for students and to review test-taking strategies
    b. Teachers will utilize the digital PSSA sampler to help students gain familiarity with the test format and test-taking tools.
    c. IXL or another learning platform will be used to assign targeted practice to students based on their identified areas of need.
2. Closely read and analyze selections that reflect the theme of the unit
    a. In-class reading and re-reading, annotating the text, and analysis with reading-for-meaning questions based on the following texts: *Terrible Things:An Allegory of the Holocaust* by Eve Bunting, the memoir *Night* by Elie Wiesel, "After Auschwitz" speech by Elie Wiesel, and excerpts from *The Diary of Anne Frank* play by Albert Hackett and Frances Goodrich.
    b. Explore the reading strategy of text annotation. Students will continue to locate main ideas, make inferences, make predictions, paraphrase, summarize, make connections, utilize context clues, and word analysis to determine the meaning of unknown words.
    a. Cite textual evidence to support analysis of *Terrible Things: An Allegory of the Holocaust, Night,* "After Auschwitz," and *The Diary of Anne Frank* for the purposes of answering questions and writing essays.
    b. Create a one-pager project for *Terrible Things* that demonstrates an understanding of allegory, symbolism, and theme.
    c. Identify and explain the effectiveness of rhetorical devices within "After Auschwitz" including parallelism, repetition, ethical appeal, and emotional appeal, rhetorical questions, direct address, and imagery.
    d. Identify the characteristics of a drama, such as act, scene, dialogue, and stage directions, and analyze the advantages and disadvantages of the genre as compared to poetry and prose.
    e. Identify and analyze the author's purpose, point of view, and central idea throughout *Terrible Things:An Allegory of the Holocaust*, *Night*, "After Auschwitz", and *The Diary of Anne Frank.*
    f. Compare and analyze how different texts present similar central ideas and themes related to the Holocaust across *Terrible Things:An Allegory of the Holocaust*, *Night*, "After Auschwitz", and *The Diary of Anne Frank.*

g. Identify and analyze tone and mood in *Terrible Things:An Allegory of the Holocaust*, *Night*, "After Auschwitz", and *The Diary of Anne Frank.*
h. Examine direct and indirect characterization and analyze character development through internal versus external conflicts in *Night* and *The Diary of Anne Frank*.
i. Examine the impact of setting and historical context on characters, conflict, and theme in *Terrible Things:An Allegory of the Holocaust*, *Night*, and *The Diary of Anne Frank.*
j. Identify and analyze symbolism and allegory and explain how they represent larger ideas in *Terrible Things: An Allegory of the Holocaust* and *Night.*
k. Compare and analyze how authors use different genres (allegory, memoir, speech, and drama) to present ideas and experiences related to the Holocaust.
l. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.

3. Writing
    a. Writer's Workshop and Feedback Activities
        i. Frequent writing opportunities that ask students to think critically and analytically about topics. These will range from short writing tasks to analysis paragraph writing, TDA writing, and informative/explanatory writing. Some activities will be focused on impromptu writing, and others will be based on works being read and studied in class.
        ii. Students will apply the grammatical concepts that have been studied throughout the first and second quarter to evaluate their own work and the work of their peers. Teachers will work with students throughout this workshop to ensure that the grammatical concepts from Quarter 1, Quarter 2, and Quarter 3 are being applied accurately and appropriately, and teachers will address issues on an individual student and whole class basis as needed.
        iii. Students will use academic vocabulary/domain specific vocabulary when writing.
    b. Informative/Explanatory Writing
        i. Students will write an informative/explanatory mini-essay on a teacher approved topic.
    c. Analysis Paragraph Writing - These prompts require students to draw precise and detailed evidence from literary texts to support analysis, reflection, and research.
        i. Students will write two one-paragraph essays, one based on the novel *Night* and another based on the play *The Diary of Anne Frank*.
            1. Students will break down and understand the TDA-formatted prompt.
            2. Students will complete the essays without the aid of a graphic organizer. For each essay, students will:
                a. Write a topic sentence that restates and answers the prompt, provide context for text evidence, include relevant text evidence introduced by a transition, explain what the evidence means and analyze its role in the text, and provide a final observation sentence that goes beyond summarizing.

3. Students will complete a final draft, making sure to edit and revise before submitting.

4. Conventions of Standard English - The following grammar concepts will be reviewed and/or taught using teacher-created worksheets and activities. They will also be reinforced with practice from additional digital resources. Students will explore grammar through reading, writing, and practice.
    a. Grammar concepts from Quarter 1,Quarter 2, and Quarter 3 will be revisited. Students will be accountable for properly applying those concepts.
5. Vocabulary
    a. Determine the meaning of content-specific vocabulary words, choosing from a variety of strategies, including the word's context as well as knowledge of affixes and roots.
        i. Students will build their understanding of selected vocabulary words using a common approach outlined for each leveled vocabulary set, consisting of: word pronunciation, sentence completions, fill-in-the-blank sentences, and multiple-choice questions. These activities will be completed over the course of several days and will be reinforced with practice on additional digital platforms as well as other vocabulary strategies such as Frayer models.
    b. Use domain-specific vocabulary when talking or writing about text.
6. Novel study
    a. Read and analyze the memoir *Night* by Elie Wiesel
        i. Students will read two chapters weekly over the course of four consecutive weeks.
        ii. Students will answer comprehension and analysis questions that correspond with the assigned chapters.
    b. Participate in weekly novel discussions. Students will be called upon to participate in discussions, explore text and share ideas, make connections to other texts and the world, etc.
    c. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.

Assessments:
Assessments in Honors ELA 8 will include PSSA-style questions and will be directly connected to PSSA Eligible Content and PA Core Standards. These assessments will be significantly more challenging than ELA 8 assessments. As the year progresses, these assessments will begin to expose students to Keystone-level expectations and questions in order to prepare students for the rigors of Honors English 9.

- **Diagnostic:**
    - Diagnostic and/or Benchmark Assessments will be administered according to the district and department plan. This data will be used to create targeted remediation, practice, and enrichment opportunities.
    - Pretests will be assigned as needed.

- **Formative:**
  Note: The formative assessments will be common; however, teachers may need to address student needs by including additional practice and additional assessments. These assessments will be in addition to, not in place of, the agreed upon assessments.
    - Targeted remediation, practice, and enrichment activities and assignments, using the data from diagnostic and benchmark assessments. These assignments will vary; however, teachers will collaborate on their impact on student gradebooks to ensure equity.
    - Common Guiding and Analyzing Questions for the speech "After Auschwitz"
    - Common Guiding and Analyzing Questions for Act 1 Scenes 1 and 2 of the play *The Diary of Anne Frank*
    - Common Vocabulary Quiz on words from the speech "After Auschwitz"
    - Common Vocabulary Quiz on words from the play *The Diary of Anne Frank*
    - Common Comprehension and Analysis questions for the novel *Night*
    - "After Auschwitz" Common Selection Test (PSSA-style skills-based questions and analytical short response questions)
    - One-paragraph analysis Essay on *The Diary of Anne Frank*
    - One-Pager Project on the allegory *Terrible Things*
    - Informative/Explanatory Mini-Essay Assignment
    - Writer's Workshop Activities - teacher conferencing, student peer conferencing, paragraph writing, review of rough draft elements, etc.
    - PSSA Practice Activities and/or Assessments PSSA Style Assessment (released items and/or item sampler questions will be used) as decided upon by the team and given 1-2 weeks before the state test

- **Summative:**
  Note: All summative assessments will be common, leveled assessments.
    - Cumulative Common Final Exam
        - Literary and Poetic Terminology
        - Rhetorical Devices
        - Cold Read Passage from the play *Kindertransport* by Diane Samuels
    - *Night* Novel Test (skills-based PSSA-style questions with one-paragraph analysis essay)
    - Cumulative Grammar Test (Quarters 1-4)

- **Correctives:**
    - Teacher/Student Writing Conferences
    - Targeted Remediation Activities, which may include online independent practice
    - Reviewing Assessments
    - Use of previous PSSA and CDT data to create Writing Workshop/feedback groups and remediation plans

- **Extensions:**
    - Voices of the Resistance Google Slides Project
    - Voices of the Resistance Presentations

- Holocaust Victim and Survivor ID Card project
- “There But for the Grace” poem by Wislawa Szymborska
- PSSA-Style Practice Activities (including poetry, short stories, excerpts, and works of drama) and nonfiction readings
- Constructed Response Writing
- Research Project - MLA Format