

Grade: 8

Course Title: English 8

Topic/Concept: Narrative Writing/Memoir

Time Allotment: 9 weeks

Unit Sequence: 1

Major Concepts to be learned:

- Identify and define each element of Freytag's pyramid
- Reflect on personal experiences and challenges to craft a compelling narrative using effective narrative techniques, such as sensory details and dialogue
- Application of punctuation rules
- Practice the writing process: brainstorming, drafting, revising, editing, and peer reviewing
- Application of nouns, pronouns, and adjectives knowledge

Expected Skills to be demonstrated:

- Organize a personal narrative with a clear beginning, middle, and end.
- Use sensory details to create imagery to help the reader experience the moment.
- Use dialogue with the correct formatting and punctuation.
- Evaluate peer essays and provide constructive feedback.
- Demonstrate revising and editing skills.
- Demonstrate correct noun, pronoun, and adjective usage

PA Standards/Anchors:

Eligible Content:

CC.1.4.8.F, L, R / E08.D.1.1
E08.A-K.1.1, E08.A-C.2.1, E08.D.1.2, E08.D.2.1

E08.A-K.1.1.3, E08.D.1.1.6, E08.D.1.1.11, E08.A-C.2.1.1, E08.A-C.2.1.3,
E08.D.1.2.3, E08.D.2.1.2, E08.D.2.1.3, E08.D.2.1.4, E08.D.2.1.5, E08.D.2.1.6

Instructional Strategies:

Assessments:

- Note-taking
- Graphic organizers
- Modeling
- Mini-lessons
- Written work
- Peer review

- Tests
- Personal Memoir Essay
- Skill-targeted writing tasks: Photo Essay, Candy Essay, Scary Comic

Grade: 8

Course Title: English 8

Topic/Concept: Analytical Writing/Suspense

Time Allotment: 9 weeks

Unit Sequence: 2

Major Concepts to be learned:

- Define and identify the characteristics of the suspense genre and its literary devices (irony, foreshadowing, sensory details, & mood)
- Understand the components of a podcast, including researching, script writing, and recording/production
- Learn how to write in a Claim-Support-Analysis format for literary analysis
- Locate and cite textual evidence to support analysis and interpretation
- Application of verbs and adverbs knowledge

Expected Skills to be demonstrated:

- Identify literary devices (irony, foreshadowing, and sensory details) and analyze how they build suspense.
- Apply research skills to describe the origins and characteristics of an urban legend.
- Create a podcast episode that demonstrates understanding of suspense, storytelling, and scriptwriting techniques.
- Use verbs in different voice and mood for effect

PA Standards/Anchors:

Eligible Content:

CC.1.4.8.Q / E08.D.2.1
E08.A-K.1.1.1, E08.A-C.2.1, E08.A-V.4.1, E08.B-K.1.1.1, E08.B-C.3.1, E08.D.1.2,
E08.D.2.1, E08.E.1.1

E08.A-K.1.1.1, E08.A-K.1.1.2, E08.A-K.1.1.3, E08.A-C.2.1.1, E08.A-C.2.1.3,
E08.A-V.4.1.2, E08.B-K.1.1.2, E08.B-C.3.1.1, E08.D.1.2.3, E08.D.2.1.2, E08.D.2.1.3,
E08.E.1.1.1, E08.E.1.1.2, E08.E.1.1.3, E08.E.1.1.4, E08.E.1.1.5, E08.E.1.1.6

Instructional Strategies:

Assessments:

- Note-taking
- Graphic organizers
- Modeling
- Mini-lessons
- Written work

- Tests
- Analytical paragraphs
- Urban Legends Podcast Project

Grade: 8

Course Title: English 8

**Topic/Concept: Myths & Fables/
Analytical Writing**

Time Allotment: 2 weeks

Unit Sequence: 3

Major Concepts to be learned:

- Analyze characterization in myths and fables
- Understand how authors use character, conflict, and plot to convey a theme/lesson
- Apply text evidence to support analysis in a Text-Dependent Analysis
- Explain functions of participles

Expected Skills to be demonstrated:

- The student will be able to...
- Identify and analyze characterization in myths and fables, including traits and actions.
- Cite relevant and accurate text evidence to support an analysis.
- Identify and correctly use participles and participle phrases in sentences.
- Apply grammatical knowledge of participles and participle phrases to correct errors and to improve clarity and meaning.

PA Standards/Anchors:

Eligible Content:

CC.1.4.8.F, L, R / E08.D.1.1
E08.A-K.1, E08.A-C.3, E08.E.1

E08.A-K.1.1.1, E08.A-K.1.1.3, E08.A-C.3.1.1, E08.D.1.1.1, E08.D.1.1.5,
E08.E.1.1.1, E08.E.1.1.2, E08.E.1.1.3, E08.E.1.1.4, E08.E.1.1.5, E08.E.1.1.6

Instructional Strategies:

Assessments:

- Lecture & notetaking
- Graphic organizers
- Modeling
- Mini-lessons
- Written work

- Tests
- Text-Dependent Analysis
- PSSA Passage Questions

Grade: 8

Course Title: English 8

**Topic/Concept: Persuasive Writing/
Rhetoric**

Time Allotment: 7 weeks

Unit Sequence: 4

Major Concepts to be learned:

- Define and identify rhetoric (ethos, logos, and pathos)
- Identify and analyze author's purpose, audience, and point of view
- Evaluate the effectiveness of arguments and supporting evidence
- Apply rhetoric to a variety of contexts
- Explain functions of infinitives and gerunds

Expected Skills to be demonstrated:

- The student will be able to...
- Analyze how an author utilizes rhetorical strategies to persuade an audience.
- Determine an author's claim and evaluate the quality of supporting evidence.
- Apply the techniques of ethos, logos, and pathos to create a poster that persuades sponsors to support a tribute from *The Hunger Games*.
- Create a persuasive Shark Tank-style pitch that effectively communicates ideas through rhetoric, an organized structure, and confident speaking skills.
- Apply grammatical knowledge of infinitives, infinitive phrases, gerunds, and gerund phrases to correct errors and to improve clarity and meaning.

PA Standards/Anchors:

Eligible Content:

CC.1.4.8.F, L, R / E08.D.1.1

E08.D.1.1.1, E08.D.1.1.5

Instructional Strategies:

Assessments:

- Lecture & notetaking
- Graphic organizers
- Modeling
- Mini-lessons
- Written work

- Tests
- The Hunger Games Tribute Poster
- Shark Tank Speech

Grade: 8

Course Title: English 8

Topic/Concept: Research Paper

Time Allotment: 7 weeks

Unit Sequence: 5

Major Concepts to be learned:

- Practice the research process (evaluating sources, gathering evidence, and synthesizing information)
- Proper MLA formatting for citations and works cited pages
- Avoiding plagiarism
- Integrating evidence into writing
- Using punctuation appropriately

Expected Skills to be demonstrated:

- Identify appropriate research sources and cite them in MLA format.
- Apply proper MLA formatting for in-text citations and create a complete Works Cited page.
- Summarize relevant information from multiple credible sources.
- Create a thesis statement that states a clear argument.
- Synthesize gathered evidence to support a clear thesis statement.
- Integrate quotations into writing using signal words and paraphrasing.
- Apply proofreading marks to revise writing errors.

PA Standards/Anchors:

Eligible Content:

CC.1.4.8.F, L, R / E08.1.2

E08.D.1.2.1, E08.D.1.2.2, E08.D.1.2.4, E08.D.1.2.5

Instructional Strategies:

Assessments:

- Lecture & notetaking
- Graphic organizers
- Modeling
- Mini-lessons
- Written work

- Bibliography Cards
- Research Cards
- Research Paper

Grade: 8

Course Title: English 8

Topic/Concept: “Flowers for Algernon”

Time Allotment: 2 weeks

Unit Sequence: 6

Major Concepts to be learned:

- Direct and indirect characterization techniques, such as thoughts, dialogue, and action
- Structure and rules of poetic forms (cinquain, diamante, acrostic, haiku, and limerick)

Expected Skills to be demonstrated:

- Analyze how an author uses point of view to develop characterization.
- Compare and contrast Charlie’s character before and after the operation using direct and indirect characterization.
- Create poems about ink blots using different poetry forms (cinquain, diamante, acrostic, haiku, and limerick).
- Cite supporting evidence from the text to support the development of a theme.

PA Standards/Anchors:

Eligible Content:

CC.1.3.8.A-C / CC.1.2.8.A-B, D ,H
E08.A-K.1.1.1, E08.B-K.1.1, E08.B-C.2.1, E08.D.2.1

E08.A-K.1.1.1, E08.A-K.1.1.2, E08.A-K.1.1.3, E08.B-K.1.1.2,
E08.B-C.2.1.1, E08.D.2.1.3

Instructional Strategies:

Assessments:

- Lecture & notetaking
- Graphic organizers
- Modeling
- Mini-lessons
- Written work

- Unit Test
- Charlie Before vs. After Assignment
- Ink Blot Poetry Project

