

Topic: Drama and Non-fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Know:

Understand:

Do:

<p>Analysis of lines</p> <p>Vocab.: dialogue, drama, monologue, setting</p> <p>Analysis of point of view</p> <p>Vocab.: class, discriminate, divide, point of view, represent</p> <p>Voice and mood of verbs</p> <p>Vocab.: active voice, passive voice, conditional mood, subjunctive mood, indicative, imperative, interrogative</p> <p>Analysis of original vs. script vs. filmed production</p> <p>Vocab.: distinguish, evaluate, genre, identify, judge, script, staging,</p> <p>Analysis of author's message and purpose</p> <p>Vocab.: explicit, implicit, text structure</p>	<p>Background knowledge of facts can enhance the effects that literature, presented in the form of various mediums, can have on the reader.</p>	<p>Analyze how particular lines of dialogue in a drama propel the action, reveal aspects of character or provoke a decision.</p> <p>Analyze how differences in points of view can create effect such as suspense and humor.</p> <p>Identify verbs in the active or passive voice; indicative, imperative, interrogative, conditional or subjunctive voice; evaluate them for effectiveness and use them in writing to achieve particular effects.</p> <p>Analyze in writing the purpose of information presented in diverse media and formats and the extent to which a filmed production of the drama read stays faithful to or departs from the script, evaluating choices made by directors and/or actors.</p> <p>Determine a central idea and the author's purpose in a non-fiction text, analyzing its development in paragraphs, and citing textual evidence both explicit and implicit.</p> <p>Analyze how a text makes connections among and distinctions between individual ideas or events.</p> <p>Delineate a speaker's argument and evaluate it according to knowledge gained throughout the unit.</p>
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Topic: Drama and Non-fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Know:

Understand:

Do:

<p>Analysis of author's relevancy</p> <p>Vocab.: analogy, categorize, comparison,</p> <p>Summarization of speakers' experiences</p> <p>Vocab.: delineate, reasoning, relevancy</p>		
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Topic: Drama and Non-fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Which standards are students learning in this unit?

8.R.L.3; 8.R.L.6; 8.L.1 b, c, d, 3a; 8.R.L.7; 8.S.L.2, 8.W.1, 1a, b, c, d, e, 9; 8.R.I.1, 2, 5, 6; 8.R.I.3; 8.S.L.3

Topic: Fiction vs. Nonfiction

Days: 40

Subject(s): English Language Arts

Grade(s): 8th

Know:

Understand:

Do:

<p>Citing evidence</p> <p>Vocab.: bias, confirm, evidence, inference, illogical, irony</p> <p>Vocabulary in Context</p> <p>Vocab. connotative, denotative</p> <p>Structure analysis</p> <p>Voocab. text structure, tone, author's style, satire</p> <p>Types of myths and traditional stories</p> <p>Vocab. patterns of events, character types, theme</p> <p>Evaluation of articles and editorials</p> <p>Vocab. preconceived notion, contradict, factual, investigate</p> <p>Development of an argument in writing</p> <p>Vocab. argument</p>	<p>The discernment of truth from fictional and nonfictional writing is an exercise in subjective reasoning.</p>	<p>Find textual evidence to support analysis of what the text says explicitly and implicitly.</p> <p>Determine meanings of words and phrases as they are used in the text by looking at context, affixes and roots, and definitions connotatively and denotatively.</p> <p>Compare and contrast structure of texts to analyze how they contribute to meaning and style.</p> <p>Analyze how a modern work compares to types of myths or traditional stories.</p> <p>Identify and evaluate the authors' in intent and arguments to support it, examining word choices, allusions, and comparing their views.</p> <p>Employ the writing process to develop an argument related to one of the works studied. Support claims, and research information for more understanding of the subject.</p>
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Topic: Fiction vs. Nonfiction

Days: 40

Subject(s): English Language Arts

Grade(s): 8th

Which standards are students learning in this unit?

RL.1;RL.8.4;L.4; L.5.b,c; RL8.5, 6; SL.2; RL8.9; RI.1, 2, 3, 6, 8, 9; WI.4, 5, 7, 8,; L.2.a,b,c

Topic: Historical Fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Know:

Understand:

Do:

<p>Identifying Theme</p> <p>Vocab.: emphasize, historical fiction, influence</p> <p>Analyzing writing style</p> <p>Vocab.: cultural, dramatic irony, symbolism</p> <p>Verbals</p> <p>Vocab.: gerunds, infinitives, participles</p> <p>Comparison of novel to movie</p> <p>Research paper</p> <p>Vocab.: cite, MLA, sources</p>	<p>History, whether academic or represented in historical fiction, has an impact on decisions and actions of society today.</p>	<p>Determine the theme of the text and trace its development and relationship to characterization, setting and plot.</p> <p>Analyze lines of writing, structure, points of view, figurative language, word choices, and phrases that contribute to character development, suspense and humor.</p> <p>Identify the use of verbals and their function in particular sentences.</p> <p>Analyze the extent to which the film stays faithful to the novel.</p> <p>Using the writing process and correct conventions, write an informational paper that relates to the theme of the works this year. Conduct research and accurately cite at least three sources of different types.</p>
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Topic: Historical Fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Which standards are students learning in this unit?

8.R.1.2; 8.R.L.3, 4, 6; 8.L.5, 5 a, b, c; 8.L.1a; 8.R.L.7; 8.W.2, 2 a, b, c, d, e, f, 4, 5, 6, 8

Topic: Poetry

Days: 20

Subject(s): English Language Arts

Grade(s): 8th

Know:

Understand:

Do:

<p>Analysis of a poet's meaning and purpose</p> <p>Vocab.: symbolism, figurative v. literal language</p> <p>Evaluation of figurative language</p> <p>Vocab.: metaphor, simile, personification, hyperbole, imagery, rhythm and meter, rhyme scheme</p>	<p>Poetry is a way to communicate expressively with the world.</p>	<p>Analyze what the poet is saying and cite textual evidence to support ideas.</p> <p>Identify use of figurative language and evaluate its effectiveness.</p>
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Topic: Poetry

Days: 20

Subject(s): English Language Arts

Grade(s): 8th

Which standards are students learning in this unit?

R.L.1, 4; 8.W.9; 8.L.5, 5 a b

Topic: Short Stories

Days: 25

Subject(s): English Language Arts

Grade(s): 8th

Know:

Understand:

Do:

<p>Plot and character development</p> <p>Vocab.: allegory, humor, interact, mood, negotiate, oppose, solution, strength of character, viewpoint</p> <p>Comparison of structure</p> <p>Vocab.: perspective, writing syle</p> <p>Recognition of English language standards</p> <p>Vocab.: standard English</p> <p>Writing narrative</p> <p>Vocab.: narrative</p>	<p>Conflict and its resolution is an integral part of a story's plot and characterization.</p>	<p>Analyze how spoken lines, incidents and points of view affect plot and characterization.</p> <p>Compare and contrast the structures of short stories read and how they contribute to meaning and style.</p> <p>Review rules for punctuation, capitalization and spelling and correct it accordingly in stories using dialect or are not written in standard English (suggested "Flowers for Algernon).</p> <p>Using the writing process, compose a short story narrative of real or imagined events, establishing point of view, imploying narrative techniques, transitioning through the story with precise words and phrases.</p>
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Topic: Short Stories

Days: 25

Subject(s): English Language Arts

Grade(s): 8th

Which standards are students learning in this unit?

8.R.L.3.6; 8.R.L.5; 8.L.2, 2a, b, c; 8.W.3, 3a, b, c, d, e, 4, 5, 6

Topic: Drama and Non-fiction

Days: 45

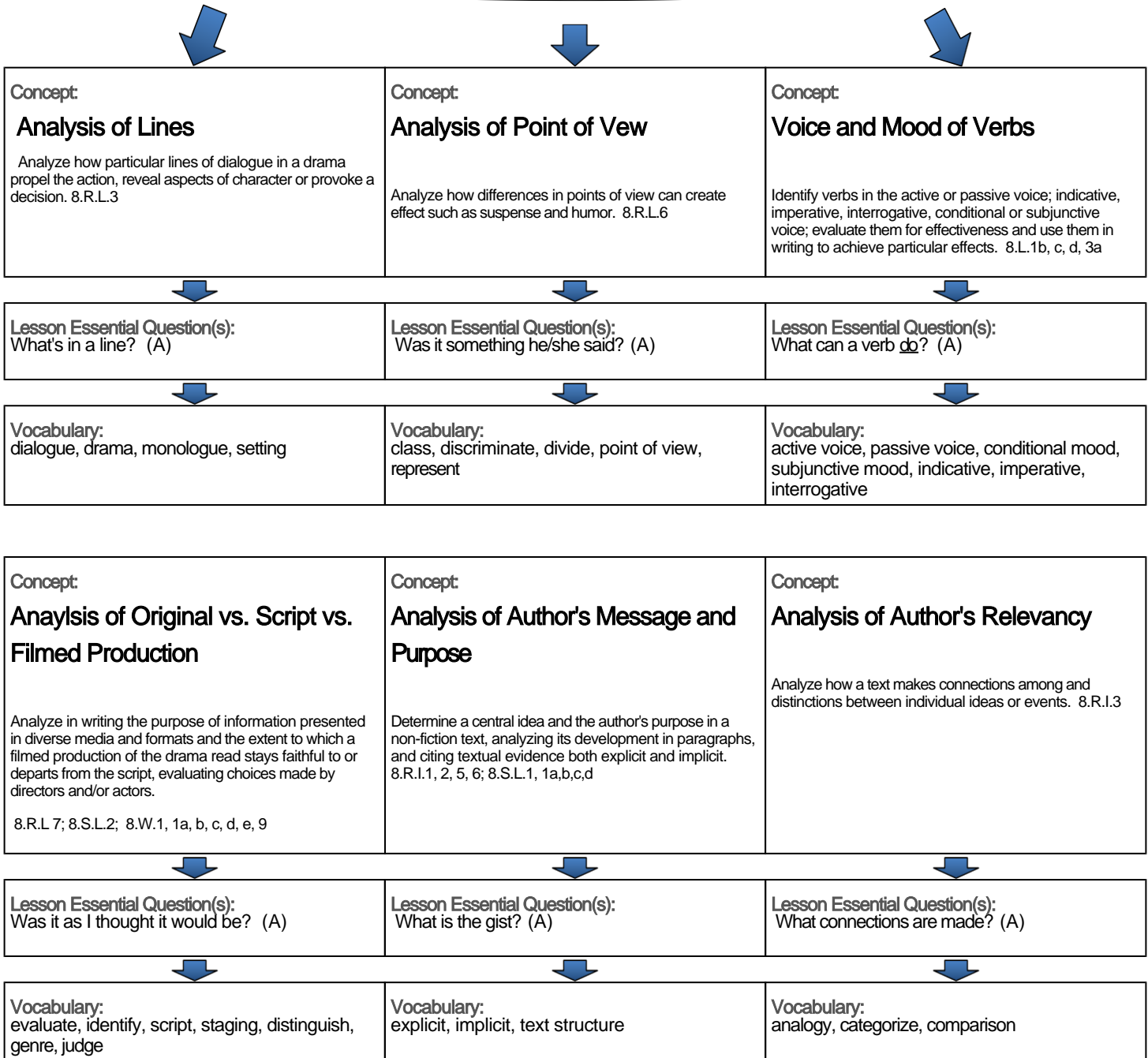
Subject(s): English Language Arts

Grade(s): 8th

Key Learning: Background knowledge of facts can enhance the effects that literature, presented in the form of various mediums, can have on the reader.



Unit Essential Question(s): **How information is enough?**



Topic: Drama and Non-fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Concept:

Summarization of Speakers' Experiences

Delineate a speaker's argument and evaluate it according to knowledge gained throughout the unit. 8.S.L.3



Lesson Essential Question(s):

What was it like? (ET)

(ET)



Vocabulary:

delineate, reasoning, relevancy

Additional Information:

Attached Document(s):

Vocab Report for Topic: Drama and Non-fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Concept: Analysis of Lines

dialogue -
drama -
monologue -
setting -

Concept: Analysis of Point of View

class -
discriminate -
divide -
point of view -
represent -

Concept: Voice and Mood of Verbs

active voice -
passive voice -
conditional mood -
subjunctive mood -
indicative -
imperative -
interrogative -

Concept: Analysis of Original vs. Script vs. Filmed Production

evaluate -
identify -
script -
staging -
distinguish -
genre -
judge -

Concept: Analysis of Author's Message and Purpose

explicit -
implicit -
text structure -

Concept: Analysis of Author's Relevancy

analogy -
categorize -
comparison -

Vocab Report for Topic: Drama and Non-fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Concept: Summarization of Speakers' Experiences

delineate -

reasoning -

relevancy -

Topic: Fiction vs. Nonfiction

Days: 40

Subject(s): English Language Arts

Grade(s): 8th

Key Learning: The discernment of truth from fictional and nonfictional writing is an exercise in subjective reasoning.



Unit Essential Question(s): **Is truth the same for everyone?**

<p>Concept: Citing evidence Find textual evidence to support analysis of what the text says explicitly and implicitly.</p>	<p>Concept: Vocabulary in Context Determine meanings of words and phrases as they are used in the text by looking at context, affixes and roots, and definitions connotatively and denotatively.</p>	<p>Concept: Structural Analysis Compare and contrast structure of texts to analyze how they contribute to meaning and style.</p>
↓	↓	↓
<p>Lesson Essential Question(s): How do I know this is what it means? (A)</p>	<p>Lesson Essential Question(s): How do I know <u>this</u> is what it means? (A)</p>	<p>Lesson Essential Question(s): How does varying structure or points of view help get a message sent? (A)</p>
↓	↓	↓
<p>Vocabulary: bias, confirm, evidence, inference, illogical, irony</p>	<p>Vocabulary: connotative, denotative</p>	<p>Vocabulary: text structure, tone, author's style, satire</p>
<p>Concept: Comparison to Myths or Traditional Stories Analyze how a modern work compares to types of myths or traditional stories.</p>	<p>Concept: Evaluation of Articles and Editorials Identify and evaluate the authors' in intent and arguments to support it, examining word choices, allusions, and comparing their views.</p>	<p>Concept: Development of an Argument in Writing Employ the writing process to develop an argument related to one of the works studied. Support claims, and research information for more understanding of the subject.</p>
↓	↓	↓
<p>Lesson Essential Question(s): Of what does this story remind me (A)</p>	<p>Lesson Essential Question(s): What are they saying? (A)</p>	<p>Lesson Essential Question(s): Can I say what I mean? (A)</p>
↓	↓	↓
<p>Vocabulary: patterns of events, character types, theme</p>	<p>Vocabulary: preconceived notion, contradict, factual, investigate</p>	<p>Vocabulary: argument</p>

Additional Information:

Attached Document(s):

Vocab Report for Topic: Fiction vs. Nonfiction

Days: 40

Subject(s): English Language Arts

Grade(s): 8th

Concept: Citing evidence

bias -
confirm -
evidence -
inference -
illogical -
irony -

Concept: Vocabulary in Context

connotative -
denotative -

Concept: Structural Analysis

text structure -
tone -
author's style -
satire -

Concept: Comparison to Myths or Traditional Stories

patterns of events -
character types -
theme -

Concept: Evaluation of Articles and Editorials

preconceived notion -
contradict -
factual -
investigate -

Concept: Development of an Argument in Writing

argument -

Topic: Historical Fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Key Learning: History, whether academic or represented in historical fiction, has an impact on decisions and actions of society today.



Unit Essential Question(s):

How does history impact us today?

<p>Concept: Identifying Theme</p> <p>Determine the theme of the text and trace its development and relationship to characterization, setting and plot. 8.R.1.2</p>	<p>Concept: Analyzing Writing Style</p> <p>Analyze lines of writing, structure, points of view, figurative language, word choices, and phrases that contribute to character development, suspense and humor. 8.R.L.3, 4, 6; 8.L.5, 5a, b, c</p>	<p>Concept: Verbals</p> <p>Identify the use of verbals and their function in particular sentences. 8.L.1a</p>
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<p>Lesson Essential Question(s): What is the theme of the novel? (A)</p>	<p>Lesson Essential Question(s):</p>	<p>Lesson Essential Question(s): Are verbals safe? (A)</p>
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<p>Vocabulary: emphasize, historical fiction, influence</p>	<p>Vocabulary:</p>	<p>Vocabulary: gerund, infinitive, participle</p>
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<p>Concept: Comparison of the Novel to the Movie</p> <p>Analyze the extent to which the film stays faithful to the novel. 8.R.L.7</p>	<p>Concept: Research Paper</p> <p>Using the writing process and correct conventions, write an informational paper that relates to the theme of the works this year. Conduct research and accurately cite at least three sources of different types. 8.W.2, 2a, b, c, d, e, f, 4, 5, 6, 8</p>
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<p>Lesson Essential Question(s): How do they compare? (A)</p>	<p>Lesson Essential Question(s): What is fair? (ET)</p>
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<p>Vocabulary:</p>	<p>Vocabulary: cite, MLA, source</p>
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Additional Information:

Attached Document(s):

Vocab Report for Topic: Historical Fiction

Days: 45

Subject(s): English Language Arts

Grade(s): 8th

Concept: Identifying Theme

emphasize -
historical fiction -
influence -

Concept: Verbals

gerund -
infinitive -
participle -

Concept: Research Paper

cite -
MLA -
source -

Topic: Poetry

Days: 20

Subject(s): English Language Arts

Grade(s): 8th

Key Learning: Poetry is a way to communicate expressively with the world.



Unit Essential Question(s):

What is the secret to reaching someone with words?



Concept:

Analysis of a Poet's Purpose and Meaning

Analyze what the poet is saying and cite textual evidence to support ideas. 8. R.L.1, 4; 8.W.9



Lesson Essential Question(s):
What is the poet saying? (A)



Vocabulary:

figurative language, literal language, symbolism

Concept:

Evaluation of Figurative Language

Identify use of figurative language and evaluate its effectiveness. 8.L.5, 5a,b



Lesson Essential Question(s):
How does the poet say it? (A)



Vocabulary:

metaphor, simile, personification, hyperbole, imagery, rhythm and meter, rhyme scheme

Additional Information:

Attached Document(s):

Vocab Report for Topic: Poetry

Days: 20

Subject(s): English Language Arts

Grade(s): 8th

Concept: Analysis of a Poet's Purpose and Meaning

figurative language -
literal language -
symbolism -

Concept: Evaluation of Figurative Language

mataphor -
simile -
personification -
hyperbole -
imagery -
rhythm and meter -
rhyme scheme -

Topic: Short Stories

Days: 25

Subject(s): English Language Arts

Grade(s): 8th

Key Learning: **Conflict and its resolution is an integral part of a story's plot and characterization.**



Unit Essential Question(s):

Can all conflict be resolved?



Concept:

Plot and Character Development

Analyze how spoken lines, incidents and points of view affect plot and characterization. 8.R.L.3, 6;

Concept:

Comparison of Structure

Compare and contrast the structures of short stories read and how they contribute to meaning and style. 8.R.L.5

Concept:

Recognition of English Language Standards

Review rules for punctuation, capitalization and spelling and correct it accordingly in stories using dialect or are not written in standard English (suggested "Flowers for Algernon"). 8.L.2, 2a, b, c



Lesson Essential Question(s):

What techniques does the author use to propel the action or reveal an aspect of character? (A)

Lesson Essential Question(s):

How do they compare? (A)

Lesson Essential Question(s):

What is "standard English"? (A)



Vocabulary:

allegory, humor, interact, mood, negotiate, oppose, solution, strength of character, viewpoint

Vocabulary:

perspective, writing style

Vocabulary:

standard English

Concept:

Writing Narrative

Using the writing process, compose a short story narrative of real or imagined events, establishing point of view, employing narrative techniques, transitioning through the story with precise words and phrases. 8.W.3, 3a, b, c, d, e, 4, 5, 6



Lesson Essential Question(s):

What story will I tell? (A)



Vocabulary:

narrative

Topic: Short Stories

Days: 25

Subject(s): English Language Arts

Grade(s): 8th

Additional Information:

Attached Document(s):

Vocab Report for Topic: Short Stories

Days: 25

Subject(s): English Language Arts

Grade(s): 8th

Concept: Plot and Character Development

allegory -
humor -
interact -
mood -
negotiate -
oppose -
solution -
strength of character -
viewpoint -

Concept: Comparison of Structure

perspective -
writing style -

Concept: Recognition of English Language Standards

standard English -

Concept: Writing Narrative

narrative -