

**Language Arts 8**

**2020/09/20**

Teacher: Monica Pack

**Trimester 1**

Thematic CEQs	Thematic UEQs		Content CEQs	Content UEQs
<ul style="list-style-type: none"> <li>● What’s your story?</li> <li>● What do you stand for?</li> </ul>	<ul style="list-style-type: none"> <li>● What shapes one’s identity?</li> <li>● How can we use this understanding of identity to understand the world?</li> <li>● To what extent are your beliefs worth standing up for?</li> </ul>		<ul style="list-style-type: none"> <li>● How can we use the parts of plot and literary elements to better understand a story?</li> <li>● How can we write to convey a specific message?</li> </ul>	<ul style="list-style-type: none"> <li>● What are the parts of plot?</li> <li>● What are the elements of fiction?</li> <li>● What are the elements of persuasion?</li> <li>● What are the elements of a narrative?</li> <li>● Which grammar conventions are necessary to convey an author’s message?</li> </ul>
Content	Skills	Skills/Learning Targets	Assessment	Resources & Technology
<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. compare and contrast</li> <li>2. making inferences</li> <li>3. cause and effect</li> </ol>	<p><b>Reading Skills</b></p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences</li> <li>2. Draw conclusions based on text</li> </ol>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences between character and author</li> </ol>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. NWEA (potentially some students)</li> </ol>	<p>Prentice Hall Language and Literacy Gr. 8</p> <p>Unit Two Resource Book</p>

<p>4. textual evidence 5. point of view 6. author's purpose 7. figurative meanings 8. Literary devices 9. character traits</p> <p><b>Literary Analysis</b></p> <p>10. short story elements: conflict, plot, setting, character and theme 11. parts of plots: exposition, rising action, climax, falling action and resolution</p> <p><b>Vocabulary</b></p> <p>12. Parts of plot and literary elements terms.</p> <p><b>Grammar</b></p> <p>13. 8 Parts of Speech 14. Clauses 15. Sentence structures</p> <p><b>Listening/Speaking</b></p> <p>16. Engage in discussions</p>	<p>3. Identify relationships between events</p> <p><b>Literary Analysis</b></p> <ol style="list-style-type: none"> <li>1. Identify elements of a short story</li> <li>2. distinguish elements of plot compare and contrast point of view</li> <li>3. analyze the author's use of foreshadowing</li> <li>4. point out examples of irony</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Apply knowledge of Greek and Latin roots</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. identify types of nouns</li> <li>2. identify types of verbs</li> <li>3. classify types of verb tenses</li> <li>4. identify subject-verb agreement</li> </ol> <p><b>Listening/Speaking</b></p> <p><b>Research/Technology</b></p> <ul style="list-style-type: none"> <li>● produce a word processed document</li> </ul>	<p>perspectives. <b>(8.5.3.3)</b></p> <p>2.A. Identify the three things needed to make an inference (details from text, background knowledge, and personal experiences).</p> <p>2. B. I (think, assume, can infer, feel, suppose, surmise) _____ because _____.</p> <p>2.C. Justify an inference made about the story. <b>(8.4.1.1)</b></p> <p>3. Determine the relationship between events <b>(8.5.3.3)</b></p> <p>4. Cite textual evidence to support a claim. <b>(8.4.1.1)</b></p> <p>5.A. Decipher the point of view a story is told from.</p> <p>5.B. The story is told from _____'s perspective.</p>	<p>2. Short story final</p> <p><b>Literary Analysis</b></p> <ol style="list-style-type: none"> <li>1. NWEA (potentially some students)</li> <li>2. Short story final</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. NWEA (potentially some students)</li> <li>2. Short story final</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Short story writing assignment</li> </ol> <p><b>Listening/Speaking</b></p> <ol style="list-style-type: none"> <li>1. What's Your Story Project</li> </ol> <p><b>Research/Technology</b></p> <p><b>Writing</b> Process (Elements of Composition)</p>	<p>“Amigo Brothers” by Piri Thomas</p>
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<p>17. Present information using multimedia and visuals</p> <p><b>Research/Technology</b></p> <p>18. MLA format</p> <p>19. Analyze messages and points of view from different media</p> <p><b>Writing</b> 20. Process (Elements of Composition)</p> <ul style="list-style-type: none"> <li>● prewriting</li> <li>● drafting</li> <li>● revising</li> <li>● editing</li> <li>● final draft</li>   <li>● ideas</li> <li>● organization</li> <li>● word choice</li> <li>● voice</li> </ul> <p>21. Forms (Types)</p> <ul style="list-style-type: none"> <li>● short story / personal narrative</li> <li>● persuasive</li> </ul>	<p><b>Writing</b> Process (Elements of Composition)</p> <ul style="list-style-type: none"> <li>● follow all of the steps of the writing process</li> </ul> <p>Forms (Types)</p> <p>create a well-organized short story or personal narrative</p> <p>Traits</p> <ul style="list-style-type: none"> <li>● apply the traits listed to their stories</li> </ul>	<p>5.C. Define first, second, and third person point of view.</p> <p>5.D. List pronouns used for each point of view.</p> <p>5.E. Distinguish the difference between third person omniscient and third person limited.</p> <p>5.F. This story is told in _____ point of view, I know this because _____.</p> <p><b>(8.4.6.6)</b></p> <p>6. Analyze why the author chose to write in the _____ point of view. <b>(8.5.6.6)</b></p> <p>7.A. Define symbolism.</p> <p>7.B. Identify a symbolic object in a text.</p> <p>7.C. Determine the object’s meaning to narrator, culture, and its significance to the theme or plot. <b>(8.4.4.4) (8.11.5.5)</b></p> <p>8. How does the use of literary devices enhance</p>	<ol style="list-style-type: none"> <li>1. unit 2 short story writing assessment checklist</li> <li>2. writing process item rubric</li> <li>3. checklist (self / peer evaluation)</li> </ol>	
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		<p>the text? (allusions, foreshadowing, flashback, irony) <b>(8.4.4.4)</b></p> <p>9.A. Identify character traits of the characters in a story.</p> <p>9.B. Define characteristics of round, flat, static, and dynamic characters.</p> <p>9. C. Determine if characters are round/flat, static/dynamic. <b>(8.4.3.3)</b></p> <p><b>Literary Analysis</b></p> <p>10.A. Determine the setting as it relates to the theme of the story</p> <p>10.B. Define theme.</p> <p>10.C. Understand the main message, or theme of the story. <b>(8.4.2.2)</b></p> <p>11. A. Identify the elements of fiction and parts of plot.</p> <p>11.B. Analyze a story based on elements of fiction. <b>(8.4.2.2)</b></p>		
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		<p>12. I can compose a well-written professional business letter or e-mail. <b>(8.7.2.2)</b></p> <p><b>Vocabulary</b></p> <p>12. Identify the elements of plot related to the pyramid of action <b>(8.4.2.2)</b></p> <p><b>Grammar</b></p> <p>13. Identify the 8 parts of speech in a text <b>(8.7.5.5.) (8.11.1.1) (8.11.3.3)</b></p> <p>14. Identify independent and dependent clauses, use them in text, and write them <b>(8.11.1.1)</b></p> <p>15. Identify simple, compound, complex, and compound-complex sentences in writing and write them <b>(8.11.1.1) (8.7.5.5.)</b></p> <p><b>Listening and Speaking</b></p> <p>16. Engage in discussion with peers</p>		
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		<p>17. Present information using multimedia and visuals</p> <p><b>Research and Technology</b></p> <p>18. Use MLA formatting</p> <p>19. Analyze messages and points of view from different media</p> <p><b>Writing</b></p> <p>20 A. Use technology, including the internet, to publish writing</p> <p>20 B. Strengthen my writing by using all steps in the writing process (8.7.5.5)</p> <p>20 C. Produce clear and coherent writing (4)</p> <p>20 D. Can identify and apply the parts of speech in writing</p> <p>21 A. Produce narrative writing</p> <p>21 B. Produce persuasive writing.</p>		
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**Trimester 2**

<b>Thematic CEQs</b>	<b>Thematic UEQs</b>	<b>Content CEQs</b>	<b>Content UEQs</b>
<ul style="list-style-type: none"> <li>• What impact does power have?</li> </ul>	<ul style="list-style-type: none"> <li>• How is power created and earned?</li> <li>• To what extent does power hinder or influence others?</li> <li>• How and why is power shifted?</li> <li>• What personal responsibility do we have to stand up for the oppressed in our school, community, and world?</li> <li>• How does power impact one's identity?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we use credible sources in an MLA formatted research paper to convey a message about power?</li> <li>• How do we use an appropriate tone to convey a message?</li> <li>• How can we identify the main idea and supporting details of a text?</li> <li>• How can we increase reading comprehension through the skills of paraphrasing and summarizing?</li> </ul>	<ul style="list-style-type: none"> <li>• What does the MLA format look like?</li> <li>• What is a credible source?</li> <li>• What is a works cited page?</li> <li>• How are in-text citations used?</li> <li>• What are the parts of a thesis statement?</li> <li>• What is main idea?</li> <li>• What are supporting details?</li> <li>• What is paraphrasing?</li> <li>• What is summarizing?</li> </ul>

			<ul style="list-style-type: none"> <li>• How do we write in consistent verb tense?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the formulas for past, present, future verbs in the simple, progressive, and perfect tenses?</li> <li>• What does a business letter/professional e-mail look like?</li> </ul>
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Content	Skills	Skills/Learning Targets	Assessment	Resources & Technology
<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Main idea</li> <li>2. Supporting details</li> <li>3. Summarizing</li> <li>4. Paraphrasing</li> <li>5. Cause and effect</li> <li>6. Author's purpose</li> <li>7. Tone</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>8. Context clues</li> <li>9. Roots</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>10. Verb tenses</li> </ol>	<p><b>Reading Skills</b></p> <ol style="list-style-type: none"> <li>1. Determine the central idea of a text.</li> <li>2. Identify the supporting ideas.</li> <li>3. Provide an objective summary of the text.</li> <li>4. Quote or paraphrase information from others.</li> <li>5. Analyze how a text makes connections.</li> <li>6. Determine and analyze the author's purpose in a text.</li> </ol>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Determine the central idea of a text. <b>(8.5.2.2)</b></li> <li>2. Identify the supporting ideas. <b>(8.5.2.2)</b></li> <li>3. Provide an objective summary of the text. <b>(8.5.2.2)</b></li> <li>4. Quote or paraphrase information from others. <b>(8.7.8.8)</b></li> <li>5. Analyze how a text makes connections. <b>(8.5.3.3)</b></li> <li>6. Determine and analyze the author's</li> </ol>	<p><b>Reading Skills</b></p> <ol style="list-style-type: none"> <li>1. Nonfiction Test</li> </ol> <p><b>Literary Analysis</b></p> <ol style="list-style-type: none"> <li>1. Nonfiction Test</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Context Clues Test</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Verb Tense Assessment</li> </ol>	<p>Prentice Hall Language and Literacy Gr. 8</p> <p>Great Books</p> <p>Videos: He Named Me Malala</p> <p>The Children's March</p> <p>"I Have a Dream" speech</p> <p><i>Iqbal</i> by Francesco D'Adamo</p>

<p><b>Listening and Speaking</b></p> <p>11. Power Speech 12. Research paper presentation</p> <p><b>Research/Technology</b></p> <p>13. Power research</p> <p><b>Writing</b></p> <p>14. Research paper</p>	<p>7. Analyze impact of word choice on tone.</p> <p><b>Vocabulary</b></p> <p>8. Use context clues to determine unknown words.</p> <p>9. Use Greek or Latin roots as clues to the meaning of a word.</p> <p><b>Grammar</b></p> <p>10. Use consistent verb tense in writing and recognize shifts in verb voice</p> <p><b>Listening and Speaking</b></p> <p>11. A. Use appropriate eye contact, volume, and clear pronunciation.</p> <p>11. B. Use appropriate tone for your purpose.</p> <p>12. Create a multimedia presentation to share information.</p> <p>12. Evaluate reasoning and relevance of information.</p>	<p>purpose in a text. <b>(8.5.6.6)</b></p> <p>7. Analyze impact of word choice on tone. <b>(8.5.4.4)</b></p> <p><b>Vocabulary</b></p> <p>8. Use context clues to determine unknown words. <b>(8.11.4.4)</b></p> <p>9. Use Greek or Latin roots as clues to the meaning of a word. <b>(8.11.4.4)</b></p> <p><b>Grammar</b></p> <p>10. Use consistent verb tense in writing and recognize shifts in verb voice. <b>(8.11.1.1)</b></p> <p><b>Listening and Speaking</b></p> <p>11. A. Use appropriate eye contact, volume, and clear pronunciation. <b>(8.9.4.4)</b></p> <p>11. B. Use appropriate tone for your purpose. <b>(8.9.6.6)</b></p> <p>12. A. Create a multimedia</p>	<p><b>Listening/Speaking</b></p> <p>1. Power Speech</p> <p><b>Research/Technology</b></p> <p>1. Research Paper</p> <p><b>Writing Process (Elements of Composition)</b></p> <p>1. Research Paper</p> <p><b>Forms (Type)</b></p> <ul style="list-style-type: none"> <li>● Power Speech Rubric</li> <li>● Works Cited Rubric</li> <li>● Research Paper Rubric</li> </ul>	
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	<p>13. A. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>13. B. Writing informative and explanatory text to convey ideas and information.</p> <p>13. C. Produce clear and coherent writing.</p> <p>13.D. Use the writing process to develop and strengthen writing.</p> <p>13.E. Use technology to produce and publish writing.</p> <p>13.F. Conduct research projects to answer a question.</p> <p>13. G. Gather relevant information from multiple sources, assess the credibility, follow MLA format, and use citations.</p>	<p>presentation to share information. <b>(8.9.5.5)</b></p> <p>12. B. Understand, analyze, and use different types of print, digital, and multimedia. <b>(8.9.7.7)</b></p> <p>12. C. Create a persuasive multimedia work. <b>(8.9.8.8)</b></p> <p>12. D. Evaluate reasoning and relevance of information. <b>(8.9.3.3)</b></p> <p>12. E. Present claims and findings. <b>(8.9.4.4)</b></p> <p>12. F. Cite sources. <b>(8.9.4.4)</b></p> <p>13. A. Write arguments to support claims with clear reasons and relevant evidence <b>(8.7.1.1.)</b></p> <p>13. B. Writing informative and explanatory text to convey ideas and</p>		
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		<p>information. <b>(8.7.2.2 A-F)</b></p> <p>13. C. Produce clear and coherent writing. <b>(8.7.4.4)</b></p> <p>13.D. Use the writing process to develop and strengthen writing. <b>(8.7.5.5)</b></p> <p>13.E. Use technology to produce and publish writing. <b>(8.7.6.6)</b></p> <p>13.F. Conduct research projects to answer a question. <b>(8.7.7.7)</b></p> <p>13. G. Gather relevant information from multiple sources, assess the credibility, follow MLA format, and use citations. <b>(8.7.8.8)</b></p>		
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**Trimester 3****Thematic CEQs****Thematic UEQs****Content CEQs****Content UEQs**

<ul style="list-style-type: none"> <li>• What is your legacy?</li> </ul>	<ul style="list-style-type: none"> <li>• How can a legacy be created?</li> <li>• To what extent do you have control over your legacy?</li> <li>• Is leaving a legacy important?</li> </ul>		<ul style="list-style-type: none"> <li>• How do we use textual evidence to support our thoughts and ideas?</li> <li>• How do we use persuasive techniques to persuade an audience?</li> <li>• How do we make inferences about a text?</li> <li>• How do we analyze the effect of the narrator's perspective?</li> <li>• How can we identify examples of symbolism and understand the significance to the story?</li> <li>• How can we use the historical context of a text to understand problems and conflicts?</li> <li>• How do we identify the theme of a text?</li> </ul>	<ul style="list-style-type: none"> <li>• How are textual references used to support an idea?</li> <li>• What are the persuasive techniques and how can they be used effectively?</li> <li>• How do you make an inference?</li> <li>• What is the effect of the narrator's point of view?</li> <li>• How do we identify symbols and their meanings?</li> <li>• How do we link present day problems to events in the past?</li> <li>• How do we determine the theme of a story?</li> </ul>
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Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>Inferences</li> <li>Textual evidence</li> <li>Point of view</li> <li>Symbolism</li> <li>Persuasive techniques</li> <li>Theme</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>Context clues</li> <li>Roots</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>Gerunds</li> <li>HA</li> </ol> <p><b>Research/Technology</b></p> <ol style="list-style-type: none"> <li>Google Classroom/Drive</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Literary analysis</li> </ol>	<p><b>Reading Skills/Literary Analysis</b></p> <ol style="list-style-type: none"> <li>make inferences</li> <li>use textual evidence to support an answer</li> <li>determine point of view</li> <li>identify symbolism</li> <li>identify and use persuasive techniques</li> <li>identify the theme of a story</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>determine the meaning of unknown words using context clues</li> <li>apply knowledge of Greek and Latin roots</li> </ol> <p><b>Grammar and Usage</b></p> <ol style="list-style-type: none"> <li>identify and use gerunds</li> </ol> <p><b>Research/Technology</b></p>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>I can make an inference about a text. <b>(8.5.1.1)</b></li> <li>I can use textual evidence to support my ideas. <b>(8.5.1.1)</b></li> <li>I can determine the point of view of a text. <b>(8.4.6.6)</b></li> <li>I can identify the use of symbolism in a text. <b>(8.4.4.4)</b></li> <li>I can identify and use persuasive techniques. <b>(8.7.1.1)</b></li> <li>I can identify the theme of a story. <b>(8.4.2.2)</b></li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>I can determine the meaning of unknown words using context clues. <b>(8.11.4.4.) (8.5.4.4)</b></li> <li>I can apply knowledge of Greek and Latin</li> </ol>	<p><b>Reading Skills</b></p> <ol style="list-style-type: none"> <li>Written analysis</li> <li>“Flowers for Algernon” Assessment</li> <li>Native American Children’s Lit.</li> <li>Legacy Project</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>Pre and Post Vocabulary Tests</li> </ol> <p><b>Grammar and Usage</b></p> <ol style="list-style-type: none"> <li>Formative Gerund assessment</li> </ol> <p><b>Research/Technology</b></p> <ol style="list-style-type: none"> <li>Written Analysis</li> <li>Legacy Project</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Written Analysis</li> </ol>	<p>Pearson: “Flowers for Algernon”</p> <p>The Medicine Bag”</p> <p><i>Assassin</i> by Anna Myers</p> <p>Native American Children’s books</p> <p>Google Classroom</p> <p>Socrative, Quizlet, Kahoot</p> <p>The Merchant of Venice Graphic Novel</p>

15. Business letter/professional e-mail

- Use Google Classroom and Drive to compose writing

**Writing**

1. Analyze a text and use textual evidence to support ideas
2. Compose a professional business letter or e-mail

roots to determine the meaning of an unknown word. **(8.11.4.4.)**

**Grammar and Usage**

9. I can identify and use gerunds in writing. **(8.11.1.1.a.)**

**Research/Technology**

10. I can use Google Classroom and Google Drive to compose written documents. **(8.7.6.6)**

**Writing**

11. I can analyze a text and use textual evidence to support my ideas. **(8.7.9.9)**

2. Legacy Project

## Literature Circles

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQS:</p> <ul style="list-style-type: none"> <li>How does the genre of a book impact the character's actions and the storyline?</li> <li>How does group discussion shape our understanding of a novel?</li> <li>What are the elements of a story and how do authors use these to make their story appealing to readers?</li> <li>How do reading strategies shape our understanding of what we read?</li> </ul> <p><b>Reading Skills</b></p>	<p><b>Reading Skills</b></p> <ol style="list-style-type: none"> <li>Be able to understand and discuss novel</li> </ol> <p><b>Literary Analysis</b></p> <ol style="list-style-type: none"> <li>making connections</li> <li>analyzing characters</li> <li>illustrating important events</li> <li>researching related story topics</li> <li>evaluating author's use of dialogue</li> <li>formulate thoughtful questions</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>apply correct punctuation</li> <li>identify active and passive voice</li> </ol>	<ol style="list-style-type: none"> <li>Apply reading strategies. (Use of Post It notes, role sheets, group preparation)</li> <li>Discuss elements of fiction and opinions related to the novel.</li> <li>Synthesize ideas about the novel. (Group tasks)</li> <li>Participate effectively in group</li> <li>Actively listen and comprehend messages.</li> <li>Apply self-assessment criteria</li> <li>Use verbs correctly when writing and speaking (8.11.1.1)</li> <li>Use correct conventions in my writing (8.11.2.2)</li> </ol>	<p><b>Reading Skills</b></p> <ol style="list-style-type: none"> <li>individual novel tests</li> </ol> <p><b>Literary Analysis</b></p> <ol style="list-style-type: none"> <li>peer and self assessment</li> <li>role sheet</li> <li>Post Its</li> <li>chapter summaries</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>identify in their own short stories or personal narrative</li> </ol> <p><b>Listening/Speaking</b></p> <ol style="list-style-type: none"> <li>Discussion with others about books.</li> </ol>	<p>Novel sets</p>

<ul style="list-style-type: none"><li>● comprehension</li></ul> <p><b>Literary Analysis</b></p> <ul style="list-style-type: none"><li>● story element analysis</li></ul> <p><b>Listening/Speaking</b></p> <ul style="list-style-type: none"><li>● literature circle roles</li></ul>	<ol style="list-style-type: none"><li>3. identify complete subjects and complete predicates</li></ol> <p><b>Listening/Speaking</b></p> <ol style="list-style-type: none"><li>1. complete appropriate role sheet</li><li>2. demonstrate effective listening skills</li><li>3. Participate in group discussions</li></ol>			
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