

Content Area: English			Grade Level/Course		District: ISD 1			
Author: Lindsey Kaiser			8th Grade English		Date: August 2016			
Unit	Content (Essential Questions)	Objectives/ Skills/ Processes	Learning Targets	Vocabulary	Assessment	Resources & Technology (Students will always need a computer to access email, internet, Google Drive, etc.)	Mn Standard & Benchmarks	Estimate # of days on Unit
Sept. - Fiction stories/Short stories from Elements of Literature book. Paragraph work. Class debate.	What are the elements that make up a short story? What is a theme? What is foreshadowing? What is satire? What does it mean to be insane? What literary techniques should a student know and what reading strategies should a student be able to apply when reading a story?	Students will read, understand, and analyze short stories. Outline basic structure, structural elements and literary devices in stories read. Identify literary devices used in prose: metaphor, dramatic irony, symbolism, coincidence, foreshadowing, flashback, irony, allusion, hyperbole, oxymoron, parody. Students will be able to recognize plot elements in short stories and analyze characters- their traits, motivations, conflicts, points of view, relationships, and changes. Readers compare and contrast themes across short texts to explore various recurring and universal themes. Students will 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 other's ideas and expressing their own clearly.		Context clues, Greek and Latin roots, prefixes, suffixes, inference, figurative language, similes, metaphors, figures of speech, verbal irony, situational irony, dramatic irony, puns, connotations, denotations, short story elements (exposition, rising action, climax, falling action, resolution/denouement), Theme, satire, conflict (internal and external), foreshadowing, tone, mood, point of view, types of characterization, symbolism, protagonist, antagonist, flashback, Imagery, Sensory details.	Short story reading quizzes, vocabulary quizzes, paragraph assessments, class debate on the Tell-Tale Heart, final test on short stories.	Law of the Land by , The Monkey's Paw by: W. W. Jacobs, The Landlady by Roald Dahl, The Tell-Tale Heart by Edgar Allan Poe, The Lottery by: Shirley Jackson, The Ransom of Red Chief by: O. Henry, Flowers for Algernon (excerpt) by Daniel Keyes. 6+1 Traits of Writing Book by: Ruth Culham.	Writing Benchmarks: 8.7.1.1 (a-e), 8.7.3.3 (a-e), 8.7.4.4, 8.7.5.5, 8.7.6.6, Speaking, Viewing, Listening and Media Literacy Benchmarks: 8.9.1.1 (a-e), 8.9.2.2, 8.9.3.3, 8.9.4.4, 8.9.5.5, 8.9.6.6 Language Benchmarks: 8.11.1.1 (a-d), 8.11.2.2 (a-c), 8.11.3.3a, 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6 Reading Literature Benchmarks: 8.4.1.1, 8.4.2.2, 8.4.3.3, 8.4.4.4, 8.4.5.5, 8.4.6.6, 8.4.7.7, 8.4.9.9, 8.4.10.10b	
Oct. - Narrative writing/online story maker/comics/short story/creative writing	What writing techniques should I use?	Students will plan, draft, revise, and write a personal narrative and fictional short story.		Dialogue, active v. passive voice, chronological order,	Final narrative paper, character sketch, and fictional short story.		Writing Benchmarks: 8.7.3.3 (a-e), 8.7.4.4, 8.7.5.5, 8.7.6.6, Language Benchmarks: 8.11.1.1 (a-d), 8.11.2.2 (a-c), 8.11.3.3a	
Nov. - Science Fiction/Utopia v. Dystopia/The Giver by: Lois Lowry or Legend by: Marie Lu	What is a dystopia? Is it ever really possible to achieve a utopic society? Do rules limit our freedoms or keep us safe? Is there the promise of progress worth the loss of lives? Why are dystopian novels so popular? What are the characteristics of dystopian fiction? When should one conform to the wishes or rules of others? What are the effects of standing up for what you believe? How important is it for people to have choices and the ability to make choices? How does conformity impact the individual and society? How would our world change if everyone was the same? When is it necessary to challenge those in power?			Utopia, Dystopia, Theme, Symbolism, Identity, Euthanasia, Genetic Engineering,	Chapter quizzes, final exam, vocabulary work, class discussions, group activities, socratic seminar, community life schedule, venn diagrams, create your own utopia project, argumentative essays. Kahoot review.	The Giver by: Lois Lowry or Legend by: Marie Lu	Speaking, Viewing, Listening and Media Literacy Benchmarks: 8.9.7.7 (a-c), Language Benchmarks: 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6 Reading Literature Benchmark: 8.4.1.1, 8.4.2.2, 8.4.3.3, 8.4.4.4, 8.4.7.7	
Dec. - Argumentative Writing	How is an argument developed? What are the characteristics/necessities of a solid argument? What is credible evidence? What is a credible source? How do I cite my information? How do writers of argumentative papers structure and craft their pieces? How do writers of position papers use language features to persuade their readers?	Students will be able to argue a position and effectively refute a counter claim to understand how to develop and communicate arguments. Choose a topic which they are interested in and gather related research materials to formulate a position based on authentic concerns. Research credible sources and take notes on a topic about which they are interested to find and organize evidence to support their claim. Compare and contrast multiple accounts of the same topic or event to effectively acknowledge and address alternative or opposing claims. Craft strong claim statements about an issue to express the position clearly and powerfully. Plan how their argument will unfold to organize their writing in a logical way that establishes a formal style so the reader can follow the reasoning. Edit for conventions of Standard English to convey ideas and concepts clearly. Provide a list of sources to give credit to any and all resources utilized during the research process.		Claims, evidence, logic, phrases, clauses, counterclaims, formal tone, conclusion, analysis, transitions, cohesion, style, context, point of view, sequence, rebuttal, hook, citations.	Argumentative Essays based on writing prompts. Final argumentative essay based on theme from dystopia novel.		Writing Benchmarks: 8.7.1.1 (a-e), 8.7.4.4, 8.7.5.5, 8.7.6.6, 8.7.7.7, 8.7.8.8 Language Benchmarks: 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6 Reading Informational Text Benchmarks: 8.5.8.8	
Jan. - Greek Mythology, Informative Writing Research paper and presentation. The Iliad, Odyssey, Aeneid (abridged and modified).	How do myths reflect the way we think, grow, mature, and deal with experience?			Plagiarism, MLA format, Citations,	Myths quizzes, vocabulary quizzes, research a Greek God and design a multimedia presentation. Final exam, compare/contrast activity.	Various Greek Mythology plays, Abridge versions of The Odyssey, The Iliad, and the Aeneid. Various Greek Myths stories, Jim Henson's Storyteller myth videos, Disney's Hercules, Percy Jackson and the Lightning Thief movie.	Writing Benchmarks: 8.7.2.2 (a-f), 8.7.4.4, 8.7.5.5, 8.7.6.6, 8.7.7.7, 8.7.8.8 Speaking, Viewing, Listening and Media Literacy Benchmarks: 8.9.7.7 (a-c) Language Benchmarks: 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6 Reading Literature Benchmark: 8.4.7.7, 8.4.9.9, 8.4.10.10 (a-b)	
Feb. - Nonfiction articles from Scope magazine, Newsela, Dognews. Nonfiction novel choice: Prisoner B 3087 or A Long Walk to Water. Nonfiction writing- Informational Text (research paper)	How does understanding a text's structure help me better understand its meaning? What are the 6 different types of text structure? What do readers gain from reading informational text? What life skills did victims use to cope with the adversity? How can we use the historical literature to help us cope with our own troubles? How have lessons from our past mistakes affected the way we now deal with conflicts?	Students will be able to synthesize the important ideas from smaller sections of the whole to determine the overall main idea. Identify and analyze the relationship between key ideas, people, and events in informational text to begin to organize information. Determine the meaning of new vocabulary in their reading to expand their vocabulary.		objective summary, analogies, central idea, inferences, analysis, textual evidence, conclusions, compare/contrast, tone, allusions, author's purpose	Newela.com, Dogonews.com, Article of the week, Scholastic Scope magazine. Prisoner B-3087 by:		Writing Benchmarks: 8.7.4.4, 8.7.5.5, 8.7.6.6, 8.7.7.7, 8.7.8.8, 8.9.9.9 Language Benchmarks: 8.11.1.1 (a-d), 8.11.2.2 (a-c), 8.11.3.3a, 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6 Reading Informational Text Benchmarks: 8.5.1.1, 8.5.2.2, 8.5.3.3, 8.5.4.4, 8.5.5.5, 8.5.6.6, 8.5.7.7, 8.5.8.8, 8.5.9.9	

March - Poetry and reading skills, grammar review, Native American stories and poems.	Why do we read and write poetry? How does poetry differ from other forms of literature? What are poetic devices? What is figurative language? What is structure? What are the essential elements of poetry? How do poets express self, identity, and other themes in their work? How can I express myself through poetry...do I dare?	Students will know how the structure and composition of poetry differs from other forms of literature. Students will know that poetry relies on the use of figurative language that must be deciphered in order to comprehend the underlying ideas in a poem. Students will know how to draw inspiration for their own poetry writing through thoughtful observation, discussion, and interaction. Students will be able to understand, appreciate, discuss, interpret, and analyze a variety of poems. They will identify and understand connotation, tone, theme, different poetic structures and devices, and create original poems using the forms and structures that most fit with their unique voices and sense of identity.	Limericks, Sonnets, Haikus, Free verse, Ballad, Ode, Analyze, Delineate, Evaluate, Themes, Patterns, Myths, Legends, Rhyme Scheme, Rhythm, Stanza, Mood,	Write original and modeled poems in an anthology centered around the theme of identity. Presentation of their best poem through a medium of student's choice.	The Jabberwocky by: Lewis Carroll, "Casey at the Bat," "The Road Not Taken" by: Robert Frost, "The Raven" by: Edgar Allan Poe, "Do not go Gentle into that Good Night" by: Dylan Thomas. Blasphemy: New & Selected Stories by: Sherman Alexie, Bleed into Me - A book of stories by: Stephen Graham Jones, LaRose: A Novel by: Louise Erdrich.	Writing Benchmarks: 8.7.3.3 (a-e), 8.7.9.9 (a-b). Language Benchmarks: 8.11.1.1 (a-d), 8.11.2.2 (a-c), 8.11.3.3a, 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6 Reading Literature Benchmarks: 8.4.2.2, 8.4.3.3, 8.4.4.4, 8.4.9.9, 8.4.10.10b,	
April - Media Literacy/Technology/Advertising/Persuasion/Debate or Speech	Ωματ δο ρεαλέρα γιαν φο	Students will be able to understand that media literacy is the ability to access, interpret, analyze, evaluate, and use all forms of media from direct mail pieces to newspaper articles and television advertisements to Internet content. Media literacy includes understanding that because different people interpret messages in different ways, the media often change their message about the same product or issue to fit their intended audience. Notice significant visual images, words/sentences/phrases sections of the text, audio sounds and ask, "Does this piece of media text have greater meaning?" to identify inferred messages and how they are developed. Notice the structure and features of the media form under study to deepen understanding of the genre and apply that knowledge to our work. Synthesize the important ideas from smaller sections of the whole to determine the overall main idea	Bias, Logos, Ethos, Pathos, Credibility, Paraphrase, Rhetoric,			Writing Benchmarks: 8.7.1.1 (a-e), 8.7.2.2 (a-f), 8.7.4.4, 8.7.5.5, 8.7.6.6, 8.7.7.7, 8.7.8.8 Speaking, Viewing, Listening and Media Literacy Benchmarks: 8.9.1.1 (a-e), 8.9.2.2, 8.9.3.3, 8.9.4.4, 8.9.5.5, 8.9.6.6, 8.9.7.7 (a-c). Language Benchmarks: 8.11.1.1 (a-d), 8.11.2.2 (a-c), 8.11.3.3a, 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6 Reading Informational Text Benchmarks: 8.5.9.9	
May - The Outsiders	Who am I? How do I identify? What are cliques and stereotypes? What is loyalty? Who is family? How do individuals overcome challenges and what can we learn from their example?	Students will be able to identify how characters change and develop over the course of a text to uncover themes in a text.		Manslaughter laws, self-defense laws, regional dialect, 1960s pop culture, metaphor, imagery, stereotypes	The Outsiders by: S.E. Hinton. "Nothing Gold Can Stay" poem by: Robert Frost. The Outsiders movie (1982).	Speaking, Viewing, Listening and Media Literacy Benchmarks: 8.9.7.7 (a-c) Language Benchmarks: 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6 Reading Literature Benchmarks: 8.4.1.1, 8.4.2.2, 8.4.3.3, 8.4.4.4, 8.4.6.6, 8.4.7.7, 8.4.10.10	
Independent Reading	What is reading for pleasure? What do you enjoy reading? How do we become strong readers? What do readers gain from reading and analyzing literature?			Independent Reading Log, Book Talk, Book Trailer, Movie Poster, Literary Analysis		Speaking, Viewing, Listening and Media Literacy Benchmarks: 8.9.8.8 (a-b) Reading Literature Benchmarks: 8.4.3.3, 8.4.4.4, 8.4.6.6, 8.4.7.7, 8.4.10.10 (a-b) Reading Informational Text Benchmarks: 8.5.10.10a	
Grammar, Journaling, Writer's Notebook	How can writers adapt the rules of grammar and usage when writing or speaking.	Students will be able to write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Verbals, gerunds, participles, infinitives, active and passive voice, verb forms (indicative, imperative, interrogative, conditional, and subjunctive mood), verb choice and mood, commas, ellipsis, dash.	Writing assessments in formal essays, quizzes, NoRedInk.com Sadlier's Grammar for Writing: Grade 8, NoRedInk.com	Writing Benchmarks: 8.7.4.4, 8.7.5.5, 8.7.10.10 a. Language Benchmarks: 8.11.1.1 (a-d), 8.11.2.2 (a-c), 8.11.3.3a, 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6	Throughout each month and during each writing unit.
Vocabulary	What are factors that shape vocabulary?	Students will 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.		Sadlier Vocabulary quizzes, reading quizzes, vocabulary games and activities, Kahoot reviews.	Sadlier Vocabulary Workshop Level C, Vocabulary From Latin and Greek Roots: A Study of Word Families by: Prestwick House, Vocabulary from various classroom novels and literary readings.	Language Benchmarks: 8.11.4.4 (a-d), 8.11.5.5 (a-c), 8.11.6.6	Weekly throughout the year, words lists will change depending on the unit.