

English 8: Quarter 1

Core Reading:

Drama:

Trifles.....Susan Glaspell

Short Stories:

The White Umbrella.....Gish Jen

Raymond's Run.....Toni Cade Bambara

Two Dogs and a Boy.....Wilson Rawls

Novel:

The Pearl.....John Steinbeck

ELA Parallel Task Texts:

selected texts from: *The New York Times, Newsweek, Time, Sports Illustrated, The Journal News*

STANDARD 1: READING, WRITING, LISTENING, & SPEAKING FOR INFORMATION AND UNDERSTANDING	STANDARD 2: READING, WRITING, LISTENING, & SPEAKING FOR LITERARY REPOSE AND EXPRESSION	STANDARD 3: READING, WRITING, LISTENING & SPEAKING FOR CRITICAL ANALYSIS AND EVALUATION	STANDARD 4: READING, WRITING, LISTENING & SPEAKING FOR SOCIAL INTERACTION
<p>Textbook introduction of authors, setting, literary elements Daily whole class discussion Expository Writing:</p> <ul style="list-style-type: none"> • on-going review of the conventions of standard, written English • interpret, analyze information in writing prompts • diagram essay assignments • outline essay assignments • categorize, prioritize information • develop discussion through text-based details 	<p>Daily whole class discussion Back to School Reading:</p> <ul style="list-style-type: none"> • review plot, conflict, characterization, setting, theme • identify, explain these elements in context of selected drama • recognize different levels of meaning • clear, coherent discussion developed through extensive use of accurate and appropriate details • assessment: analytical essay 	<p>Daily whole class discussion Back to School Reading:</p> <ul style="list-style-type: none"> • on-going review of conventions • analyze, interpret ideas in selected drama • character evaluation • assess quality of selected drama through character analysis • assessment: five paragraph analytical essay 	<p>Daily whole class discussion</p> <ul style="list-style-type: none"> • review, maintain rules for attentive listening, effective speaking • build effectively on others' comments • use language appropriate for specified occasions, audiences <p>Expository Writing:</p> <ul style="list-style-type: none"> • letters to the editor • writing as communication of and defense of positions on social issues and academic ideas

<p>Short Story Unit:</p> <ul style="list-style-type: none"> • define unfamiliar vocabulary • annotate texts • double-sided notes • summarize texts • interpret, analyze information • make use of a range of graphic organizers • comprehension level guided reading questions • assessment: objective test <p>Novel Unit:</p> <ul style="list-style-type: none"> • Pre-reading library research project • relate, synthesize research information with information in the novel and with prior knowledge • parenthetical documentation • define unfamiliar vocabulary • annotate text • double-sided notes • summarize text • chunking of text • graphic organizers • daily reader response • comprehension level guided reading questions • assessment: objective test 	<p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • analytical essays centered on selected literary elements as linked to meaning • present clear interpretations of literary works supported by a range of accurate, appropriately explained text-based details • identify, explain different levels of meaning <p>Short Story Unit:</p> <ul style="list-style-type: none"> • review, define, identify features of the genre • redefine, discuss: characterization, setting, plot, conflict, theme, point of view, figurative language, diction • read aloud with expression to convey meaning, mood • recognize, explain different levels of meaning • ELA style short response questions • discuss theme via characters • present written, oral response to and interpretations of individual stories • assessment: analytical essay comparing/contrasting protagonists 	<p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review conventions • demonstrate understanding of purpose, audience • present clear analysis of ideas, making use of a range of supporting details to develop, enhance discussion • present well developed arguments • self-edit <p>Short Story Unit:</p> <ul style="list-style-type: none"> • identify, explain author's purpose • evaluate authors' uses of diction, local language • present clear analysis of character supporting position with well-developed arguments • present clear analysis of theme employing a range of supporting details • compare/contrast two characters and their responses to adversity 	<p>Short Story Unit:</p> <ul style="list-style-type: none"> • in-class small group cooperative projects • listen attentive, respond appropriately <p>Novel Unit:</p> <ul style="list-style-type: none"> • collaborative research • in-class small group cooperative projects • listen, speak effectively, respectfully <p>Creative Writing Unit:</p> <ul style="list-style-type: none"> • whole class sharing • small group sharing • publication in school literary magazine at year's end
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<p>Parallel Tasks:</p> <ul style="list-style-type: none"> • sight reading of informational text • annotate text • interpret, analyze information in multiple choice questions • deconstruct multiple choice question • create multiple choice questions • interpret, analyze demands of ELA style short response questions <p>Vocabulary: Units 1-3</p> <ul style="list-style-type: none"> • assessment: objective test and vocabulary challenges <p>Creative Writing Unit:</p> <ul style="list-style-type: none"> • on-going review of conventions • interpret, analyze visual, auditory writing prompts • vocabulary development • defining voice 	<p>Novel Unit:</p> <ul style="list-style-type: none"> • review, identify features of the genre • introduce parable • redefine, identify: characterization, plot, setting, conflict, theme • read aloud with expression to convey meaning, mood • in-depth discussion of theme as revealed through plot, characters • ELA style short response questions • assessment: analytical essay linking plot and theme <p>Parallel Tasks:</p> <ul style="list-style-type: none"> • close, sight read a range of texts related to core readings • identify the features of genres • extract, explain literary elements • recognize levels of meaning • ELA style short response questions • extract, explain textual support for clear, complete ELA style short response questions 	<p>Novel Unit:</p> <ul style="list-style-type: none"> • identify author's purpose as social commentary • evaluate author's purpose/success • present clear analysis/evaluation of issues of class • evaluate quality of text as work of fiction, as critique of social class system • develop clear, coherent arguments using a range of supporting details <p>Parallel Tasks:</p> <ul style="list-style-type: none"> • relate information/language from a range of texts across subject areas, factual and fictional related to core readings • determine author's purpose/audience • make effective use of detail in clear, cohesive arguments that demonstrate in-depth understanding of texts • use of a broad range of precise vocabulary and presentational strategies • ELA style extended response 	
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	<p>Creative Writing Unit:</p> <ul style="list-style-type: none">• on-going review of conventions• original narratives incorporating the elements of fiction: characterization, setting, plot point of view	<p>Creative Writing Unit:</p> <ul style="list-style-type: none">• self and peer edit• incorporate a broad range of precise vocabulary• make effective use of vivid detail in narrative writing	
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English 8: Quarter 2

Core Reading:

Short Story:

Harrison Bergeron.....Kurt Vonnegut, Jr.

Novel:

The Giver.....Lois Lowery

Parallel Task Texts:

selected articles/fiction (sources: literature anthologies, past exams, **The New York Times, Time, Sports Illustrated, The Journal News**)

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<p>Textbook introductions of authors, literary elements Daily whole class discussion</p> <p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review of the conventions • review expository writing terms • interpret, analyze information in essay assignments • diagram essay assignments • outline essay assignments • organize essays into five paragraphs • develop discussion with details 	<p>Daily whole class discussion</p> <p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review conventions • review purpose, audience • express understanding of levels of meaning • produce clear interpretations of literary works supported by accurate, appropriate textual references that are adequately developed • understand and explain significances of: plot, character, conflict, theme, figurative language 	<p>Daily whole class discussion</p> <p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review conventions • understand, explain different points of view • produce clear analysis of ideas and issues in literary works • develop arguments, analysis through effective use of textual references • self edit • use precise vocabulary in response to given tasks 	<p>Daily whole class discussion</p> <ul style="list-style-type: none"> • on-going review, maintenance of established patterns of attentive listening and respectful speaking <p>Short Story/Novel Units</p> <ul style="list-style-type: none"> • small group discussion • in-class, small group cooperative projects • creation of group generated Utopias with stated rules, mission statement by which all members of group must abide for one full class period • letter to the editor demanding freedom in both Utopian societies

<p>Short Story Unit:</p> <ul style="list-style-type: none"> • define unfamiliar vocabulary • integrate prior personal experience with information in the story • annotate text • paraphrase text • summarize text <p>Novel Unit:</p> <ul style="list-style-type: none"> • define unfamiliar vocabulary • annotate selected passages • double-sided notes • summarize text • make use of graphic organizers • relate and synthesize prior knowledge, theme of the short story with the novel • comprehension level guided questions • assessment: objective test <p>Vocabulary: Units 4-6</p> <ul style="list-style-type: none"> • assessment: objective test, vocabulary challenges 	<p>Short Story/Novel Units:</p> <ul style="list-style-type: none"> • redefine features of each genre • redefine, identify, fully explain: characterization, setting, metaphor, theme, irony, satire, conflict, plot figurative language, point of view, diction • recognize, explain different levels of meaning • read aloud with expression to convey meaning, mood • daily reader response activities • produce valid interpretations that are well supported by appropriately chosen and fully explained textual references • ELA style short responses • assessment: analytical essays focused on character, courage and Utopia 	<p>Short Story/Novel Units:</p> <ul style="list-style-type: none"> • analyzer, interpret themes • evaluate themes • present clear analysis of themes • present clear analysis of the potential for an actual Utopia, using evidence from both texts as support for arguments • understand diction as indicative of theme • assess the quality of the texts by applying established criteria to both • employ precise vocabulary <p>Parallel Tasks:</p> <p>Listening Comprehension ELA Task</p> <ul style="list-style-type: none"> • analyze, interpret and evaluate ideas presented in selected listening passages • present well supported and clear analysis of the topics of the listening passages • ELA extended response <p>Read/Write ELA Task</p> <ul style="list-style-type: none"> • analyze, interpret, evaluate information in sight reading texts • extract, explain thematic relationships between texts • present clear analysis of sight readings through ELA style extended responses 	<p>Creative Writing Unit:</p> <ul style="list-style-type: none"> • Whole class sharing • Small group sharing • Peer evaluation
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<p>Parallel Tasks: Reading Comprehension</p> <ul style="list-style-type: none"> • interpret, analyze information from a range of informational, fictional texts • sight read for comprehension • annotate texts • summarize texts • deconstruct multiple choice question • create multiple choice questions • diagram ELA tasks • use tasks as organizers <p>Listening Comprehension:</p> <ul style="list-style-type: none"> • interpret, analyze information from listening passages • take notes while listening • deconstruct ELA listening comprehension tasks • use specific information in notes to answer questions <p>Creative Writing Unit:</p> <ul style="list-style-type: none"> • on-going review of conventions • interpret, analyze a variety of writing prompts • organize narration sequentially • develop narratives with specific details 	<p>Parallel Tasks: Listening Comprehension</p> <ul style="list-style-type: none"> • understand distinguishing features of the major genres • ELA style short responses • produce valid interpretations of selected passages <p>Reading Comprehension</p> <ul style="list-style-type: none"> • understand features of the major genres • identify, explain literary elements • recognize, explain different levels of meaning • ELA style short responses • produce valid interpretations of selected texts and support those interpretations with appropriately selected textual references <p>Creative Writing Unit:</p> <ul style="list-style-type: none"> • original narratives parallel to texts explored in class • use of literary techniques in student writing 	<p>Creative Writing Unit:</p> <ul style="list-style-type: none"> • on-going review of conventions • interpret, analyze ideas, concepts and respond through a series of creative writing exercises • persuasive narrative making use of several points of view on a single issue 	
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English 8: Quarter 3

Core Reading:

Drama:

Anne Frank: The Diary of a Young Girl

Autobiography Excerpts:

from *Under the Tuscan Sun*.....Frances Mayes
 from *Angela's Ashes*.....Frank McCourt
 from *Big Russ and Me*.....Tim Russert
 from *Dreams From My Father*.....Barak Obama
 from *Travels with Charley*.....John Steinbeck
 from *My Life*.....Bill Clinton
 from *The Color of Water*.....James McBride
 from *Still Me*.....Christopher Reeve
 from *My Posse Don't Do Homework*.....Louanne Johnson
Spinning Straw into Gold.....Sandra Cisneros

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<p>Textbook introductions to the drama and selected excerpts</p> <p>Daily whole class discussion</p> <p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • interpret, analyze information in writing prompts • diagram essay assignments • outline essay assignments 	<p>Daily whole class discussion</p> <p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • respond to a range of texts, by a variety of authors • produce interpretations of literary works that identify different levels of meaning • create personal narratives that parallel excerpts • in-depth analysis with focus on literary elements 	<p>Daily whole class discussion</p> <p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • analyze, interpret, evaluate all texts in clearly written, coherent five paragraph essays • understand that individual experience affects point of view • present clear analysis of issues, ideas in texts 	<p>Daily whole class discussion</p> <ul style="list-style-type: none"> • review, maintain rules of established respect for attentive listening, effective speaking <p>Drama Unit:</p> <ul style="list-style-type: none"> • understand and articulate the need to read literature about historical atrocities • express thoughts clearly, articulately and listen to the ideas expressed by others • in-class, small group projects

<p>Expository Writing (continued)</p> <ul style="list-style-type: none"> • categorize, prioritize information • understand the form of the personal narrative • develop discussion through extensive use of specific details • establish an authoritative stance and include text-based details in support of that position • paraphrase <p>Drama Unit:</p> <ul style="list-style-type: none"> • define unfamiliar vocabulary • define historic setting • compare/synthesize information from text with information from the video • use stage directions as a text feature to access information • graphic organizers • summarize text • daily reader responses • comprehension level guided reading questions • assessment: objective test 	<p>Drama Unit:</p> <ul style="list-style-type: none"> • redefine the features of the genre and use these features in discussion, analysis • identify stage directions, indirect characterization as major elements in drama • recognize different levels of meaning • daily reader responses • assessment: analytical essay <p>Autobiography Unit:</p> <ul style="list-style-type: none"> • read and view texts from a arrange of authors • read aloud with expression to convey meaning, mood • understand and identify the features of the genre • identify, fully explain significance of: figurative language, characterization, symbolism, diction, imagery • recognize different levels of meaning • present responses, interpretations to texts with references to literary elements • evaluate texts by applying established criteria associated with genre • assessment: student created autobiography 	<p>Expository Writing (continued):</p> <ul style="list-style-type: none"> • develop arguments through effective use of specific details • self edit using the texts as model • use precise and appropriate vocabulary <p>Drama Unit:</p> <ul style="list-style-type: none"> • analyze, interpret, evaluate information • understand different points of view • recognize the effectiveness of varying points of view • develop arguments using appropriate details from text • evaluate text applying established criteria 	<p>Autobiography Unit:</p> <ul style="list-style-type: none"> • Socratic seminars • listen and speak with mutual respect so as to learn from and build upon the ideas expressed in structured classroom discussion • use nonverbal skills to improve interpersonal communication • articulate reasons for reading literature about the experiences of others • letter writing • use language, style appropriate for occasion • in-class small group projects <p>Creative Writing:</p> <ul style="list-style-type: none"> • peer editing • whole class sharing • small group sharing • possible publication in school literary magazine • letter writing
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<p>Autobiography Unit:</p> <ul style="list-style-type: none"> • introduce, explain unit syllabus • define unfamiliar vocabulary • relate, synthesize personal knowledge with textual references • compare, synthesize information from different sources • annotate texts • summarize texts • writing process for student autobiographies • organize information • comprehension level guided reading questions • assessment: objective test, student created autobiographies <p>Vocabulary: Units 7-9:</p> <ul style="list-style-type: none"> • assessment: objective test and vocabulary challenges 	<p>Creative Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • write stories, poems, essays observing and modeling the features of the genre • develop effective use of language and voice 	<p>Autobiography Unit:</p> <ul style="list-style-type: none"> • analyze, interpret, evaluate information from a range of autobiographical texts • apply established criteria to assess texts individually • understand different points of view that arise from personal experience • develop arguments with effective use of text-based details • use presentational strategies to affect audience • assessment: student created autobiography <p>Creative Writing:</p> <ul style="list-style-type: none"> • on-going review conventions • self-evaluate using criteria of genre • present clear, coherently written narratives, poems • self-edit • use precise, effective vocabulary 	
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Creative Writing:

- on-going review conventions
- interpret, analyze information in writing prompts
- apply strategies for organizing information into coherent narratives
- relate new information to prior knowledge and experience
- develop ideas with appropriate supporting detail

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English 8: Quarter 4

Core Reading:

The Literature of the 50's, 60's & 70's (texts may be excerpts from

Civil Rights Texts:

Brown vs. The Board of Education (essay).....Walter Dean Myers
Eyes on the Prize (research document).....Kenneth Clark
Letter from Birmingham Jail.....Martin Luther King, Jr
The Ballad of Birmingham (poem).....Dudley Randall
Caged Bird (poem).....Maya Angelou

Politics/Sciences Texts:

JFK's Inaugural Address.....John F. Kennedy
Atomic (poem).....Louis Ginsburg
from *The Right Stuff*.....Tom Wolfe
selected song lyrics from the 1960's read and analyzed as contemporary poetry

Vietnam War Texts:

from *Dear America, Letters Home from Vietnam*.....Edelman (ed.)
from *The Things They Carried*.....Tim O'Brien
Camouflaging the Chimera (poem)..... Yusef Komunyakaa
Always Remember: The Vision of Maya Ying Lin (essay).....Asbranner
Goodnight, Saigon (song).....Billy Joel

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<p>Reference resource information on historic eras, authors</p> <p>Daily class discussion</p> <p>Expository Writing:</p> <ul style="list-style-type: none"> • work with a unit syllabus • on-going review of conventions • interpret, analyze information in writing prompts • diagram, outline easy assignments • categorize, prioritize information • research procedure • APA parenthetical documentation • MLA documentation • develop discussion through in-depth explanation of text-based details • produce written reports • present developed analytical essays • present clearly written, well organized position papers on assignment topics • daily reader response 	<p>Daily class discussion</p> <p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • respond to, interpret a range of texts, by a variety of authors • identify features of genres • present interpretations of literature that recognizes different levels of meaning • explain effect of figurative language on theme • explain how narrative point of view contributes to theme • develop discussion through specific text-based details <p>Literature of the 1950's....</p> <ul style="list-style-type: none"> • read texts from a range of authors • read texts of a range of genres • read aloud with expression • identify, explain the features of persuasive essay, poetry, speech, research document, letters, informational essay, song lyrics 	<p>Daily class discussion</p> <p>Expository Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • analyze, interpret, evaluate information, ideas from a range of texts • understand significance of perspective on literature • self edit • present clear analysis of issues of the era with explicit and developed support • position papers with developed arguments that make use of effective textual evidence <p>Literature of the 1950's...:</p> <ul style="list-style-type: none"> • analyze, interpret, evaluate information, ideas presented in assigned texts • assess quality of assigned texts using established criteria • recognize the significance of perspective on issues, ideas • develop arguments through effective use of detail 	<p>Daily whole class discussion</p> <ul style="list-style-type: none"> • continued adherence to established rules of attentive listening, respectful speaking <p>Literature of the 1950's...</p> <ul style="list-style-type: none"> • listen, speak with attention, respect • listen, speak in the expectation of exchanging information • in-class small group projects • understand the importance of studying literature of this era • express thoughts, ideas clearly, articulately • use language appropriate for the occasion • understand diction as a vehicle of social protest • friendly letters • letters to the editor, to government officials

<p>Literature of the 1950's....</p> <ul style="list-style-type: none"> • work with a syllabus • define unfamiliar terminology • relate, synthesize personal experience, knowledge with information in assigned texts • incorporate outside information with information in assigned texts • annotate texts • summarize texts • organize information • graphic organizers • comprehension level guided reading questions • assessment: student created portfolio of selected assignments, edited and refined through sue of writing process <p>Vocabulary: Units 10-12</p> <ul style="list-style-type: none"> • assessment: object test and vocabulary challenges <p>Creative Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • develop narratives through extensive use of specific details • organize, categorize information • distinguish between relevant and irrelevant information 	<p>Literature of the 1950's... (con.):</p> <ul style="list-style-type: none"> • identify significant literary elements in each genre: characterization, plot, setting, figurative language, imagery, diction, stanza • recognize different levels of meaning • evaluate literary merit using established criteria • present both responses to and interpretations of assigned texts through examination of literary elements <p>Creative Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • original student narratives, poems, essays modeled upon assigned texts • original student writing with focus on specific literary elements • original student writing that expresses different levels of meaning 	<p>Literature of the 1950's...(con.)</p> <ul style="list-style-type: none"> • use precise vocabulary as demanded by audience and purpose <p>Creative Writing:</p> <ul style="list-style-type: none"> • on-going review of conventions • development of narratives through continued use if details • modeling on genres • use of presentational strategies to effectively influence audience 	
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