

English Language Arts 2018 ©

Eighth Grade				
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 The Challenge of Heroism	What defines a hero? How does the Hero's Journey archetype appear in stories throughout time?	context technique concise coherence nuance function negation	EA 1: Writing a Hero's Journey Narrative EA 2: Writing a Definition Essay	<ul style="list-style-type: none"> To create an original illustrated narrative based on the Hero's Journey archetype To analyze and synthesize a variety of texts to develop an original definition of <i>hero</i> To analyze and evaluate expository texts for ideas, structure, and language To develop expository texts using strategies of definition
Unit 2 The Challenge of Utopia <i>The Giver or Fahrenheit 451</i> (Novel)	To what extent can a perfect or ideal society exist? What makes an argument effective?	compare/contrast seminar socratic argument perspective debate controversy research search terms	EA 1: Writing an Expository Essay EA 2: Writing an Argumentative Essay	<ul style="list-style-type: none"> To analyze a novel for archetype and theme To analyze and evaluate a variety of expository and argumentative texts for ideas, structure, and language To develop informative/explanatory texts using the compare/contrast organizational structure To understand the use of active voice and passive voice To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect
Unit 3 The Challenge to Make a Difference Novels of the Holocaust	Why is it important to learn about the Holocaust? How can one person make a difference?	communication resume' euphemism slogan media	EA 1: Presenting Voices of the Holocaust EA 2: Presenting a Multimedia Campaign	<ul style="list-style-type: none"> To engage effectively in a range of collaborative discussions To analyze the development of a theme or central idea of a text To research an issue of national or global significance To create an informative and persuasive multimedia presentation To strengthen writing through the effective use of voice and mood
Unit 4 The Challenge of Comedy <i>A Midsummer Night's Dream</i> (Drama)	How do writers and speakers use humor to convey truth? What makes an effective performance of a Shakespearean comedy?	juxtaposition derision denounce caricature	EA 1: Writing an Analysis of a Humorous Text EA 2: Performing Shakespearean Comedy	<ul style="list-style-type: none"> To analyze how a variety of authors create humor in print and non-print texts To analyze how humor is used to reveal a universal truth (theme) To write a well-developed analysis of a humorous text To analyze and perform a scene from a Shakespearean comedy To understand verbals and how they are used in writing

<p style="text-align: center;">KEY TEXTS</p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;">STRATEGIES FOCUS</p> <p style="text-align: center;">Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning</p>	
<p>Poetry: “Saturday Night at the Canal,” by Gary Soto</p> <p>Novel Excerpt: <i>A Wrinkle in Time</i>, by Madeleine L’Engle</p> <p>Short Story: “The Drummer Boy of Shiloh,” by Ray Bradbury</p> <p>Narrative Poetry: From the <i>Odyssey</i>, by Homer</p> <p>Poetry: “Sonnet 116,” by William Shakespeare</p> <p>Poetry: “O Captain! My Captain!,” by Walt Whitman</p> <p>Funeral Sermon: “On the Death of Abraham Lincoln,” by Dr. Phineas D. Gurley</p> <p>Essay: “Grant and Lee: A Study in Contrasts,” by Bruce Catton</p> <p>Short Story: “Harrison Bergeron,” by Kurt Vonnegut, Jr.</p> <p>Novel: <i>The Giver</i>, by Lois Lowry</p> <p>Novel: <i>Fahrenheit 451</i>, by Ray Bradbury</p> <p>Article: “How the Brain Reacts,” by Marcel Just and Tim Keller</p> <p>Article: “Cellphones and driving: As dangerous as we think?” by Matthew Walberg</p> <p>Memoir: Excerpt from <i>Night</i>, by Elie Wiesel</p> <p>Speech: from Elie Wiesel’s Nobel Peace Prize Acceptance Speech</p> <p>Informational Text: from <i>Do Something! A Handbook for Young Activists</i></p> <p>Speech: “Address,” by Caesar Chavez</p> <p>Essay: “I’ve got a few pet peeves about sea creatures,” by Dave Barry</p> <p>Poetry : “They Have Yarns,” by Carl Sandburg</p> <p>Film: <i>A Midsummer Night’s Dream</i></p> <p>Play: Excerpts from <i>A Midsummer Night’s Dream</i>, by William Shakespeare</p>	<ul style="list-style-type: none"> • Self Editing • Peer Editing • TP-CASTT • Free Writing • Socratic Seminar 	<ul style="list-style-type: none"> • Fishbowl • Debate • SOAPStone • RAFT • TWIST
<p style="text-align: center;">LANGUAGE AND WRITER’S CRAFT/ LANGUAGE CHECKPOINTS</p> <p style="text-align: center;">Instruction that provides grammar support and instruction in the context of actual reading and writing</p> <p style="text-align: center;">Each unit contains additional grammar instruction in Grammar and Usage call-out boxes</p>	<ul style="list-style-type: none"> • Revising and Editing • Verbs and Mood • Transitions and Quotations • Embedding Direct Quotations • Active and Passive Voice • Choosing Mood • Shifts in Voice and Mood • Using Voice and Mood for Effect • Reviewing Participial Phrases • Reviewing Clauses • Verbals • Using Subject-Verb Agreement • Using Punctuation Within Sentences • Understanding Verb Tense • Recognizing Frequently-Confused Words 	

See Unit “Planning the Unit” for a complete listing of resources

Red = Core Text