

# YEARLY QUARTER UNITS ENGLISH LANGUAGE ARTS GRADE 8

## North Smithfield School Department

UNIT	CLOSE READING OF TEXT RL/RI 8.10		WRITING ABOUT TEXT W8.1-8.10 (Constructive response )		RESEARCH PROJECT W.8.7	NARRATIVE WRITING W. 8.3 (Extended response)
	3-5 Short Texts	1 Extended Text	Routine Writing	4-6 Analysis	1 Research	1-2 Narratives
1 <i>Is the truth the same for everyone?</i>	<u>Literature: 2-3</u> <u>Informational texts 1-2</u> <ul style="list-style-type: none"><li>Roman Coliseum</li><li>Geno-mapping</li><li>Superstition</li></ul>	<u>Literature:</u> <ul style="list-style-type: none"><li><i>Lady or the Tiger</i></li><li><i>Flowers for Algernon</i></li><li><i>The Elevator</i></li><li><i>The Monkey's Paw</i></li><li><i>The Tell Tale Heart</i></li><li><i>Raymond's Run</i></li><li><i>Clean Sweep</i></li></ul> <u>Film:</u> <ul style="list-style-type: none"><li><i>Flowers for Algernon</i></li></ul>	<u>Develop and convey understanding</u> <ul style="list-style-type: none"><li>Response journals</li><li>Comprehension Questions</li><li>Graphic organizers</li><li>Constructed responses</li></ul>	<u>Focus on inform and explain</u> <ul style="list-style-type: none"><li>Explanatory Text: Analysis of author's craft</li></ul>	<u>Additional texts and writing for research</u>	<u>Convey experiences</u> <ul style="list-style-type: none"><li>Narrative writing from another's point of view (ex-write ending for <i>Lady or the Tiger</i>)</li><li>Compare and contrast</li><li>Character analysis</li><li>Author's craft</li></ul>
2 <i>How can collective fear affect a group or individuals?</i>	<u>Literature: 2-3</u> <u>Informational texts 1-2</u> <ul style="list-style-type: none"><li>Salem Witch Trials DBQ</li><li>Power of Suggestion</li></ul>	<u>Literature:</u> <ul style="list-style-type: none"><li><i>A Break with Charity</i></li></ul> <u>Informational:</u> <ul style="list-style-type: none"><li>Salem Witch Trials : World Behind the Hysteria (Discovery Education)</li><li>Primary Sources from <a href="http://www.17thc.us/primarysources">www.17thc.us/primarysources</a></li></ul>	<u>Develop and convey understanding</u> <ul style="list-style-type: none"><li>Response journals</li><li>Comprehension</li><li>Questions</li><li>Graphic organizers</li><li>Constructed responses</li></ul>	<u>Focus on informative</u> <ul style="list-style-type: none"><li>Who was Responsible?</li><li>What historical factors led to the witch trial?</li></ul>	<u>Additional texts and writing for research</u> <ul style="list-style-type: none"><li>Mini Research Project on a key figure in the trials</li></ul>	<u>Convey experiences</u> <ul style="list-style-type: none"><li>RAFT</li><li>Journal from characters perspective</li></ul>
3 <i>What can we learn from the struggles and achievements of others?</i>	<u>Informational texts 1-2</u> <ul style="list-style-type: none"><li>Freedom Writers film</li><li>Freedom Writers text</li><li>War Sebastian Junger</li></ul>	<u>Informational:</u> <ul style="list-style-type: none"><li><i>On the Record: Life and Death, Reporting Live, POW, Found Guilty, and Never Say Die</i></li></ul>	<u>Develop and convey understanding</u> <ul style="list-style-type: none"><li>Response journals</li><li>Comprehension questions</li><li>Graphic organizers</li></ul>	<u>Focus on argument/extended response</u> <ul style="list-style-type: none"><li>What is the role of a journalist?</li></ul>	<u>Additional texts and writing for research</u> <ul style="list-style-type: none"><li>Mini research on reporters</li></ul>	<u>Convey experiences</u> <ul style="list-style-type: none"><li>Journal</li></ul>
4 <i>How can the actions of one person or a small group inspire change?</i>	<u>Literature: 2-3</u> <u>Informational texts 1-2</u> <ul style="list-style-type: none"><li>Patriot Act</li><li>Malala</li><li>News articles about overreaching governments</li><li>The Lottery by Shirley Jackson</li><li>Historical documents about Medieval England</li></ul>	<u>Literature:</u> <ul style="list-style-type: none"><li><i>Catching Fire</i></li><li><i>Hunger Games</i> film</li></ul> <u>Informational:</u>	<u>Develop and convey understanding</u> <ul style="list-style-type: none"><li>Response journals</li><li>Comprehension questions</li><li>Graphic organizers</li><li>Character analysis</li></ul>	<u>Focus on argument</u> <ul style="list-style-type: none"><li>What is the role of government?</li><li>How do governments control people?</li></ul>	<u>Additional texts and writing for research</u> <ul style="list-style-type: none"><li>Mini research - governments</li></ul>	<u>Convey experiences</u> <ul style="list-style-type: none"><li>First person narratives</li><li>Compare and contrast film to novel</li></ul>

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5. <i>What do myths and folklore from other cultures and time periods tell us about the people and values from the past and today?</i>	<b>Literature: 2-3</b> Informational texts: 3-4	<b>Literature:</b> <ul style="list-style-type: none"> <li>D'Aulaires' Greek Mythology</li> <li><i>Greek Myths</i> by Olivia E Coolidge</li> <li>Grimm's Fairy Tales (original and modern)</li> <li><i>The Midwife's Apprentice</i></li> <li><i>Good Master! Sweet Ladies!</i></li> </ul> <b>Informational:</b> <ul style="list-style-type: none"> <li><i>Historical documents about Medieval England</i></li> </ul>	<b>Develop and convey understanding</b> <ul style="list-style-type: none"> <li>Response Journals</li> <li>Comprehension questions</li> <li>Graphic Organizers</li> <li>Constructed response</li> <li>Compare and contrast essay</li> </ul>	<b>Focus on informational</b>	<ul style="list-style-type: none"> <li>Additional texts and writing for research</li> <li>Additional texts and writing for research</li> <li>Mini Research Project on Medieval class system/ culture</li> </ul>	<ul style="list-style-type: none"> <li>Convey experiences</li> <li>Compare and contrast modern fairy tales to medieval versions</li> <li>Compare and contrast medieval and modern heroes</li> <li>Examine the effect of the medieval class system in literature</li> </ul>
<b>FOR READING AND WRITING IN EACH UNIT</b>						
	Cite Evidence RL/RI 8.1	Analyze content RL/RI 8.2-9, SL 8.2-3	Apply grammar L8.1-3	Apply vocabulary L8.4-6	Conduct discussions SL8.1	Report Findings SL 8.4-6