Grade 8 English Language Arts

Course Information

Grade(s):	8
Discipline/Course:	English Language Arts
Course Title:	Grade 8 ELA
Prerequisite(s):	Grade 7 ELA
Course Description:	Students in grade 8 ELA will closely read, analyze, discuss and write about a wide variety of texts that span multiple genres, including both fiction and nonfiction. Texts include literary short stories, poems, novels, personal narratives, memoirs, speeches, essays, and nonfiction articles. Throughout the year, students will read at least four full-length works, and at least two of those works will be above grade level. All students will read *The Giver* (at grade level), *Night* (above grade level), *Much Ado About Nothing* (above grade level) and two independent texts. With each reading experience, students will engage in a guided deep analysis, for example, of lines of dialogue and incidents in a story and how they move the action forward, reveal aspects of a character, and inspire decisions. Students will engage in a number of writing experiences throughout the year, as well. These experiences include frequent brief-writes, a mix of on-demand and processed writing (informational, narrative, and argumentative essays), written literary analysis using the full writing process, including individual writing conferences, and original poetry. They will also engage in various research and inquiry experiences that support not only their literacy development but also their critical thinking as they make connections between various bodies of content across disciplines. All language standards will be addressed in both mini-lessons and as a part of the writing and revision process using students' authentic writing. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own authentic writing. Oral language development precedes and is the foundation for written language development, so students will engage in both formal and informal speaking and listening experiences to process their reading, clarify their

	thoughts and beliefs, demonstrate their ability to think critically, and inform their writing. These experiences include discussion in partnerships such as Socratic Seminars, fishbowls, small groups, one-on-one, and as a whole class. Students will also engage in poetry readings, sharing of ideas in book clubs, and presentations. To encourage independence, students will create individual ongoing reading and writing goals based on formative assessments and feedback to direct their efforts as they continue the transformation into goal-directed resilient learners. They will also engage in the roles of collaborators, critical thinkers, and responsible citizens as they work with their peers in book clubs and when crafting personal narratives in Unit 5. Students will explore the concept of synthesis, and any resources used to support assertions will be evaluated. Throughout the year, students will explore the PK-12 course essential questions such as those related to identity, change, and conflict, while they develop a deeper understanding of the ELA Connecticut Core Standards related to using language effectively, developing a writer's voice, conducting research, engaging in collaborative conversations, and practicing the behaviors of skilled readers. The goal of grade 8 ELA is to prepare students to transfer and apply their learning to unknown situations and outside of the classroom in preparation for realizing the district's Vision of a Graduate.
Course Essential Questions:	● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear, and view? ● Why are human relationships important? ● Why do we seek and build community? ● How do stories tell us about what a culture values? ● How is conflict essential to our growth? ● How does language work? ● How do I develop my writer's voice? ● What do skilled readers do? ● How do I participate in collaborative conversations to deepen my understanding? ● How do I best support and present my findings and conclusions?

Course Enduring Understandings:	● By exploring my past experiences, my family life, and my future goals, I can further define my identity. ● Watching the way characters change in stories can give me the courage and desire to embrace change in my own life. ● Our environment can encourage our self-expression or shut it down if we let it. ● I can use my research and discussion skills to develop ways of knowing what is true. ● Human relationships are important for helping us to understand ourselves and to work toward building a community. ● Collaborating with others helps us to form new communities. ● Powerful stories are those that help us see what is important in a community. ● Within functioning societies, a struggle exists between balancing individual needs and desires with the needs of the community. ● Language can be used to reveal both the beauty and the horror of the world. ● By writing in different genres, I am developing my writer's voice. ● When skilled readers understand the experiences of others, through both memoir and fiction, they grow in their understanding of human resiliency as well as humanity's capacity for good and evil. ● When I'm participating in a collaborative conversation, I need to keep an open mind to new perspectives and consider all new ideas and evidence carefully. ● As I share my new understandings, I will consider other perspectives and use textual evidence to support my beliefs.
Duration: **Credit:**	One year
Course Materials/Resources:	Each unit of study has identified texts that support the Essential Questions and Enduring Understandings. These texts include: anchor texts, book club texts, additional mentor texts, and text sets comprised of poetry, short stories, and informational texts. In addition, students will engage in explicit study of grammatical concepts deemed appropriate for this grade level and identified in the Common Core State Standards. To aid in this study, students will have access to a number of specific lessons and supports from the *Into Literature* resource. Finally, each unit of study will also employ a wide variety of content-rich informational, argumentative, and visual texts to support cross-discipline thinking; though the topics of these texts may shift depending on world happenings and changes in other disciplines and courses, each set of texts chosen will be rich in content and used to expand

	students' content knowledge.
FPS Course Academic Expectation(s):	Exploring and Understanding Creating and Constructing
Year at a Glance (Units):	**Unit 1**: The Power of Words: Studying Identity Through Poetry **Unit 2:** Sharing Experiences that Shape Us Through the Art of Narrative **Unit 3:** Environments and Experiences that Oppress Our Voice: Study of Dystopian Literature **Unit 4:** Voices from History that Teach Us About Real-World Dystopias **Unit 5:** Shakespeare: History and Humanity Through the Lens of Drama

Units

Unit Number and Title:	Unit 1: The Power of Words: Studying Identity Through Poetry
Duration:	8 weeks
Resource(s):	Note: Texts such as lists, recipes, poems, and song lyrics are not analyzed for Lexile levels because they lack conventional punctuation. Core Texts/Resources: "Where I'm From" poem by George Ella Lyon *Where Am I From?* A picture book in verse by Yamile Saied Mendez "Two Names, Two Worlds" poem by Jonathan Rodriguez "Owl Pellets" and "Waiting for the Splash" by Ralph Fletcher "Identity" by Julio Noboa "On Turning Ten" and "The Names" by Billy Collins "Theme for English B" by Langston Hughes "Mother to Son" by Langston Hughes "The Rose that Grew from Concrete" by Tupac Shakur "Dear Basketball" by Kobe Bryant "Valentine for Ernest Mann" by Naomi Shihab Nye "Fences" by Pat Mora "My November Guest" by Robert Frost "Dulce et Decorum Est" by Wilfred Owen Additional Resources: Early 19th-century American poems: "Lines Written at Castle Island, Lake Superior" by Jane Johnston Schoolcraft 'On the Capture and Imprisonment of Crazy Snake, January 1900" by Alexander Posey "Song of the Kansas Emigrants" by John Greenleaf Whittier "Hamatreya" by Ralph Waldo Emerson "A Forest Hymn" by William Cullen Bryant

	"A Forest Hymn" by William Cullen Bryant "O Captain! My Captain!" and "Pioneers! O Pioneers!" by Walt Whitman "America the Beautiful" Independent Reading - Grade-Level Texts: • *Booked* by Kwame Alexander • *The Crossover* by Kwame Alexander • *Forget Me Not* by Ellie Terry • *Full Cicada Moon* by Marilyn Hilton • *House Arrest* by K.A. Holt • *Lifeboat 12* by Susan Hood • *Rebound* by Kwame Alexander • S*olo* by Kwame Alexander Independent Reading - Challenging Texts: • *All the Broken Pieces* by Ann E. Burg • *Alone* by Megan E. Freeman • *Brown Girl Dreaming* by Jacqueline Woodson • *Force of Nature* by Ann E. Burg • *Lifeboat 5* by Susan Hood • *Long Way Down* by Jason Reynolds • *Louder Than Hunger* by John Schu • *A Time to Dance* by Padma Venkatraman • *Unbound* by Ann E. Burg

Unit Overview:	This unit allows teachers and students to do a deep dive into the power of form and function when it comes to words. Students will use their prior knowledge of how poetry works to expand their thinking of the genre. In this unit, students will engage in small groups in order to read, discuss, and respond to a curated selection of poems, novels in verse, and poetry in the form of a dramatic play. They will see how writers intend poetry to be the best words used in the best order in order to share a limitless variety of life experiences. Additionally, students will explore a collection of some of the poetry from the early 19th century, particularly that time period that covers expansion and reform in the United States, a topic they are also exploring in social studies. There will be numerous opportunities for students to learn how poetic language works to communicate effectively while they participate in collaborative conversations, develop their voices and techniques as poetry writers, and learn strategies and skills that skilled readers use to interpret meaning through the analysis and implementation of craft. Students will explore the complex concepts of mood and tone. They will read closely to analyze the way writers use both structure and varied figurative language techniques to create deeper meaning. Their final performance task will be to utilize all their learning about poetic structures and language in the writing of an identity poem which they will then turn into a video. As students build their knowledge of the genre, they will learn that poetry allows people to uniquely navigate some of the complex emotions they are experiencing as part of their life journey, including in such major shifts as territorial expansion. They will also be exploring the PK-12 overarching concept of identity as they try to answer the essential question "How do I define who I am?" All language standards will be addressed both explicitly and through students' authentic writing.

Essential Question(s):	● What is poetry and how can it help us share our identity? ● How were the effects of territorial expansion reflected in 19th century American poetry?
Enduring Understanding(s):	● Poetry is the thoughtful selection of the most purposeful words in the most powerful order to communicate in unexpected and original ways. ● Poets of both European and Native American descent wrote poetry to express the many emotions that accompanied territorial expansion in the 19th century.
Standard(s):	**Reading** **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **RL.8.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. **Writing** **W.8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.8.3d:** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **Speaking and Listening** **SL.8.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **SL.8.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **Language** **L.8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. L.8.4: 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. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

	L.8.5: 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*).	
Learning Goal(s):	**Content:** **Students will know…**	**Skills:** **Students will be able to…**
Reading	● Figurative and connotative meaning of words as they are used in a text ● Analogies ● Allusions ● Comparison and contrast of the structure of two or more texts ● Contributions of text structure to meaning and style ● Tone /mood ● Author's purpose ● Figurative language and literary devices ● Imagery ● Rhythm and flow ● Poetry structures ● American poets and poetry from the expansion period ● Aspects of American identity ● Founding ideals of America	● Determine the meaning of words as they are used in a text, including figurative and connotative meaning ● Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts ● 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 ● Explore the use of imagery and other poetic techniques on the overall impact and meaning of the poem ● Analyze how mentor poets use imagery and sensory details to create vivid images ● Analyze the author's choices in creating alternative forms of text ● Analyze rhythm and flow and their impact on meaning ● Apply an understanding of American

		identity and our founding ideals to the reading of 19th-century American poetry
Writing	● Poetry types and structures and how each can impact the meaning and feel of the individual poem ● Stanzas as compared to and contrasted with paragraphs ● Line breaks as a way of structuring the poem, indicating the intent for the reading and sound, and emphasizing certain images ● Tone of the speaker and the ideas created in the poem ● Rhythm and flow of words and images to create a feeling or mood	● Create original poetry that explores how to use figurative language, tone, and rhythm and that captures the essence of personal identity ● Experiment with word choice to create a certain feel or impact in the poem ● Use sensory language to engage the reader and make the feeling of the poem more vivid and alive ● Employ descriptive details that evoke the images being conveyed
Speaking & Listening	● Pair-and-share discussions ● Small-group discussions ● Teacher-led discussions ● Positive interaction with diverse partners ● Elaboration and extension of ideas ● Preparation of ideas for discussion, including reading, conducting research ● Use of prepared materials to probe the topic more deeply and to reflect on ideas under discussion ● Rules, goals, and roles for discussions and decision-making ● Well-crafted questions meant to elicit elaboration, connect the ideas of several speakers, and respond to others' questions	● Listen to peers read poems before explicating and discussing ideas and assertions ● Collaborate with peers in a variety of settings, including one-on-one, partnerships, small groups, and whole-class discussions ● Engage in positive interactions with diverse partners, relying on the use of prepared materials and evidence to support assertions and pose additional questions ● Elaborate on and extend the ideas of others before shifting the conversation or introducing a new topic ● Use prepared materials during the

	appropriately ● Acknowledgement of new ideas ● Qualification or justification of personal views when warranted ● Contexts and tasks focused on the explication and discussion of a variety of poems ● Attention to rhythm and flow when reading a poem aloud before commencing with discussion	discussion to probe the topic more deeply and to reflect on the ideas being discussed ● Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed ● Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed ● Acknowledge new ideas ● Qualify or justify existing views after reflection and in light of evidence presented when warranted ● Read with the appropriate rhythm and flow to help convey the meaning of the poem ● Adapt speech to a variety of contexts and tasks ● Read line breaks and punctuation in poetry correctly
Language	● Punctuation: ellipsis, hyphen and dash, italics, parentheses ● Nuances in language usage (create voice and style by intentionally manipulating grammar rules.) Academic Vocabulary: Examples: identity, voice, perception, psyche, territorial expansion	● Use commas, ellipsis, and dashes correctly ● Purposefully use punctuation and capitalization when writing poetry to indicate meaning, establish voice, and create other dramatic effects. ● Form and use appropriate academic vocabulary when reading, writing, and speaking.

	Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year)**:** accurate/inaccurate information/ accuracy of information; acknowledge/address opposing viewpoint/counterclaims; address potential counterarguments/opposing claims; affix; analysis; antonym; argument; argumentative text/essay; audience (as in writer's audience); author's intent; author's message; author's point of view; author's purpose; blog; capitalization; central idea; character's action/ characters' interaction/ characters' relationships; claim; clarify claim/counterclaim; clause; compare/contrast; comparison Generative Vocabulary: ● Psyche- (Greek: psykhe - soul, mind) ● Idem- (Latin: idem - same, self) ● Persona- (Latin: persona - mask, character) ● Spec- (Latin: specere - to see, to look) ● Ethno- (Greek: ethnos - nation, people) ● Am- (Latin: amare - to love)	

Unit Number and Title:	Unit 2: Sharing Experiences that Shape Us through the Art of Narrative
Duration:	8 Weeks
Resource(s):	Core Texts/Resources: "On the Bridge" by Todd Strasser "Ashes" by Susan Beth Pfeffer "Treasure of Lemon Brown" by Walter Dean Myers "The Scariest Thing I Know" by Dean Koontz "Sucker" by Carson McCullers "The Secret Lion" by Alberto Olvaro Rios "The Mustache" by Robert Cormier "The Legend of Sleepy Hollow" by Washington Irving "What Inspired the Legend of Sleepy Hollow?" by Lesley Kennedy "Shame" by Dick Gregory "Let's Go to the Videotape" adapted from Dan Gutman "Little Things Are Big" by Jesus Colon (NOT the CommonLit version) "Names/Nombres" by Julia Alvarez "Everything Will Be Okay" by James Howe "Why I Don't Have a Report Card" video--Ishmael Beah "Funeral" chapter from *Marshfield Dreams* by Ralph Fletcher "The Chase" by Annie Dillard "Hitting Pay Dirt" by Annie Dillard "The Danger of a Single Story" by Chimamanda Adichie (video and reading) "How I Got Smart" by Steve Brody "Arm Wrestling with My Father" by Brad Manning "I Remember" by Joe Brainard "Victorious" by Will Portorreal (Moth Video) Independent Reading - Grade-Level Texts (Realistic Fiction Books): • *Checked* by Cynthia Kadohata • *Curveball: The Year I Lost My Grip* by Jordan Sonnenblick

	• *Drums, Girls, and Dangerous Pie* by Jordan Sonnenblick • *Gym Candy* by Carl Deuker • *Ivy Aberdeen's Letter to the World* by Ashley Herring Blake • *Linked* by Gordon Korman • *Nothing But the Truth* by Avi • *Orbiting Jupiter* by Gary D. Schmidt • *Payback Time* by Carl Deuker • *Pop* by Gordon Korman • *Red Kayak* by Priscilla Cummings • *Schooled* by Gordon Korman • *Stargirl* by Jerry Spinelli • *Supergifted* by Gordon Korman • *Ungifted* by Gordon Korman <u>Independent Reading - Challenging Texts (Realistic Fiction Books):</u> • *The Boy Who Dared* by Susan Campbell Bartoletti • *Genesis Begins Again* by Alicia Williams • *The Help* by Kathryn Stockett • *Inventing Elliott* by Graham Gardner • *Jupiter Rising* by Gary D. Schmidt • *The Rag and Bone Shop* by Robert Cormier • *Trouble* by Gary D. Schmidt <u>Independent Reading - Grade-Level Texts (Memoirs):</u> • *Becoming Kareem* by Kareem Abdul-Jabbar • *Being Jazz: My Life as a (Transgender) Teen* by Jazz Jennings • *A Child of the Dream* by Sharon Robinson • *Chinese Cinderella* by Adeline Yen Mah • *The Closer Young Readers Edition* by Mariano Rivera • *Cowboy and Wills* by Monica Holloway • *Discovering Wes Moore* by Wes Moore • *A First Time For Everything* by Dan Santat • *A Girl's Life Online* by Katherine Tarbox • *Grace, Gold, and Glory* by Gabrielle Douglas • *Hey, Kiddo* by Jarrett J. Krosoczka • *I Will Always Write Back* by Caitlin Alifirenka, Liz Welch, and Martin Ganda • *It's Trevor Noah* by Trevor Noah • *The Keeper: The Unguarded Story of Tim Howard Young Readers' Edition* by Tim Howard • *Navy Seal Dogs* by Mike Ritland

	• *Popular* by Maya Van Wagenen • *Reaching for the Moon* by Katherine Johnson • *Soul Surfer* by Bethany Hamilton • *Sunshine* by Jarrett J. Krosoczka • *They Called Us Enemy* by George Takei and Steven R. Scott • *Uprooted* by Ruth Chan <u>Independent Reading - Challenging Texts (Memoirs):</u> • *Becoming* by Michelle Obama • *The Glass Castle* by Jeannette Walls • *God Grew Tired of Us* by John Bul Dau • *How Starbucks Saved My Life* by Michael Gates Gill • *I Am a SEAL Team Six Warrior: Memoirs of An American Soldier* by Howard E. Wasdin and Stephen Templin • *Into Thin Air* by Jon Krakauer • *The Last Lecture* by Randy Pausch • *Look Me in the Eye* by John Elder Robison • *The Last Lecture* by Randy Pausch • *Look Me in the Eye* by John Elder Robison • *The Making of a Navy SEAL* by Brandon Webb • *Once a Marine* by Michael Steere and Nick Popaditch • *The Other Wes Moore* by Wes Moore (hybrid memoir/narrative nonfiction) • *Rocket Boys* by Homer Hickam • *Shoe Dog* by Phil Knight • *They Cage the Animals at Night* by Jennings Michael Burch • *Tuesdays With Morrie* by Mitch Albom • *Warriors Don't Cry* by Melba Pattillo Beals • *Yes, Chef* by Marcus Samuelsson
Unit Overview:	In this unit, students will read, discuss, and respond to a curated selection of realistic fiction short stories and memoirs that show how different experiences and environments shape characters' and people's

	identities. They will learn how realistic fiction writers are inspired by real-life experiences that they then fictionalize for readers. As well, they will learn how memoirists' stories are inspired by their own lives. As a result of exposure to both genre characteristics, students will see how identity is shaped by the way people respond to their experiences within an environment. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices and techniques as writers, learn strategies that skilled readers use to interpret meaning through the analysis of both craft and themes and enhance their understanding of how to best support their interpretations of what they read and discuss. Students will engage in partnerships and/or small groups to read a variety of texts, reading closely for point of view, perspective, theme, craft, and plot development, and they will do this, in part, through the lens of "triumph or tragedy," reinforcing what they have been learning in social studies as they explore the concept of Manifest Destiny through their study of early America. Students will then reflect on what they consider to be the positive and/or negative experiences that have most shaped them thus far. Teachers will take students through activities focused on idea gathering and freewriting as they work to select the moments/experiences that will launch their draft. As they work to craft a narrative that either captures their own story or shares a realistic fiction story, students will grow further as narrative writers whose purpose is to share experiences to which readers can relate. These efforts will be further enhanced as students consider the PK-12 overarching concepts of human relationships and conflict and grapple with the essential questions "Why are human relationships important?" and "How is conflict essential to our growth?" All language standards will be addressed both explicitly and through students' authentic writing.
Essential Question(s):	● How do relationships and conflict shape how we see ourselves? ● How does our own thinking change as a result of responsible collaboration with others? ● What craft moves does an author make to affect a reader's understanding of a character?

Enduring Understandings:	● Relationships and conflict are integral to our growth as individuals. ● When we collaborate with diverse peers, we can grow our perspectives and deepen our understanding of text and real life. ● Authors use a variety of literary devices to help readers make diverse interpretations of and connections with texts.
Standard(s):	**Reading** **RL.8.2:** 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. **RL.8.3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **RL.8.6**: 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. **Writing** **W.8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are

	appropriate to task, purpose, and audience. **Speaking and Listening** **SL.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. **Language** **L.8.1** : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* **L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Learning Goals:	**Content:** **Students will know…**	**Skills:** **Students will be able to…**
Reading	● Development of theme or central idea of a text over the course of the text ● Relationship between theme and other literary elements, including characters, setting, and plot ● Objective summary of a text	● Discern how the author has created a theme or themes in the text and trace that development over the course of the text ● Examine the relationship between theme and other literary elements, including characters, setting, and plot ● Write an objective summary of a text ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a

	• Specific lines of dialogue or happenings in a story that have a major impact on the story, including moving the plot forward, revealing aspects of a character, and provoking a decision • Point of view of various characters • Point of view of the audience or reader • Use of such techniques as dramatic irony to create effects like suspense or humor • The definition of identity and what shapes it (perceptions of self and by others, environment, culture, relationships, etc.). • Author's purpose and character development. • Author's craft and use of literary devices to create meaning. • Theme development and supporting evidence • Triumph and tragedy as a critical lens for analyzing character development • Early American ideals and how they are infused in the stories	character, or provoke a decision • 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 • Evaluate how others, self-perception, environment, culture, relationships, etc. impact one's identity • Annotate a text to track how dialogue or incidents propel the drama • Analyze an author's purpose and use of literary devices and craft to make meaning • Identify evidence from the text that would support your assertions • Analyze character development through a specific lens to determine whether that character's or person's life could be considered a triumph or a tragedy • Apply the understanding of the concepts learned in social studies about early American ideals to the stories and memoirs read

	and memoirs read	
Writing	• Narrative writing text structure to develop real or imagined experiences or events • Narration/narrator • Context • Point of view • Event sequence that unfolds naturally and logically • Narrative techniques, including dialogue, pacing, description, and reflection to develop experiences, events, and characters • Transition words, phrases, and clauses to convey sequence, signal shifts in time frame or setting, and show relationships among experiences and events • Precise words and phrases, descriptive details, and sensory language to capture action and convey experiences and events • Conclusion that follows from and reflects on the narrated experiences or events • Clarity in writing • Style, development, and organizational strategies • Task, purpose, audience	• Write either a fictional or personal narrative that employs many of the craft moves learned • Establish a context and point of view that work to orient the reader in the story • Introduce a narrator and characters • Organize an event sequence so it unfolds naturally and logically • Create compelling dialogue to develop experiences, events, and characters • Use pacing, description, and reflection as development strategies • Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events • Conclude the story effectively so that it follows from and reflects on the narrated experiences or events • Produce clear and coherent writing • Use style, development, and organization appropriate to task, purpose, and audience

Speaking & Listening	• Pair-and-share discussions • Small-group discussions • Teacher-led discussions • Positive and collegial interaction with diverse partners • Elaboration and extension of ideas • Preparation of ideas for discussion, including reading, conducting research • Clear expression of ideas	• Sustain collaborative text-based conversations • Discuss in partnerships, small groups, one-on-one, and whole class • Engage in positive interactions with diverse partners, relying on the use of prepared materials and evidence to support assertions and pose additional questions • Elaborate on and extend the ideas of others before shifting the conversation or introducing a new topic • Use prepared materials during the discussion to probe the topic more deeply and to reflect on the ideas being discussed
Language	• Sentence Patterns (clauses, phrases, compound, complex sentences) • Active /passive voice • Subject-verb agreement • verbals • Capitalization/punctuation rules • Sentences punctuation: comma, semi-colon (focus on their use in sentence patterns) Academic Vocabulary:Examples: triumph, tragedy, narrative, expansion, Manifest Destiny Smarter Balanced Construct Relevant Vocabulary for English Language Arts	• Use a variety of sentence patterns in literary analysis • Employ punctuation correctly to create sentence patterns (including commas and semicolons) • Use verbs in both active and passive voice in writing and in speech • Ensure subject-verb agreement • Demonstrate command of capitalization and punctuation rules in writing • Form and use appropriate academic vocabulary when reading, writing, and speaking.

	and Literacy (will be reintroduced and reinforced throughout the year)**:** conclude/conclusion; conclusion drawn; concrete details/words/phrases/ language; conflict/tension; context; contradict; controlling idea/thesis; conventions; counterargument; counterclaim; credible; develop ideas (evidence/ elaboration); dialogue; draft; edit; editorial; elaborate/elaboration of ideas; essay; establish a claim; evidence; excerpt Generative Vocabulary: ● Real- (Latin: res - thing, matter) ● Fict- (Latin: fingere - to shape, to fashion) ● Memoir- (Latin: memoria - memory) ● Destin- (Latin: destinare - to determine, to appoint) ● Expans- (Latin: expandere - to spread out) ● Idem- (Latin: the same)	

Unit Number and Title:	Unit 3: Environments and Experiences that Oppress Our Voice: Study of Dystopian Literature
Duration:	8 Weeks
Resource(s):	Core Texts/Resources: *The Giver* by Lois Lowry (will be read by all students) Additional Texts: ● "Maslow's Hierarchy of Needs" (video and article) ● "Conformity" article by Charlotte Harrison on Commonlit ● "Fear is Simple and Profound" (Julia Butterfly Hill) - uses the metamorphosis of a caterpillar chrysalis to discuss the effects of fear on our choices. (*Commonlit*) ● "Nazi Germany's 'Euthanasia' Program" (Holocaust Memorial Museum) ● *The Third Wave* by Todd Strasser ● "How Are Socialism and Communism Different" by Sarah Pruitt ● "An Introduction to the Word 'Climate'" ● "What Your Most Vivid Memories Say About You" article by Dr. Susan Krauss Whitbourne, (*Commonlit*) Working with the media collection, students will engage in a small-group reading of varied dystopian novels of choice as a follow-up to *The Giver.* Book Club Books - Grade-Level Texts: • *Among the Hidden (series)* by Margaret Peterson Haddix • *Catching Fire* by Suzanne Collins • *City of Ember* by Jeanne DuPrau • *The Compound* by S.A. Bodeen • *Divergent* by Veronica Roth • *Gathering Blue* by Lois Lowry • *Legend* by Marie Lu • *Matched* by Ally Condie • *The Maze Runner* by James Dashner

	• *Mockingjay* by Suzanne Collins • *The Selection* by Kiera Cass • *Uglies* by *Scott Westerfield* • *Unwind* by Neal Shusterman <u>Book Club Books - Challenging Texts:</u> • *Animal Farm* by George Orwell • *The Belles* by Dhonielle Clayton • *Dry* by Neal Shusterman and Jarrod Shusterman • *Ender's Game* by Orson Scott Card • *Fahrenheit 451* by Ray Bradbury • *The House of the Scorpion* by Nancy Farmer • *The Messenger* by Lois Lowry • *Ready Player One* by Ernest Cline • *Scythe* by Neal Shusterman • *Son* by Lois Lowry • *Thunderhead* by Neal Shusterman • *The Toll* by Neal Shusterman
Unit Overview:	In this unit on dystopian literature, students will read and discuss novels and related informational texts that engage in themes around technology, government control, climate, and the loss of individual choice and free will. Students will activate prior knowledge of their learning in social studies from both grade 6 and grade 7 as they consider how such systems as caste and aspects of the Progressive era such as industrialization and social inequity in grade 8 can create dystopian-like environments. In addition, students will be encouraged to discuss how science and technology both empower humans but also work against them. (i.e. While students are studying dystopian literature, they can also be

	exploring the effects of melting glaciers and global warming on the island of Kiribati.) A whole-class anchor novel as well as shared and independent texts provide a variety of grouping opportunities to explore this genre as cautionary tales in which characters take on archetypes and explore how to "break" rules within a highly controlled society. There will be numerous opportunities for students to read and analyze complex literary and informational texts independently as well as through collaborative conversations. A variety of writing opportunities will help students explore their reactions to the texts and continue developing their writing voice and techniques. The summative for this unit will be a research-based literary argument. Ongoing analysis and discussion of genre-specific vocabulary, writer's craft, and universal themes will deepen student understanding of these futuristic worlds fraught with conflict, struggle, and plot twists. When writing to support their interpretation of how the novel's cautionary tale applies to the world they live in, students will use certain research skills to select, analyze, evaluate, and synthesize short non-fiction texts for use in a written literary analysis. In addition, as students research and write about the Progressive Era in social studies class, time will be devoted in Language Arts class to provide writing support in the form of mini-lessons on different aspects of writing as well as individual and small-group writing conferences. As students build their vocabulary and synthesize topic knowledge, they will learn of the struggle that exists between balancing individual needs and desires with the needs of the community. They will see that adapting to one's environment in order to survive can have both positive and negative consequences. Part of this consideration will encompass the PK-12 overarching concepts of nature and the natural world and conflict as expressed in the essential questions "How does our environment impact our lives?" and "How is conflict essential to our growth?" All language standards will be addressed both explicitly and through students' authentic writing.
Essential Question(s):	● What is the dystopian author revealing and/or critiquing about the world we live in and/or the people in it? ● In what ways does a functioning society need both individuality and community?

	● What roles do risk-taking and sacrifice play in the quest for our human identity?
Enduring Understanding(s):	● Dystopian stories are cautionary tales. Authors typically use exaggerated plotlines that require readers to suspend their disbelief to analyze the text's implications of government, politics, religion, and/or social norms and trends. ● Within functioning societies, a struggle exists between balancing individual needs and desires with the needs of the community. ● Adapting to one's environment in order to survive can have both positive and negative impacts on a person's identity.
Standard(s):	**Reading** **RI.8.2:** 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. **RL.8.6:** 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. **Writing** **W.8.1 :** Write arguments to support claims with clear reasons and relevant evidence a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. **W.8.2 :** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and

	information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **W.8.5:** 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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.) **W 8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **Speaking and Listening** **SL 8.4:** 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. **Language** **L.8.1.C:** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **L.8.1.D:** Recognize and correct inappropriate shifts in verb voice and mood. **L.8.4:** 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. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
Learning Goals:	**Content:** **Students will know…**	**Skills:** **Students will be able to…**
Reading	● Central ideas and their development over the course of a text, including relationship to supporting ideas ● Objective summary of a text ● Point of view of various characters ● Point of view of the audience or reader ● Use of such techniques as dramatic irony to create effects like suspense or humor ● Characteristics of dystopian literature as a genre ● Theme ● Mood ● The impact of setting ● Internal vs. external conflict	● 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 ● 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 ● Understand how setting plays a key role in dystopian fiction- in many ways, the setting becomes a “character” in the storyline. ● Derive how conflict can be driven by power dynamics and social change,

	• The concept of power struggle and the dissension of the protagonist against a "super" power • Archetypes found in dystopian fiction: hero, antihero, side kick, villain, power source, mentor/ guide, maternal figure, paternal figure	creating a power struggle • Recognize mood and how the author creates mood using language • Identify and analyze the theme • Recognize and analyze archetypes in dystopian literature • Articulate the characteristics of the dystopian genre and apply them to the analysis of a text
Writing	• Arguments to support claims with clear reasons and relevant evidence • Claims • Counterclaim (alternate or opposing) • Logical organization of reasons and evidence • Logical reasoning • Relevant evidence • Accurate, credible sources • Cohesion created by intentional use of specific words, phrases, and clauses • Aspects of formal style, including use of third person point of view, absence of informal or slang language or text speak, and varied use of sentence structures • Conclusion/concluding statement • Evidence from literary or informational texts to support analysis, research, and reflection • Informative and explanatory text structures	• Write arguments to support claims with clear reasons and relevant evidence • Introduce claims • Acknowledge alternate or opposing counterclaims • Organize reasons and evidence logically • Support claims with logical reasoning and relevant evidence • Conduct effective research, locating and using credible sources of information that aid in demonstrating an understanding of the topic or text • Be intentional in the use of specific words to create cohesion and clarify relationships among claims, reasons, and evidence • Establish and maintain a formal style • Provide a conclusion that follows from and supports the argument as presented • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the

	• Clear introduction of topics, including a preview • Organizational strategies that include broader categories • Formatting • Graphics • Development of ideas using relevant and well-chosen facts, definitions, concrete details, quotations, and other information and examples • Transitions specifically to create cohesion and clarify relationships among ideas • Precision of language and use of domain-specific vocabulary to best explain the topic or inform the reader about the topic • Aspects of formal style, including use of third person point of view, absence of informal or slang language or text speak, and varied use of sentence structures • Conclusion/concluding statement • Themes/cautionary ideas that become claims • Relationship between pieces of informational text that relate to dystopian literature • Connections between theme and craft • Point of view as it is used to create suspense • The full writing process, including planning, revising, editing, rewriting,	selection, organization, and analysis of relevant content. • Create a preview as part of the introduction of topics • Use organizational strategies appropriate to the purpose and audience • Include appropriate formatting, graphics, and multimedia when they are useful for increasing understanding • Develop ideas using relevant facts, concrete details, quotations, and examples • Create transitions specifically to increase cohesion and clarify relationships among ideas • Use the most precise language and most-appropriate domain-specific vocabulary in order to accomplish the goal of effectively explaining or informing the audience • Use a formal style • Conclude the essay in a way that follows from and supports the information or explanation presented • Interpret themes that reveal an understanding of how dystopian literature offers cautionary tales • Analyze informational texts that relate to dystopian literature • Write a literary argument based on student interpretations arrived at after careful analysis that shows the connection between

	trying a new approach, and conferencing	informational texts and dystopian literature ● Compare multiple texts and analyze how different points of view are used to create effects of suspense ● Engage in the full writing process with a willingness to try new approaches, an openness to feedback, and a dedication to increasing the quality of the writing and expression of ideas
Speaking and Listening	● Conferences, discussions, and presentations as opportunities to present claims and findings ● Coherence during presentations of ideas using relevant evidence, valid reasoning, and well-chosen details ● Appropriate eye contact ● Adequate volume ● Clear pronunciation	● Engage in meaningful dialogue with peers around core reading experiences and writing considerations ● Present claims and findings with an emphasis on salient points ● Emphasize important points coherently and with focus ● Use relevant evidence, valid reasoning, and well-chosen details to achieve coherence ● Make appropriate eye contact that will engage other participants in a meaningful and positive way ● Speak with adequate volume and clear pronunciation
Language	● Phrases - Participial, Appositive ● Introduce the five moods of verbs: indicative, imperative, interrogative, conditional, and subjunctive ● Shifts in verb voice and mood Academic Vocabulary: Examples:	● Understand and use the five moods of verbs ● Recognize and correct inappropriate shifts in verb voice and mood. ● Correctly punctuate phrases within sentences ● Form and use appropriate academic

	dystopia, utopia, conformity, repression, community, euthanasia Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year)**:** explanatory article/text/ essay/writing; flashback; focus; global notes; grammar usage; heading; illustrate; inclusion; infer/inference(s)/ inference(s) made; integrate information/ideas; interaction; interpretation; introduction; justify; key events; logical progression of ideas; logical sequence of events; motive; multiple meanings; narrative/narrative writing; observation(s); paraphrase/ paraphrasing Generative Vocabulary: ● Dys- (Greek: dus- - bad, abnormal) ● Utop- (Greek: ou - not + topos - place) ● Giv- (Old English: giefan - to give) ● Socio- (Latin: socius - companion, ally) ● Morb- (Latin: morbus - disease, illness) ● Cog- (Latin: cogitare - to think)	vocabulary when reading, writing, and speaking.

Unit Number and Title:	Unit 4: Voices from History that Teach Us About Real-World Dystopias
Duration:	8 Weeks
Resource(s):	Core Texts/Resources: *Night* by Elie Wiesel (will be read by all students) Additional Resources: *The Terrible Things* by Eve Bunting "The Perils of Indifference" by Elie Wiesel (*CommonLit*) https://www.facinghistory.org/resource-library/video/marched-ghetto Auschwitz Album Elie Wiesel's Nobel Acceptance Speech (*CommonLit*) Independent Reading - Grade-Level Texts: • *The Boy at the Top of the Mountain* by John Boyne • *Code Talker* by Joseph Bruchac • *Number the Stars* by Lois Lowry • *Red Berries, White Clouds, Blue Sky* by Sandra Dallas • *Soldier Boys* by Dean Hughes • *The War I Finally Won* by Kimberly Brubaker Bradley Independent Reading - Challenging Texts: • *Between Shades of Grey* by Ruth Sepetys • *The Book Thief* by Markus Zusak • *Girl in the Blue Coat* by Monica Hesse • *Parallel Journeys* by Eleanor H. Ayer • *Salt to the Sea* by Ruth Sepetys • *Tutti's Promise* by K. Heidi Fishman • *Unbroken by* Laura Hillenbrand • *Unstoppable* by Joshua M. Greene • *The War Outside* by Monica Hesse

Unit Overview:	This unit of study is an extension of the previous units on dystopian literature and memoir writing. As an extension of the dystopian unit, the Holocaust of WWII reveals to students the dystopic realities of war and genocide during this time period. Because the core text *Night*, by Elie Wiesel, is a memoir, it also allows teachers to reintroduce the genre's characteristics and frame discussions around the author's experiences. Students will also be able to choose a related WWII novel to read independently as they read the memoir *Night* with their class. In *Night,* Wiesel shares with readers his fear that he would never find mere (everyday) words powerful enough to help readers understand the events that tragically reshaped his life and his world when he was 15 years old. This gives teachers the opportunity to have students discuss more complex meanings and implications of "form and function" in language, of the new realities that lived behind the letters in the words Wiesel used every day before, during, and after the Holocaust. Wiesel emphasizes his belief that he had a responsibility to share this experience, despite the linguistic and emotional challenges of doing so, so that memories of this time period would help the truth of it live on. *Night* is a complex and rich text in language, vocabulary, historical background, and themes. Related fiction and non-fiction readings, articles, and videos will also allow students to broaden and enrich the

	context in which they experience Wiesel's story. Leading up to their final performance task, students will have ongoing opportunities to read and discuss the book collaboratively, to take notes while reading, and to write reflections that will help them continue to develop their writer's voice and show how their interpretations, questions, and reactions to the book are developing and changing. This unit will culminate in an informative essay that encompasses what students have learned about this time period and Elie Wiesel's personal experiences during the Holocaust. As they explore Wiesel's story, students will use their knowledge from geography and American history classes as well as their deepening understanding of human identity to reflect on the strength of the human spirit and the way lives can be impacted by environment, circumstances, and choices. This unit, too, will encompass the PK-12 overarching concepts of nature and the natural world and conflict as expressed in the essential questions "How does our environment impact our lives?" and "How is conflict essential to our growth?" All language standards will be addressed both explicitly and through students' authentic writing.
Essential Question(s):	● In what ways do tragedy and trauma influence a person's identity and choices? ● How do people's stories help us deepen our empathy and make connections to humanity? ● How do authors create understanding even when they feel that words are an obstacle?
Enduring Understanding(s):	● People retain/reshape their identity as they live through difficult periods in history. ● When people understand the experiences of others, through both memoir and historical fiction, they grow in their understanding of human resiliency as well as humanity's capacity for good and evil. ● Through a variety of literary devices along with images and personal artifacts, authors create understanding when words alone cannot.
Standard(s):	**Reading** **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.2:** 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. **RI 8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **RI.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **RI.8.5**: 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. **RI.8.6**: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **RI.8.7**: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **RI.8.8**: 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. **RI.8.9**: 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. **Writing** **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or

	explanation presented. **W. 8.8:** Gather relevant information from multiple print and digital sources using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase data and conclusions of others while avoiding plagiarism and following a standard format of citation. **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Speaking and Listening** **SL.8.1.A:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **SL.8.1.C:** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **Language** **L.8.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. 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). **L.8.5**: 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*).	
Learning Goals:	**Content:** **Students will know…**	**Skills:** **Students will be able to…**

Reading	● Citation of textual evidence ● Central ideas and their development throughout a text ● The relationship between central ideas and supporting ideas ● Objective summary ● Connections among and distinctions between individuals, ideas, and events ● Comparisons, analogies, and categories as techniques for making connections ● Figurative, connotative, and technical meanings of words as they are used in a text ● Impact of word choice on meaning and tone ● Analogies and allusions ● Structure of a paragraph ● The role of particular sentences in developing and refining key concepts ● Author's point of view and acknowledgement of conflicting evidence and viewpoints ● Delineation of an argument ● World War II, The Major Events of the Holocaust (1933-1946) ● Survival, resilience, and the impact of experience ● The difference between the genres of memoir and historical fiction ● Setting as a key component to historical fiction	● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text ● 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 ● Analyze connections between and among individuals, ideas, and events ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings ● analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts ● Analyze the structure of a paragraph ● 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 ● Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea ● Delineate and evaluate arguments in a text ● Read images and objects to observe, ask questions, and explore what questions arise

	• Time, place, and bias paradigms • Research as a method to grow our ideas through facts and artifacts • Questioning strategies for reading historical texts	as a result of the inquiry. • 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 • Categorize text • Read text like a curator of information • Consider how time, place, and bias impact the way readers interpret and analyze information and stories • Consider how to present artifacts that are representative of someone's story • Use research to deepen understanding • Question the text while reading
Writing	• Informative and explanatory text structures • Clear introduction of topics, including a preview • Organizational strategies that include broader categories • Formatting • Graphics • Development of ideas using relevant and well-chosen facts, definitions, concrete details, quotations, and other information and examples • Transitions specifically to create cohesion and clarify relationships among ideas • Precision of language and use of domain-specific vocabulary to best explain the topic or inform the reader about the	• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Create a preview as part of the introduction of topics • Use organizational strategies appropriate to the purpose and audience • Include appropriate formatting, graphics, and multimedia when they are useful for increasing understanding • Develop ideas using relevant facts, concrete details, quotations, and examples • Create transitions specifically to increase cohesion and clarify relationships among

	topic ● Aspects of formal style, including use of third person point of view, absence of informal or slang language or text speak, and varied use of sentence structures ● Conclusion/concluding statement ● Accurate information from credible sources ● Direct quotations and paraphrasing to avoid plagiarism ● Citations using a standard format such as that of the Modern Language Association ● Question Formulation Technique ● Reflection ● Found poetry ● Blackout poetry	ideas ● Use the most precise language and most-appropriate domain-specific vocabulary in order to accomplish the goal of effectively explaining or informing the audience ● Use a formal style ● Conclude the essay in a way that follows from and supports the information or explanation presented ● Gather relevant information from multiple print and digital sources using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase data and conclusions of others while avoiding plagiarism and following a standard format of citation ● Generate questions to guide inquiry into the lives of others and into their own lives ● Create a reflective journal ● Write found and blackout poetry ● Analyze the author's craft (language, flow, rhythm, word choice, etc.)
Speaking and Listening	● Prepared discussion materials ● Questions intended to connect the ideas of several speakers ● Use of relevant evidence, observations, and ideas to formulate cogent responses to others' questions ● Interview process	● Come to discussions prepared with written notes, research, and commentary ● Use the prepared materials to formulate questions and respond appropriately to the questions of others ● Listen to both questions and responses from a recorded interview

	• Structure of powerful interview questions • Reflection • Discussion expectations • Comparison/contrast	• Reflect on reading through discussion • Compare changes in mindset of a Holocaust survivor • Conduct a meaningful in-person interview
Language	• Conditional and subjunctive mood (verbs) • Figures of speech, for example puns and verbal irony • The relationships between particular words • Connotations and denotations of words Academic Vocabulary: Examples: persecution, resilience, liberation, atrocity, ghetto, inhumanity, genocide Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be reintroduced and reinforced throughout the year)**:** phrases; plagiarism/plagiarize/ plagiarizing; plot; point of view/viewpoint; pre-write; precise/concise language/ word choice; presentation; punctuation/punctuated; purpose (e.g., author's or speaker's purpose); purpose for writing (explanatory, argumentative, narrative writing) quotation(s); reference sources; relationships; relevant/irrelevant; relevant supporting evidence; resolve/resolution; revise; root word; sensory details/language; sequence of events; setting	• Use verbs in both the conditional and the subjunctive mood to achieve a particular effect • Interpret figures of speech in context • Use the relationship between particular words to better understand each of the words • Distinguish among the connotations (associations) of words with similar denotations (definitions) • Form and use appropriate academic vocabulary when reading, writing, and speaking.

	Generative Vocabulary: ● Holo- (Greek: holos - whole, entire) ● Caust- (Greek: kaustos - burnt) ● Geno- (Greek: genos - race, kind) ● Log- (Greek: logos - word, study) ● Hist- (Greek: histos - tissue, web) ● Mem- (Greek: memnēmai - to remember)	

Unit Number and Title:	Unit 5: Shakespeare: History and Humanity Through the Lens of Drama
Duration:	6 weeks
Resource(s):	Core Texts/Resources: *Much Ado About Nothing* by William Shakespeare (will be read by all students) Resource about Shakespeare's life and times: *Animated Synopsis of Love's Labour's Won* "15 Top William Shakespeare Facts" "William Shakespeare" "Shakespeare's Life and Times" "Much Ado About Nothing: A Battle of Wits" by Dr. Will Tosh *Much Ado About Nothing* (film or live version)
Unit Overview:	This introduction to the life and work of William Shakespeare will invite students to experience some of the drama crafted by the author many consider to be one of the best poets and playwrights of all time. Students will expand their content knowledge base by exploring various informational and visual texts that reveal some of what we know about who William Shakespeare was and what life was like for him in Elizabethan England. Students will also explore some of the vivid and beautiful language that has become a hallmark of Shakespeare and his work. Students will move from the man to his plays as they begin to read the comedic play *Much Ado About Nothing*. A close reading of pivotal scenes, trying on roles and acting out some of the scenes in class, and comparing and contrasting the original script with other renditions of the story will all help students to develop a deep understanding and an appreciation for this much-loved play. The PK-12 overarching concept of culture will also be considered as students try to understand what

	stories like this one reveal about what was valued in the culture in which this story was written. Once students have finished reading and studying the play, they will have an opportunity to watch it performed. The summative assessment for this unit will be to rewrite and perform a scene from the play.
Essential Question(s):	● Why do we still read Shakespeare's work today? ● What makes Shakespeare's comedies funny? ● How do stories tell us about what a culture values?
Enduring Understanding(s):	● Shakespeare's works are read and appreciated around the world and are seen as the first source of well-developed characters; his stories are timeless and universal. ● Shakespeare's comedies often rely on confusion, irony, and role reversals to create humorous situations that are full of fun. ● Stories reveal the values central to a culture by repeating main ideas such as the importance of romantic love.
Standard(s):	**Reading** **RL.8.1**: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RL.8.2:** 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. **RL.8.3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **RL.8.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. **RL.8.6:** 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. **RL.8.7:** 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 the director or actors. **RL.8.9:** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **RL.8.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. **RI.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **Writing** **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **Speaking and Listening** **SL.8.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **Language** **L.8.5**: 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*).

Learning Goals:	Content: Students will know…	Skills: Students will be able to…
Reading	● Citation of textual evidence ● Theme or central idea of a text and how it is developed over the course of the text ● Relationship between theme and other literary elements, including characters, setting, and plot ● Objective summary of a text ● Specific lines of dialogue or happenings in a story that have a major impact on the story, including moving the plot forward, revealing aspects of a character, and provoking a decision ● Point of view of various characters ● Point of view of the audience or reader ● Use of such techniques as dramatic irony to create effects like suspense or humor ● Figurative and connotative meaning of words as they are used in a text ● Impact of word on meaning and tone ● Analogies ● Allusions ● Comparison and contrast of the structure of two or more texts ● Comparison and contrast of the original script to filmed or live versions of a drama ● Themes, patterns, and character types from myths, traditional stories, and religious works	● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text ● Discern how the author has created a theme or themes in the text and trace that development over the course of the text ● Examine the relationship between theme and other literary elements, including characters, setting, and plot ● Write an objective summary of a text ● 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 ● Determine the meaning of words as they are used in a text, including figurative and connotative meaning ● Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts ● 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 ● Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of

	• Irony • Figurative and connotative language • Figures of speech • Characterization • Dramatic structure, including asides, soliloquies, stage directions, dialogue, etc. • Facts and background about William Shakespeare's life, work, and the time in which he lived	dramatic irony) create such effects as suspense or humor • Identify and explain examples of irony • Discern between figurative and connotative use of language • Compare and contrast original scripts with their filmed or live productions, paying attention to examples of creative license and the impact on meaning and audience of any changes made • Identify motifs and character types in a text that have been drawn from or influenced by other seminal works of literature • Parse and explain figures of speech • Analyze characters by their actions, speech, appearance, and comments made about them • Understand how to read dramas
Writing	• Organization of a writing piece • Style used to craft a writing piece • Task set as a goal for a writing piece • Purpose of the writing • Audience for which the writing piece is intended • Creative license to make changes in order to achieve a different effect • Artistic choices and their impact on the meaning and reception of the piece • Use of technology to produce and publish	• Produce clear and coherent writing in the form of narrative scenes in which the development, organization, and style are appropriate to task, purpose, and audience • Use creative license to make artistic choices and changes to a text in order to achieve a different effect or convey a different message • Use technology, including the Internet, to produce and publish writing and present the relationships between information and

	writing and for collaboration purposes	ideas efficiently as well as to interact and collaborate with others
Speaking & Listening	• Text-based discussion of a classic work of drama • Dramatic presentation of scenes in order to achieve a different effect or convey a different message • Collaboration with peers on the creation of a new scene • Compare/contrast text structure to invite deeper discussion of the original Shakespeare play and the newly crafted scenes	• Grow as a thinking community around text-based conversations • Collaborate with peers to shape a deeper understanding of Shakespeare's work • Embody the voice of a character to present portions of a scene • Collaborate with peers to perform scenes and discuss various renditions of the same story • Compare and contrast two or more versions of the same story, drawing on class discussions, observations, and analyses done individually or with others
Language	• Figurative language, including metaphor, simile, personification, imagery, symbolism, and allusion • Figures of speech, for example puns and verbal irony • The relationships between particular words • Connotations and denotations of words Academic Vocabulary: Examples: slander, trickery, deception, betrayal, mischief, eloquence, sarcasm Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy (will be	• Interpret and use a variety of figurative language to create meaning and effects • Interpret figures of speech in context • Use the relationship between particular words to better understand each of the words • Distinguish among the connotations (associations) of words with similar denotations (definitions) • Form and use appropriate academic vocabulary when reading, writing, and speaking.

	reintroduced and reinforced throughout the year)**:** shift in narrator's perspective/ point of view; skim; stanza; style; summarize; support; synonym; text structure (compare/contrast; cause/effect; problem/solution; pro/con); theme; thesis/controlling idea; tone; topic; transitions/transition; words/phrases/clauses; trustworthy source(s); visualize; voice (consistent/appropriate); website Generative Vocabulary: ● Ado- (Old French: à + do - to do) ● Noth- (Old English: noht - nothing) ● Deceit- (Old French: deceite - deception) ● Ami- (Latin: amicus - friend) ● Bene- (Latin: bene - well) ● Mal- (Latin: malus - bad)	