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***COURSE OUTLINE: 8<sup>th</sup> Grade English***

<b>Unit One</b>	<i>Grammar and Author's Craft</i>	<i>5 weeks</i>
<b>Unit Two</b>	<i>The Road to Enlightenment</i>	<i>4 weeks</i>
<b>Unit Three</b>	<i>Innocence to Experience: A Coming of Age</i>	<i>5 weeks</i>
<b>Unit Four</b>	<i>Exploring how Science Fiction Teaches Lessons about Reality</i>	<i>8 weeks</i>
<b>Unit Five</b>	<i>Communicating with a Purpose</i>	<i>8-9 weeks</i>
<b>Unit Six</b>	<i>The Dangers of Conformity: The Giver</i>	<i>5 weeks</i>
<b>Unit Seven</b>	<i>Independent Reading Projects</i>	<i>Ongoing</i>

***School-wide Academic Expectations Taught In This Course***

- Literacy
- Communication
- Analysis
- Collaboration

***School-wide Social and Civic Expectations Taught in This Course***

- Demonstrate Respect
- Demonstrate Responsibility
- Demonstrate Resiliency

## Unit 1: Grammar and Author's Craft

### Introduction and Established Goals:

In this unit, students will examine how an author uses narrative elements and literary devices to develop a piece of writing. Additionally, students will explore how structure, diction, and tone can impact the overall meaning or theme of a literary piece. Students will conduct close analytical readings and will synthesize the information to present their ideas in small groups, Socratic seminars, and formal presentations.

### Desired Outcome(s):

- Students will use close reading strategies to annotate a text.
- Students will analyze the diction and structure of different poems.
- Students will effectively present their ideas in small groups, Socratic seminars, and whole class presentations.
- Students will apply convention rules/ standards to written and spoken word.
- Students will edit writing as part of the writing process.
- Students will use a varied sentence structure to enhance meaning in their own writing.

### Common Core Standard(s):

RL.8.1, 8.2, 8.3, 8.4

RI.8.6, 8.9

SL. 8.1a,b,c,d; 8.4, 8.5, 8.6

L.8.1, L.8.2, L.8.4, L.8.4a, L.8.4b, L.8.4c, 8.5

### Essential Questions:

- How can an author's style, literary technique, or point of view affect the reader's interpretation of the text?
- How does an author use figurative meaning of words and phrases to imply greater meaning within a literary piece?
- Why is a varied sentence structure and length important to a reader?
- How can the mastery of conventions strengthen the meaning of a writing piece? How can the misuse of writing conventions detract from or weaken the message of the author's writing?

### Key Terms/Concepts:

Figurative language: Simile, metaphor, personification, hyperbole, alliteration, imagery; signposts for close reading, foreshadow, flashback, suspense, dynamic vs. static characterization, internal vs. external conflict, allusion, paradox, symbolism, irony, repetition of words and phrases, point of view

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<b>RL.8.1, 8.2, 8.3, 8.4</b>	<ul style="list-style-type: none"><li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>• Determine a theme or central idea of a text and analyze its development over</li></ul>	<ul style="list-style-type: none"><li>• Signposts for close reading – annotation activity</li></ul>	<ul style="list-style-type: none"><li>• Annotations</li><li>• Journal entries</li><li>• Literacy school-wide rubric</li></ul>

	<p>the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>SL. 8.1a,b,c,d;</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>	<ul style="list-style-type: none"> <li>Framework for Socratic seminar</li> <li>Sentence starter worksheet for seminar</li> <li>Socratic seminar</li> </ul>	<ul style="list-style-type: none"> <li>Socratic seminar</li> <li>SL.8.1 group work rubric</li> <li>Literary, Collaboration, Communication, and Analysis school-wide rubrics</li> </ul>
<b>SL. 8.4, 8.5, 8.6</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Integrate multimedia and visual</li> </ul>	<ul style="list-style-type: none"> <li>Outline for presentation</li> <li>Task sheets for each group</li> <li>Presentation feedback forms for students</li> </ul>	<ul style="list-style-type: none"> <li>Author's Craft Presentations</li> <li>Literary, Collaboration, Communication, and Analysis</li> </ul>

	<p>displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <ul style="list-style-type: none"> <li>○ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>		school-wide rubrics
<p><b>L.8.1, L.8.2 , L.8.4 , L.8.4a , L.8.4b , L.8.4c , L.8.5</b></p> <p><b>RI.8.6, 8.9</b></p>	<ul style="list-style-type: none"> <li>○ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>○ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>○ Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>○ Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>○ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>○ Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>○ Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting viewpoints.</li> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar pre-assessment</li> <li>● Use data from pre-assessment to create “grammar stations”</li> <li>● Students move at their own pace through stations</li> <li>● Review grammatical concepts to strengthen writing – parts of speech, sentence structure, comma/ semi colon usage</li> <li>● Grammar enrichment – creative extension of skills</li> <li>● Access to websites to practice/ self-assess skills</li> <li>● Analyzing the grammar and sentence structure of iPhone reviews.</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar entrance/Exit slips</li> <li>● Analysis of reviews</li> <li>● Literacy and Collaboration school-wide rubric</li> </ul>

### Suggested Resources and Texts:

- “Ambush” by Tim O’Brien
- “Gaston” by William Saroyan
- “Did I Miss Anything?” By Tom Wayman
- “I, Too” by Langston Hughes
- “Dear Future Generations” by Luis Campos
- Hope is an Open Book by Walter Dean Myers
- The Veil by Marjane Satrapi
- Make America America Again by: Langston Hughes
- Knock, Knock by: Daniel Beaty

- Race Politics by: Luis J. Rodriguez
- Lost Generation by Jonathan Reed
- iPhone reviews

**Suggested Technology:**

- IXL.com, Powerpoint/ Prezi,
- Slam Poetry: <https://www.youtube.com/watch?v=q0qD2K2RWkc>

## **Unit 2: The Road to Enlightenment**

**Introduction and Established Goals:**

In this unit, students will explore how disabilities can be misconstrued in society, and how people of all intelligences can share a common desire for self-improvement and self-gain. While reading *Flowers for Algernon*, students will interpret an ethical dilemma pertaining to the doctors' actions in the story. Students will begin to understand the complexity behind malpractice suits and will determine if the doctors should be held accountable for the decisions that were made for an experimental surgical procedure. In the end, this unit will also help students understand that loneliness can bring clarity to an individual who has never had to face his or her own reality.

**Desired Outcome(s):**

- Students will analyze the significance of allusions in the text and determine how they relate to the characterization and plot of the story.
- Students will read and annotate informational texts from a medical journal.
- Students will form an opinion after reading the informational texts and the literary text to debate a controversial topic.
- Students will write letters and legal briefs using evidence from the informational texts to support their purpose.
- Students will evaluate the social, emotional, and psychological effects of the surgery on the main character using specific evidence from the text to support their claim.

**Common Core Standard(s):**

**RL.8.1, 8.2, 8.6, 8.7, 8.9**

**RI.8.1, 8.2, 8.4, 8.5, 8.6**

**W.8.1, W.8.1b, W.8.4, W.8.9**

SL.8.1, SL.8.2

L.8.1, L.8.2 , L.8.4 , L.8.4a , L.8.4b , L.8.4c, L.8.5, L.8.6

**Essential Questions:**

- What are ethics and why should they matter in the field of scientific research and exploration?
- Is ignorance bliss?
- What is the path to enlightenment? Is the outcome always better?
- How does intelligence and emotions affect decision making?
- Is self-discovery only accomplished when a person faces his/her own reality?

**Key Terms/Concepts:**

Enlightenment, malpractice, ethics, ableism, legal briefs, developmental disabilities, formal vs. informal writing, allusions

**Words in Context:**

1. Bliss
2. Apprehension
3. Tangible
4. Refute
5. Naiveté
6. Regression
7. Verified
8. Obscure

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
SL.8.2	<ul style="list-style-type: none"><li>• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</li></ul>	<ul style="list-style-type: none"><li>• Torrance Tests of Creativity</li><li>• Rorschach Test</li><li>• Discussion evaluating the validity of these tests - How should intelligence be measured?</li></ul>	<ul style="list-style-type: none"><li>• Informal Assessment – notebook reflection/ discussion</li><li>• Communication school-wide rubric</li></ul>
RL.8.1 RL.8.2 RL.8.6 RL.8.9 RI.8.1 RI.8.2 RI.8.4	<ul style="list-style-type: none"><li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>• 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</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• Evaluating the irony of the <i>Robinson Crusoe</i> Allusion</li><li>• The Story of Prometheus and Pandora’s Box - Guiding Questions</li><li>• Embedded guided reading comprehension questions</li><li>• Highlight/ annotate text (“Why I Refuse to say I Fight My Disability”)</li><li>• Analyzing the allusion of Adam and Eve in the text</li><li>• Allusion analysis of all three texts</li></ul>	<ul style="list-style-type: none"><li>• Exit Slip</li><li>• Multiple choice questions and short essay responses</li><li>• Graphic organizer/ Notes</li><li>• Class Discussion</li><li>• Literacy, Analysis, and Communication</li></ul>

<p><b>RI.8.5</b></p> <p><b>RI.8.6</b></p> <p><b>W.8.1, b</b></p> <p><b>SL.8.1</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>Write arguments to support claims with clear reasons and relevant evidence</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Allusion – share out activity</li> </ul>	<p>on school-wide rubrics</p>
<p><b>RL.8.1</b></p> <p><b>RI.8.1</b></p> <p><b>W.8.4</b></p> <p><b>L.8.1</b></p> <p><b>L.8.2</b></p>	<ul style="list-style-type: none"> <li>Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> <li>Demonstrate command of the conventions of standard English grammar and usage.</li> <li>Demonstrate command of capitalization, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Read and annotate “The Informed Consent in Adults with Developmental Disabilities” fact sheet.</li> <li>Graphic organizer to collect evidence for RAFT responses</li> <li>RAFT Responses – Letter or legal brief</li> </ul>	<ul style="list-style-type: none"> <li>RAFT Response</li> <li>Literacy, Communication, Analysis, and Collaboration school-wide rubrics</li> </ul>
<p><b>RL.8.1</b></p> <p><b>W.8.9</b></p> <p><b>L.8.1</b></p> <p><b>L.8.2</b></p>	<ul style="list-style-type: none"> <li>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Draw evidence from literary texts to support analysis and reflection</li> <li>Demonstrate command of the conventions of standard English grammar and usage.</li> <li>Demonstrate command of capitalization, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>“The Effects of Surgery” writing graphic organizer – analyzing the social, physical, and psychological effects the surgery had on Charlie.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis Paragraphs</li> <li>Literacy and Analysis school-wide rubrics</li> </ul>
<p>L.8.4 a,b,c</p> <p>L.8.6</p>	<ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown words or phrases.</li> <li>Use context as a clue to the meaning of the word or phrase</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to meanings of words (Malpractice)</li> <li>Consult general and specific reference materials to determine or clarify its precise meaning.</li> <li>Acquire and use accurately grade-</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Graphic organizer</li> <li>Warmups using the words in other contexts</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Literacy school-wide rubric</li> </ul>

	appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<b>RL.8.7</b>	<ul style="list-style-type: none"> <li>Analyze the extent to which a filmed production of a story stays faithful or departs from the text, evaluating the choices made by the direction or actors.</li> </ul>	<ul style="list-style-type: none"> <li>Compare/ Contrast Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Written response</li> <li>Literacy and Communication school-wide rubric</li> </ul>

**Suggested Resources and Texts:**

- “Flowers for Algernon” by Daniel Keyes
- “The Rorschach Test Demystified” & “What’s Behind the Rorschach Inkblot Test” BBC News
- “The Story of Prometheus and Pandora’s Box” by James Baldwin
- “Why I Refuse to Say I Fight My Disability” by Karin Hitselberger
- The Creation Story – Genesis 2:4-3:24
- “The Informed Consent in Adults with Developmental Disabilities” (Vanderbilt Kennedy Center)

**Suggested Technology:**

- Word processor
- DVD of Flowers for Algernon

**Unit 3: Innocence to Experience: A Coming of Age**

**Introduction and Established Goals:**

In this unit, students will have the opportunity to choose between three books; all of the books contain a main character that is experiencing the obstacles and tribulations of growing up. Students will determine how the author of each book creates a main character that juxtaposes innocence and experience and how this contributes to more complex themes that all of the stories share.

**Desired Outcome(s):**

- Students will write their own “coming of age” narrative piece.
- Students will determine a theme and analyze the development of the theme over time, citing evidence to support the analysis of the text.
- Students will analyze elements of plot and author’s craft.
- Students will read informational texts and will determine how the ideas in the articles relate to the characters in the book, citing evidence from both texts in their analysis.
- Students will determine or clarify the meaning of unknown words, and then create an illustrated glossary to represent an understanding of each word in a relatable context.

**Common Core Standard(s):**

RL.8.1, 8.2, 8.3, 8.10

RI.8.1, 8.2, 8.3, 8.4, 8.5, 8.6

W.8.1, 8.1a,b,c,d,e; 8.3a,b,c,d,e; 8.5, 8.9, 8.10

L.8.1, 8.4, 8.4a, 8.4c, 8.4d, 8.6

**Essential Questions:**

- What does it mean to grow up?
  - Is it a gradual or sudden process?
  - What effect does regret have on growing up?
  - What effect does having/ starting a family have on growing up?
  - What effect does culture/ society have on growing up?
  - Is growing up finite or perpetual?
- Why do people who possess experience tend to shelter the innocent?
- How can innocence and experience be juxtaposed in the development of one character?

**Key Terms/Concepts:**

Coming of Age, Juxtaposition, conformity, non-compliance, hierarchy of needs

**Unit Vocabulary:**

1. Pivotal
2. Renounce
3. Obstinate
4. Feasible
5. Hindrance
6. Intervene
7. Disposition
8. Audacity
9. Vex
10. Despondent
11. Deplorable
12. Aloof
13. Deter
14. Alleviate
15. Wary

16. Trepidation

17. Perpetual

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<p><b>W.8.3a,b,c,d,e</b>  L.8.1, L.8.2</p>	<ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• 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.</li> <li>• Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>• 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.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming activity</li> <li>• Graphic organizer</li> <li>• Writing workshop</li> <li>• Editing checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Literacy school-wide rubric</li> </ul>
<p><b>RI.8.1</b> <b>RI.8.3</b> <b>RI.8.4</b> <b>RI.8.6</b> <b>W.8.1</b></p>	<ul style="list-style-type: none"> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or</li> </ul>	<ul style="list-style-type: none"> <li>• Coming of Age – Theme Notes</li> <li>• “The Role Reverser: Growing up too Soon”</li> <li>• Embedded guided reading comprehension questions</li> <li>• Highlight/ annotate text</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook Check Rubric</li> <li>• Multiple choice questions and short essay responses</li> <li>• Literacy school-wide</li> </ul>

	<ul style="list-style-type: none"> <li>categories).</li> <li>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.</li> <li>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.</li> <li>Write arguments to support claims with clear reasons and relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>Response Questions</li> </ul>	<p>rubric</p>
<b>RL.8.1, RI.8.1, RL.8.3, RL.8.10 W.8.9</b>	<ul style="list-style-type: none"> <li>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.</li> <li>Draw evidence from literary texts to support analysis and reflection</li> <li>By the end of the year, read and comprehend literature independently and proficiently.</li> <li>Draw evidence from literary texts to support analysis and reflection</li> </ul>	<ul style="list-style-type: none"> <li>Analysis paragraphs</li> <li>Signpost annotations</li> <li>Teacher Conferences/ Comprehension Check-in's</li> <li>Self- Assessment tied to rubric during teacher conference</li> </ul>	<ul style="list-style-type: none"> <li>Standard-based rubric</li> <li>Informal check-ins</li> <li>Literacy, Analysis, Communication school-wide rubric</li> </ul>
<b>RI.8.1 RI.8.3 RI.8.4 RI.8.5 RI.8.6 W.8.1</b>	<ul style="list-style-type: none"> <li>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Write arguments to support claims with clear reasons and relevant</li> </ul>	<ul style="list-style-type: none"> <li>Read and annotate "Rebel with a Cause: Rebellion in Adolescence"</li> <li>Embedded guided reading comprehension questions</li> <li>Graphic organizer – Select a teenager in the story and determine if their rebellion stems from a sense of non-conformity or non-compliance</li> <li>Analysis template</li> </ul>	<ul style="list-style-type: none"> <li>Multiple choice questions and short essay responses</li> <li>Analysis / Standard Based Rubric</li> <li>Literacy, Analysis school-wide rubric</li> </ul>

	evidence		
<b>L.8.4, 8.4a, 8.4c, 8.4d</b> <b>L.8.6</b>	<ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>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.</li> <li>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.</li> <li>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).</li> <li>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li>Illustrated Glossary - Illustrations, definitions, parts of speech, and original sentences pertaining to the context of the story</li> <li>Look up the vocabulary words in the context of other sentences for broader understanding of the word</li> </ul>	<ul style="list-style-type: none"> <li>Illustrated glossary</li> <li>Literacy school-wide rubric</li> </ul>
<b>RI.8.2</b> <b>RI.8.5</b> <b>RI.8.6</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Highlight and annotate "Maslow's Hierarchy of Needs"</li> <li>Embedded guided reading comprehension questions</li> <li>Paragraph Analysis /Poster with Quote Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Multiple choice questions and short essay responses</li> <li>Paragraph assessed through standard-based rubric</li> <li>Literacy school-wide rubric</li> </ul>
<b>W.8.1, 8.1a, 8.1b, 8.1c, 8.1d, 8.1e</b> <b>W.8.9</b> <b>RL.8.2</b> <b>L.8.1</b>	<ul style="list-style-type: none"> <li>Write arguments to support claims with clear reasons and relevant evidence</li> <li>Introduce claim and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> </ul>	<ul style="list-style-type: none"> <li>T-Chart – Innocence   Experience</li> <li>Graphic organizer</li> <li>Essay requirement check list</li> <li>Theme Essay</li> </ul>	<ul style="list-style-type: none"> <li>Notebook Check</li> <li>Standard-based Rubric and</li> <li>Literacy and Analysis school-wide rubric</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>• Draw evidence from literary texts to support analysis and reflection</li> <li>• 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</li> <li>• Demonstrate a commands of conventions of standard English grammar and usage</li> </ul>		
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**Suggested Resources and Texts:**

- *The Eleventh Plague* by Jeffrey Hirsch
- *Between Shades of Grey* by Ruta Sepetys
- *Orbiting Jupiter* by Gary Schmidt
- *A Monster Calls* by Patrick Ness
- “The Role Reverser: Growing up too Soon” by Gregory L. Jantz, Ph.D.
- “Rebel with a Cause: Rebellion in Adolescence” by Dr. Carl Pickhardt
- “Maslow’s Hierarchy of Needs”

**Suggested Technology:**

- Googledocs/ Word Processor

**Unit 4: Exploring how Science Fiction Teaches Lessons about Reality**

**Introduction and Established Goals:**

In this unit, students will explore how science fiction can reveal flaws and harsh realities about life. Students will read short stories and a teleplay. All of these stories will expose paradoxes in society based around the use of technology. In conjunction with this, students will be discussing other paradoxes in society, and this discussion will eventually lead into a research project. For this project, students will pick a paradox in society and research both sides of the issue. Students will write a research paper and create a visual presentation that will be shared with the entire class.

**Desired Outcome(s):**

- Students will use context to understand complex, new vocabulary.
- Students will use evidence to support claims while speaking.
- Students will research a controversial topic and take a stance as to whether or not the topic is beneficial or destructive for society or humanity.

- Students will write a cohesive argument through a well-constructed research paper. Students will address the counterargument and oppose it by creating a stronger argument for their claim.
- Students will create a visual presentation incorporating their stance, the opposing viewpoint, and evidence to support that their stance is stronger than the counterargument.
- Students will offer criticism/ suggestions to their peers in a peer editing/ writing workshop.

**Common Core Standard(s):**

- RL.8.1, 8.2, 8.3, 8.4, 8.6
- RI.8.7
- W.8.4, 8.5, 8.6, 8.7, 8.8, 8.10
- SL.8.1, 8.1a, 8.1b, 8.1c, 8.1d, 8.2, 8.3, 8.4, 8.5, 8.6
- L.8.1, 8.2, 8.2a, 8.2b, 8.2c, 8.3

**Essential Question(s):**

- How do we create our own destruction in society? (Physically, socially, psychologically)
- How is [insert story title] a microcosm of society?

**Key Terms/Concepts:**

Microcosm, Paradox, Scapegoat, Salient points

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<b>RL.8.2</b> <b>RL.8.3</b> <b>RL.8.4</b> <b>RL.8.6</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The Veldt - Embedded guided reading comprehension questions</li> <li>• The Monsters on Maple Street – essential question journal entry</li> <li>• Highlight/ annotate text</li> <li>• Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension questions</li> <li>• Journal entry</li> <li>• Graphic organizer</li> <li>• Literacy and Analysis school-wide rubric</li> </ul>
<b>SL.8.1, 8.1a, 8.1b,8.1c, 8.1d</b>	<ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</li> </ul>	<ul style="list-style-type: none"> <li>• There Will Come Soft Rains Socratic Seminar → Practice speaking &amp; finding evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Socratic Seminar-response</li> </ul>

<p><b>SL.8.4</b></p>	<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>• Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> <li>• 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.</li> </ul>	<p>to support your claims</p> <ul style="list-style-type: none"> <li>• Focus: Language devices, conflict, and symbolism in the story</li> <li>• Fishbowl Structure – Inner and Outer Circle (practice giving criticism/ warranted praise to peers)</li> </ul>	<p>questions, participation, fishbowl.</p> <ul style="list-style-type: none"> <li>• Literacy, Communication, and Collaboration school-wide rubric</li> </ul>
<p><b>RL.8.1</b></p>	<ul style="list-style-type: none"> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer – Tracking the scapegoats in the story</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Literacy school-wide rubric</li> </ul>
<p><b>W.8.4</b> <b>W.8.5</b> <b>W.8.6</b> <b>W.8.7</b> <b>W.8.8</b> <b>L.8.1</b> <b>L.8.2, 8.2a,</b> <b>8.2b, 8.2c</b> <b>L.8.3</b></p>	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology workshop – accessing ProQuest databases</li> <li>• Discussion of valid/ credible sources</li> <li>• PowerPoint – Avoiding Plagiarism. Practice paraphrasing and citing correctly</li> <li>• Note-taking activity</li> <li>• Review of MLA format</li> <li>• Background information brainstorming sheet</li> <li>• Outline</li> <li>• T-Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Entrance slip – practice paraphrasing</li> <li>• Note-taking activity</li> <li>• Research paper rubrics</li> <li>• Literacy, Analysis, Communication, and Collaboration school-wide rubrics</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements Check-List / Peer Editing Workshop</li> <li>• Research Paper</li> </ul>	
<b>RL.8.6</b> <b>SL.8.2</b> <b>SL.8.3</b> <b>SL.8.4</b> <b>SL.8.5</b> <b>SL.8.6</b> <b>L.8.1</b> <b>L.8.3</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</li> <li>• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</li> <li>• 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.</li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint / Prezi Presentation</li> <li>• Preview "Effective vs. Ineffective PowerPoint Presentations."</li> <li>• Checklist – Requirements</li> <li>• Feedback forms</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation rubric based on Senior Project Rubric</li> <li>• Literacy, Communication, and Collaboration school-wide rubrics</li> </ul>

	<p>when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>		
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### **Suggested Resources and Texts:**

- “The Veldt” by Ray Bradbury
- “There Will Come Soft Rains” by Ray Bradbury
- “The Monsters are Due on Maple Street” by Rod Sterling
- Destiny Research Catalogue / Database

### **Suggested Technology:**

- Modernized Version of “The Monsters are Due on Maple Street” -
- School Library Database – “ProQuest/ SIRS”
- PowerPoint / Prezi → Paradoxical Project Presentation

## **Unit 5: Communicating with a Purpose**

### **Introduction and Established Goals:**

In this unit, students will explore how persuasion is used socially, politically, and in the mainstream media. Specifically, students will learn about how rhetoric appeals (ethos, logos, and pathos) are employed in formal speech to persuade an audience. This portion of study will transition into how propaganda techniques are used, sometimes simultaneously with the rhetoric appeals, to also persuade in different ways. In conjunction with this, students will be reading a fictional book that explores the ideas of rhetoric, propaganda, and anti-consumerism.

At the conclusion of the unit, students will shift from talking about the credibility of a speaker/ organization to the credibility of a narrator or main character. Specifically, students will evaluate the credibility of a narrator and will participate in a mock trial. Students will use their knowledge of rhetoric to present strong arguments in the mock trial. The overarching focus for the trial will stem around the idea that diction will determine the success of the prosecuting or defense attorneys.

### **Desired Outcome(s):**

- Students will analyze the significance of diction, imagery, and tone in various forms of advertisements, formal speeches, and presentations.
- Students will evaluate the effectiveness of diverse medias and formats in presenting ideas.
- Students will analyze the purpose of the information presented across different formats.
- Students will analyze the diction and structure of formal speech – evaluating the effectiveness of an argument and indicating weaknesses within an argument.
- Students will write to support their analysis.
- Students will learn new vocabulary and will transfer their knowledge into written and oral language.

- Students will use their knowledge of rhetoric to write and evaluate statements for a mock trial, focusing on their diction to support their claim.

**Common Core Standard(s):**

RI.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9

W.8.1, 8.4, 8.6, 8.7, 8.9,

SL.8.1a,b,c,d,e, 8.2, 8.4, 8.4, 8.5, 8.6

L.8.1,8.2

**Essential Questions:**

- How does an author use diction, structure, images, and rhetoric appeals to engage or influence an audience?
- How is language manipulated to gain a person’s trust?
- How do advertisements attempt to influence my choices?
- What techniques are used to influence the values, emotions, and needs of consumers?
- Does a person’s age, background, or demographic influence their credibility in some ways?
- Is the main character or narrator always a credible source of information?
- How can the mood of a piece of writing contribute to your interpretation of a situation/ character?

**Key Terms/Concepts:**

Rhetoric Appeals – Pathos, Logos, and Ethos, Propaganda Techniques:

- Bandwagon
- Glittering Generalities
- Time Crunch
- Plain Folks
- Snob Appeal
- Prestige Identification
- Testimonial
- Flag Waving
- Fear Appeal
- Defense and Prosecuting Attorneys & Jury Roles
- Verdict
- Due Process
- Burden of Proof
- Sanity Hearing
- Legal definition of insanity

**LEARNING PLAN**

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
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<p><b>RI.8.1</b> <b>RI.8.3</b> <b>RI.8.4</b> <b>RI.8.5</b> <b>RI.8.6</b> <b>RI.8.9</b> <b>W.8.1a,b,c,d,</b> <b>e</b> <b>W.8.4</b> <b>SL.8.2</b> <b>L.8.1, 8.2</b></p>	<ul style="list-style-type: none"> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</li> <li>• Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</li> <li>• Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<p><b>RHETORIC APPEALS:</b></p> <ul style="list-style-type: none"> <li>• Introductory video – Aristotle’s development of rhetoric appeals</li> <li>• Practice worksheet – identifying the difference between pathos, logos, and ethos</li> <li>• Exploring rhetoric in formal and informal speeches, commercials, and advertisements</li> <li>• Annotating speeches</li> <li>• Graphic organizers to categorize ethos, pathos, and logos.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Practice worksheet</li> <li>• Original advertisement</li> <li>• Formal Essay</li> <li>• Literacy, Analysis, Communication, and Collaboration school-wide rubric</li> </ul>
<p><b>W.8.1a-d,</b> <b>L.8.1, 8.2,</b> <b>RI.8.9</b></p>	<ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence</li> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating conflicting arguments written about the same topic</li> <li>• “Self- Driving Cars” graphic organizer / essay template</li> <li>• Obama’s Farewell Address –</li> </ul>	<ul style="list-style-type: none"> <li>• Essays</li> <li>• Literacy, Analysis school-wide rubric</li> </ul>

	<p>and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <ul style="list-style-type: none"> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>• Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• 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.</li> </ul>	Essay graphic organizer	
<b>RI.8.4</b> <b>SL.8.1</b> <b>SL.8.2</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint showcasing examples of each propaganda technique</li> <li>• Create an Advertisement using specific propaganda techniques</li> <li>• Chevy Commercial Analysis - group work</li> <li>• Written explanation of how the technique is employed</li> <li>• Gallery Walk – Guessing the Propaganda Technique</li> </ul>	<ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Written explanation</li> <li>• SL.8.1 Group work rubric</li> <li>• Participation in Gallery</li> <li>• Literacy, Communication, and Collaboration school-wide rubric</li> </ul>
<b>RI.8.1</b> <b>RI.8.2</b> <b>RI.8.3</b> <b>RI.8.4</b> <b>RI.8.6</b> <b>W.8.1</b> <b>W.8.4</b> <b>SL.8.2</b> <b>SL.8.4</b> <b>SL.8.5</b>	<ul style="list-style-type: none"> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• 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.</li> <li>• Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• Read and annotate informational articles: “The Power of Advertising” by Shelby Ostergaard, “Online Identities” and “Alter Egos” by Newsela staff</li> <li>• Guided Questions/ Short Responses</li> <li>• “Exploring Stereotypes in the Media” project and presentation (Group work)</li> </ul>	<ul style="list-style-type: none"> <li>• Written Responses</li> <li>• Presentation</li> <li>• Literacy, Communication, and Collaboration school-wide</li> </ul>

	<p>through comparisons, analogies, or categories).</p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used In a text, including figurative, connotative, and technical meaning; analyze the impact of specific word choices on meaning and tone.</li> <li>• 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.</li> <li>• Write arguments to support claims with clear reasons and relevant evidence</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</li> <li>• 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.</li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</li> </ul>		
<p><b>RI.8.1</b> <b>RI.8.4</b> <b>RI.8.5</b> <b>RI.8.6</b> <b>W. 8.6</b></p>	<ul style="list-style-type: none"> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• 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</li> <li>• 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.</li> <li>• 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</li> <li>• Use technology, including the Internet,</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension response questions</li> <li>• Blog Entries – respond to peers</li> <li>• Informational texts to support ideas expressed in the text</li> <li>• Embedded comprehension questions/ guided reading support</li> <li>• Socratic Seminar</li> <li>• Vocabulary graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Response Questions</li> <li>• Socratic Seminar</li> <li>• Vocabulary Quiz</li> <li>• Blog Entries</li> <li>• Peer Responses to blogs</li> <li>• Literacy, Analysis Communication, and Collaboration school-wide rubrics</li> </ul>

	<p>to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>		
<p><b>SL.8.1a,b,c,d</b>, <b>e</b>; <b>SL.8.3, 8.4,</b> <b>8.6,</b> <b>RL.8.1, 8.3,</b> <b>8.4</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>• Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> <li>• 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.</li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• 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.</li> <li>• 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,</li> </ul>	<ul style="list-style-type: none"> <li>• Notes – legal definition of insanity</li> <li>• Informational video – Sanity hearing / plea</li> <li>• Differentiated task sheets for defense attorneys, jury members, prosecuting attorneys, and witnesses</li> </ul>	<ul style="list-style-type: none"> <li>• Mock trial performance / task</li> <li>• Collaboration, Communication, Literacy, and Analysis school-wide rubrics</li> </ul>

	including analogies or allusions to other texts.		
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### **Suggested Resources and Texts:**

- Barack Obama’s Tucson Memorial Speech
- President Obama’s Farewell Address
- Present day political official’s pamphlets / flyers
- Robert F. Kennedy’s Speech Following the Death of Martin Luther King Jr.
- “The Perils of Indifference” By Ellie Weisel
- “Hackers Behind the Wheel” by: Robert J. Samuelson
- “Why Are We Scared of Self-Driving Cars?” by: Lane Filler
- “The Power of Advertising” by Shelby Ostergaard
- “Online Identities” by Newsela Staff
- “Alter Egos” by Newsela Staff
- “Why Stereotypes Should Be Avoided” by Newsela Staff
- “Gender Roles in Children are Set Around Age 10” by Agence France-Presse
- *The Gospel According to Larry* by Janet Tashjian
- “Workers in the Garment Industry Live with Harsh Conditions and Very Low Pay” by Alessandra Mezzandri
- “Behind a \$20 Shirt Might be a Worker Making Only a Few Dollars an Hour” by The Los Angeles Times
- “The Tell-Tale Heart” by Edgar Allan Poe

### **Suggested Technology:**

- Schooltube – Introduction to Rhetoric Appeals  
<https://www.schooltube.com/video/76cc6744a465daa81766/Ethos,%20Pathos,%20Logos>
- Video footage of Obama’s Memorial Speech: <https://www.youtube.com/watch?v=zmSLvuSaTS4>
- Analyzing rhetoric in commercial for non-profit organization “Rocks, Paper, Scissor Children’s Organization”
- Background information on self-driving cars: <https://www.youtube.com/watch?v=P1tfOeChenQ>
- Chevy Commercial Analysis: <https://www.youtube.com/watch?v=qriNbVCIso>  
[www.newsela.com](http://www.newsela.com)
- Informational Video on the insanity plea: <https://www.youtube.com/watch?v=z92HQkRmhlc>

## Unit 6: The Dangers of Conformity: The Giver

### Introduction and Established Goals:

In this unit, students will explore how a fictional dystopian society can have shockingly similar parallels to different societies around the world. After reading informational articles about these societies, students will recognize the detriments of a totalitarian government and how this burdens people around the world and the main character in the novel.

Students will also analyze the significance of symbolism in the story.

### Desired Outcome(s):

- Students will learn new vocabulary and will transfer their knowledge to be written and oral language.
- Students will acquire information about other cultures and will draw similarities between the fictional text and humanity. Students will collect evidence from the text to draw these similarities.
- Students will write an argumentative essay.
- Students will analyze the development of symbolism in a story and determine the significance of the symbols throughout the novel.
- Students will understand how an author's background reflects their writing.

### Common Core Standard(s):

RI.8.1, 8.2, 8.3, 8.5, 8.8

RL.8.1, 8.2, 8.4, 8.5, 8.7

SL.8.1

L.8.1, 8.2, 8.4

### Essential Questions:

- How can an author's experiences inspire in his/her writing?
- How does knowledge and memory influence an individual's perspective?
- How can being different be terrifying and empowering at the same time?
- How can our environment influence our choices?
- How are the traits of this fictional dystopia representative of totalitarian governments around the world?

### Key Terms/Concepts:

Utopia, dystopia, totalitarian government/ control, motif, foil, adaptations, omissions

### Unit Vocabulary:

1. Palpable
2. Apprehensive
3. Transgression
4. Aptitude
5. Chastise
6. Relinquish
7. Exuberant
8. Meticulous
9. Disposition
10. Anguish

- 11. Dismayed
- 12. Conspicuous
- 13. Pervaded
- 14. Falter
- 15. Solace

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
SL.8.1	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Music video to introduce the idea of utopia</li> <li>• Utopian Posters / short responses</li> <li>• Pass the word essential question activity</li> </ul>	<ul style="list-style-type: none"> <li>• Utopian Poster/ Response</li> <li>• Pass the word responses</li> <li>• Literacy and Communication school-wide rubrics</li> </ul>
RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.8 RL.8.1 RL.8.2 RL.8.4 RL.8.5	<ul style="list-style-type: none"> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• 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.</li> <li>• Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>• 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.</li> <li>• 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.</li> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Determine a theme or central idea</li> </ul>	<ul style="list-style-type: none"> <li>• Research totalitarian societies</li> <li>• Annotate informational texts and collect evidence</li> <li>• Complete response questions for “Total Control in North Korea” and non-fiction articles</li> <li>• Annotate “Burning a Book” and follow guided reading mode</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations</li> <li>• Reading comprehension response questions</li> <li>• Literacy and Communication school-wide rubrics</li> </ul>

	<p>of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>		
L.8.4a,c,d	<ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary graphic organizer</li> <li>• (Entrance slips) After reading each chapter, project the sentence where the word appears in the context of the book– predict meaning of the word based on context.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Entrance slips – informal assessment</li> <li>• Vocabulary quiz</li> <li>• Literacy school-wide rubric</li> </ul>
RI.8.1 RL.8.2 RL.8.3 RL.8.6 RI.8.3 RI.8.8 SL.8.1 L.8.1 L.8.2	<ul style="list-style-type: none"> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>• Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a</li> </ul>	<ul style="list-style-type: none"> <li>• Group work – symbolism exploration</li> <li>• Guided reading response questions</li> <li>• Entrance slips/ reading checks</li> <li>• Annotate informational text – compare to symbolism in the story</li> <li>• Analysis of Lois Lowry’s speech</li> </ul>	<ul style="list-style-type: none"> <li>• Group Participation - SL.8.1 Rubric</li> <li>• Response Questions &amp; graphic organizers</li> <li>• Entrance Slips</li> </ul>

	<p>decision.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>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.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Literacy, Communication, Analysis, and Collaboration school-wide rubrics</li> </ul>
RL.8.1, W.8.1, SL.8.1	<ul style="list-style-type: none"> <li>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Write arguments to support claims with clear reasons and relevant evidence</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Modern day foil activity – T-Chart to collect ideas</li> <li>Small group collaboration / whole group share-out</li> <li>Foil Analysis Graphic organizer – Asher vs. Jonas</li> </ul>	<ul style="list-style-type: none"> <li>Foil analysis</li> <li>Communication, Literacy and Analysis school-wide rubrics</li> </ul>
W.8.1a-d RL.8.2 L.8.1 L.8.2	<ul style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer to collect evidence for essay</li> <li>Writing template for essay</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Communication, Literacy and Analysis school-wide rubrics</li> </ul>

	<p>the reasons and evidence logically.</p> <ul style="list-style-type: none"> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>• 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.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		
RL.8.7	<ul style="list-style-type: none"> <li>• Analyze the extent to which a filmed or live production of a story stays faithful or departs from the text or script, evaluating the choices made by the directors or actors.</li> </ul>	<ul style="list-style-type: none"> <li>• Movie Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer &amp; response question</li> <li>• Literacy school-wide rubric</li> </ul>

**Suggested Resources and Texts:**

- *The Giver* by Lois Lowry
- *Would you Marry a Stranger?* By Jessica McBirney
- *Burning a Book* by William Stafford
- *Total Control in North Korea* by Jessica McBirney
- *Newbury Award Acceptance Speech* by Lois Lowry
- “*Death, Dignity, and California*” by *The Los Angeles Times*

**Suggested Technology:**

- Webquest research database [www.newsela.com](http://www.newsela.com)
- “Imagine” by John Lennon – youtube <https://www.youtube.com/watch?v=KHxFuO2Nk-0>

## Unit 7: Independent Reading Projects

**Introduction and Established Goals:**

These ongoing independent reading projects will encourage students to read outside of school with the understanding that they will still be assessed on their comprehension. Students will be able to practice active reading strategies and will demonstrate their comprehension of the books they are reading through creative projects and journal entries.

**Desired Outcome(s):**

- Students will practice close reading strategies.
- Students will analyze and trace the development of the theme in their book, citing evidence to support their claims.
- Students will analyze the significance of the author’s craft.
- Students will creatively demonstrate their understanding of the book.

**Common Core Standard(s):**

RL.8.1, 8.2, 8.3, 8.4, 8.6, 8.10

W.8.1, 8.2, 8.9

**Essential Questions:**

- How can I get more out of the books I read independently?

# LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<b>RL.8.1, 8.2, 8.3, 8.4, 8.6,</b>  <b>8.10</b>  <b>L.8.4</b>	<ul style="list-style-type: none"> <li>• Cite the textual evidence that mostly strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to character, setting, and plot; provide an objective summary of the text.</li> <li>• Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific words on meaning and tone, including analogies or allusions to other texts.</li> <li>• Analyze how the differences in points of view of the characters and the audience or reader create such effects as suspense or humor.</li> <li>• 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.</li> <li>• By the end of the year, read and comprehend literature at the high end of the grades 6-8 text complexity band independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• Book review samples</li> <li>• Expanding Personal Vocabulary – graphic organizer</li> <li>• Sticky note annotations while they read</li> <li>• Conferences to discuss annotations</li> <li>• Author’s Craft Analysis examples</li> <li>• Creative Comprehension project – Create a soundtrack, create a book trailer, create a poster to advertise book</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Author’s Craft Analysis</li> <li>• Annotations / Conferences</li> <li>• Notebook check – new vocabulary words</li> <li>• Creative comprehension project</li> <li>• Literary device analysis</li> <li>• Literacy and Analysis school-wide rubric</li> </ul>
<b>W.8.1, 8.2, 8.9</b>	<ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence</li> <li>• Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>• Draw evidence from literary or informational texts to support</li> </ul>	<ul style="list-style-type: none"> <li>• Review newspaper templates / the different sections in a newspaper</li> <li>• Sticky note annotations while they read</li> </ul>	<ul style="list-style-type: none"> <li>• Accumulative newspaper project</li> <li>• Literacy school-wide rubric</li> </ul>

	analysis or reflection		
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**Suggested Resources and Texts:**

- Students will select their own reading material for these projects. The teacher will confirm that the books are at grade level.

**Suggested Technology:**

- Dictionary.com, word processor, readwritethink.org for newspaper templates, Microsoft publisher