

English Language Arts 2014 ©

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

KEY TEXTS		STRATEGIES FOCUS	
Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)		Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning	
Novel Excerpt:	<i>A Wrinkle in Time</i> , by Madeleine L’Engle	<ul style="list-style-type: none">• Self Editing• Peer Editing• TP-CASTT• Free Writing• Socratic Seminar	<ul style="list-style-type: none">• Fishbowl• Debate• SOAPSTone• RAFT• TWIST
Short Story:	“The Drummer Boy of Shiloh,” by Ray Bradbury		
Narrative Poetry:	From the <i>Odyssey</i> , by Homer		
Poetry:	“Sonnet 116,” by William Shakespeare		
Poetry:	“O Captain! My Captain!,” by Walt Whitman		
Funeral Sermon:	“On the Death of Abraham Lincoln,” by Dr. Phineas D. Gurley	LANGUAGE AND WRITER’S CRAFT	
Essay:	“Grant and Lee: A Study in Contrasts,” by Bruce Catton	Instruction that provides grammar support and instruction in the context of actual reading and writing	
Short Story:	“Harrison Bergeron,” by Kurt Vonnegut, Jr.		
Novel:	The Giver, by Lois Lowry		
Novel:	Fahrenheit 451, by Ray Bradbury		
Article:	“Cellphones and driving: As dangerous as we think?” by Matthew Walberg		
Memoir:	Excerpt from <i>Night</i> , by Elie Wiesel		
Speech:	from Elie Wiesel’s Nobel Peace Prize Acceptance Speech		
Informational Text:	from <i>Do Something! A Handbook for Young Activists</i>		
Article:	“Famine as a Weapon: It’s Time to Stop Starvation in Sudan” by George Clooney and John Prendergast		
Essay:	“I’ve got a few pet peeves about sea creatures,” by Dave Barry		
Poetry :	“They Have Yarns,” by Carl Sandburg		
Film:	<i>A Midsummer Night’s Dream</i>		
Play:	Excerpts from <i>A Midsummer Night’s Dream</i> , by William Shakespeare	<ul style="list-style-type: none">• Revising and Editing• Verbs and Mood• Transitions and Quotations• Embedding Direct Quotations• Active and Passive Voice• Choosing Mood• Shifts in Voice and Mood• Using Voice and Mood for Effect• Reviewing Participial Phrases• Reviewing Clauses• Verbals• Using Verbals	