

ELA 8 Course Overview

Unit	Major Concepts	Skills	Summative Assessments
<p>Introduction to Literary Elements Moral Growth UNIT 1</p> <p><i>To Kill a Mockingbird</i> Non-fiction essays</p> <p>Short videos</p>	<p>Identify literary elements and their purposes.</p> <p>Identify theme.</p> <p>Understand the importance of social historical context and setting on the novel <i>To Kill a Mockingbird</i>.</p> <p>Explore identity and stereotypes as they relate to prejudice.</p> <p>Reflect on right vs. wrong, the law, democracy, conscience and how the novel is still relevant today.</p>	<p>Reading: Students can:</p> <ul style="list-style-type: none"> - Close read for deep comprehension of specific chapters - Recognize key similarities and differences to non-fiction texts - Question the narrator’s bias and reliability - Make inferences regarding what motivates characters’ actions and words - Understand the effect symbolism has on a novel - Identify and present commentary on writers’ craft. <p>Writing: Students can:</p> <ul style="list-style-type: none"> - Reflect on own identity and how it was shaped - Take notes on a central question throughout our reading and our discussions - Engage in reflective writing in order to enrich their reading experience - Analyze how particular lines of dialogue or incidents reveal aspects of a character and propel the action - Write a cohesive essay with textual evidence and analysis <p>Speaking & Listening: Students can:</p> <ul style="list-style-type: none"> - Actively listen and respond to others in discussions - Contribute and clarify their views to advance understanding - Formally present their ideas to the class <p>Language: Students can:</p> <ul style="list-style-type: none"> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling - Determine or clarify the meaning of unknown words using the context and reference materials - Use Greek or Latin affixes and roots as clues to the meaning of a word 	<p>Literary Analysis Essay</p>
<p>Historical Fiction UNIT 2</p> <p><i>Private Peaceful</i></p>	<p>Understand the protagonist’s journey: empathize with him and recognize his dilemma.</p>	<p>Reading: Students can:</p> <ul style="list-style-type: none"> - Make meaningful inferences - Demonstrate how setting/context can influence the book’s theme 	<p>Collection of written vignettes</p> <p>Essay on Symbolism</p>

ELA 8 Course Overview

<p><i>WWI Poetry</i></p> <p><i>To A Mouse</i></p> <p><i>Selected Short Literature</i></p>	<p>How structural techniques impact the novel's theme.</p> <p>The social historical context and plot challenges the protagonist's as well as the reader's previous understanding.</p>	<ul style="list-style-type: none"> - Identify what a motif is and how it contributes to an overall theme <p>Writing: Students can:</p> <ul style="list-style-type: none"> - Write and revise autobiographical vignettes - Use various figurative language including similes, metaphors, personification and analogies - Create imagery through use of the five senses - Implement character, plot structure and conflict in their own narrative piece - Use narrative techniques such as dialogue, pacing, description and reflection <p>Speaking & Listening: Students can:</p> <ul style="list-style-type: none"> - Actively listen and respond to others in discussions - Contribute and clarify their views to advance understanding - Formally present their ideas to the class <p>Language: Students can:</p> <ul style="list-style-type: none"> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling - Understand figurative language - Recognize repetition, alliteration, hyperbole - Use a dash to indicate a pause or break - Incorporate correct use of dialogue 	
<p>Coming of Age UNIT 3</p> <p><i>The Curious Incident of the Dog in the Night-time</i></p> <p><i>The True Story of a Part-time Indian</i> <i>A Separate Peace</i></p> <p><i>Never Let Me Go</i></p>	<p>Coming of Age' novels involve courage, adversity, identity, and the search for the truth.</p> <p>What happens to the protagonist directly connects to the themes of the novel.</p> <p>It is important to take an active role in reading.</p>	<p>Reading: Students can:</p> <ul style="list-style-type: none"> - Respond to the text through personal connections - Actively read for understanding - Synthesize connections to protagonists and themes from our other works - Identify what defines a 'coming of age' genre <p>Writing: Students can:</p> <ul style="list-style-type: none"> - Research self-generated topics to enrich their experience - Reflect on a novel as whole - Identify what is meaningful to them personally and describe how they relate to the protagonist's experience 	<p>Socratic Seminar</p> <p>Reflective Essay</p>

ELA 8 Course Overview

<p><i>Lucy and Linh</i></p> <p><i>Far From the Tree</i></p> <p><i>American Street</i></p>		<p>Speaking & Listening: Students can:</p> <ul style="list-style-type: none"> - Collaborate with their peers to advance their own interpretations and learn from other viewpoints - Discover their own realizations about growing up, adversity and courage <p>Language: Students can:</p> <ul style="list-style-type: none"> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling - Use first person when writing a reflective essay - Use textual evidence and cite it 	
<p>Fantasy vs. Realism UNIT 4</p> <p><i>The Ocean at the End of the Lane</i></p>	<p>Literature can be identified as belonging to more than one genre.</p> <p>A story's complexity and the reader are impacted by the way an author intentionally structures his story</p> <p>Common elements define the fantasy genre.</p>	<p>Reading: Students can:</p> <ul style="list-style-type: none"> - Understand how a multi-genre novel can create multiple interpretations - Recognize the author's use of fantasy elements and how they serve as a mirror to life events in this genre - Research literary references to examine the author's intention - Compare and contrast the structure of two texts and analyze how the differing structure contributes to its meaning and style - Analyze how memory influences a narrative <p>Writing: Students can:</p> <ul style="list-style-type: none"> - Interpret ambiguous events through their own viewpoint and support it with textual evidence - Brainstorm, write a clear thesis statement and topic sentences which compare and contrast 2 texts (use <i>Private Peaceful</i> and <i>The Ocean at the End of the Lane</i> as an example) <p>Speaking & Listening: Students can:</p> <ul style="list-style-type: none"> - Practice responding to texts and peers while making meaningful contributions in small and whole class discussions <p>Language: Students can:</p> <ul style="list-style-type: none"> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling 	<p>Socratic Seminar</p>

ELA 8 Course Overview

		<ul style="list-style-type: none"> - Make similarities and differences clear through precise comparisons and transitions words - Determine or clarify the meaning of unknown words using the context and reference materials 	
<p>Research Writing UNIT 5</p> <p><i>Current events and selected non-fiction texts</i></p>	<p>Determining acceptable sources.</p> <p>Using statistics in writing.</p> <p>Preparing arguments and using support.</p>	<p>Reading: Students can:</p> <ul style="list-style-type: none"> - Find a variety of rich resources including primary documents - Take notes on various sources and learn how to synthesize - Recognize how everyday newspapers and magazines rely on research <p>Writing: Students can:</p> <ul style="list-style-type: none"> - Develop a research question which involves an injustice - Paraphrase, use experts' quotes, case studies, facts and statistics to support their arguments - Write arguments which build on one another in a logical and convincing manner - Write a thesis statement which reflects their essay - Use the opposition to make an argument more convincing - Write an effective introduction and conclusion - Incorporate relevant background information - Write a formal research paper with MLA citations and an MLA Works Cited page - Conference and revise their writing over an extended period of time <p>Speaking & Listening: Students can:</p> <ul style="list-style-type: none"> - Consider how they can make a difference and serve as an advocate for their subject (possibly doing community service) - Prepare an oral presentation for their peers on their advocacy project - Respond to their peers' questions - Closely listen and evaluate their peers' arguments. <p>Language: Students can:</p> <ul style="list-style-type: none"> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling - Use a variety of sentences including compound and complex - Use commas, semicolons, and colons correctly 	<p>Research Paper</p>

ELA 8 Course Overview

		<ul style="list-style-type: none">- Acquire and use accurately academic and domain-specific words and phrases- Use transitions effectively to help build their points- Use third person	
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