

Dates: 9/05/17-11/21/17

Power Standards:

RL.8.1, RL.8.2, RL.8.4
RI.8.1, RI.8.2, RI.8.4,
W.8.1, W8.2, W8.4
L.8.4A, L.8.5

Supporting Standards: RL.8.3, RL.8.5,

RL.8.6, RL.8.8.A
RI.8.6, RI.8.8
W.8.2, W.8.4, W.8.6
L.8.1, L.8.2, L.8.3, L.8.4C
SL.8.1, SL.8.2, SL.8.3

Cross Curricular Standards:

RI.8.1, RI.8.2, RI.8.4
W.8.1
L.8.1, L.8.4A, L.8.5
SL.8.1

Unit Focus:

Holocaust Literature/Literature Circles Unit:

The unit involves the use of two texts simultaneously, one non-fiction book, *Night*, which is read by the entire class, and another book for a literature circles group, chosen by interest/lexile levels. The thematic focus of this unit is on prejudice and “learning from the past to avoid future mistakes.” In regards to skills acquired, the focus is on vocabulary instruction (tier II and tier III), the practicing of higher order critical thinking skills through reading both fiction and non-fiction in conjunction with text-dependent questions and discussion, and the production of writing that uses clear evidence to support claims.

Dates: 11/27/17-1/12/18

Power Standards:

RI.8.1, RI.8.2, RI.8.4
W.8.1, W.8.2
L.8.1, L.8.4A, L.8.5
SL.8.1

Supporting Standards:

RI.8.6, RI.8.8
W.8.2, W.8.4, W.8.6
L.8.1, L.8.2, L.8.3, L.8.4C
SL.8.2, SL.8.3

Cross Curricular Standards:

RI.8.1, RI.8.2, RI.8.4
W.8.1
L.8.1, L.8.4A, L.8.5
SL.8.1

Unit Focus:

DBQ Holocaust Writings Unit:

This unit utilizes the DBQ (document based question) online format and takes students through the process of analyzing/annotating five documents about the Holocaust, developing main ideas from the evidence (buckets) in those documents, organizing those ideas for writing, and completing a five paragraph essay rough draft and final draft. The question of this DBQ is “How Does One Say the Unspeakable?” and could be applied to other subject areas where people have struggled to express themselves. In regards to skills, this unit focuses heavily on close reading, derivation of evidence, and the use of evidence to support claims in a comprehensive piece of writing.

Dates: 1/16/18-2/2/18

Power Standards:

L.8.1, L.8.2

Supporting Standards:

SL.8.1

Cross Curricular Standards:

RI.8.1, RI.8.2, RI.8.4

W.8.1

Unit Focus:

Parts of Speech/Focus on Verbs Unit:

This mini-unit is intended to review the 8 Parts of Speech from the 7th grade writing course, but then focus more intensely on verbs, namely verbals (gerunds, participles, infinitives), the active vs. passive voice, conditional and subjunctive mood, etc.. Once done with the instruction, activities, practice, and formative assessment, students move on to revise their verbs in the DBQ Holocaust final drafts for final assessment. There is no particular theme for this unit; it just ties in with the previous one.

Dates: 2/5/18-3/23/18

Power Standards:

RL.8.1, RL.8.2, RL.8.4

W.8.3

L.8.4B, L.8.5

SL.8.1

Supporting Standards:

RL.8.3, RL.8.5, RL.8.6, RL.8.7, RL.8.8.A

RI.8.6, RI.8.8

W.8.1, W.8.2, W.8.4, W.8.6

L.8.1, L.8.2, L.8.3, L.8.4A

SL.8.2, SL.8.3

Cross Curricular Standards:

RI.8.1, RI.8.2, RI.8.4

W.8.1

L.8.1, L.8.4A, L.8.5

SL.8.1

Unit Focus:

The Giver Literature Unit:

The Giver unit continues the practice and acquisition of tier II and tier III vocabulary with a focus on prefixes, roots, and suffixes. It also continues the use of reading, discussion, and text-dependent questions that require higher order critical thinking skills. New to this unit is the utilization of narrative writing skills, i.e. dialogue, description, figurative language, and specific points of view, i.e. 1st person, 3rd person limited/omniscient. In the end of the unit, students extend the narrative of *The Giver* from the last paragraph, showing mastery of these skills. The thematic focus of this unit centers around the idea of a Utopia and what we can do to make the world a better place.

<p>Dates: 3/26/18-5/4/18</p> <p>Power Standards: RL.8.1, RL.8.2, RL.8.4 W.8.3 L.8.4B, L.8.5 SL.8.1</p> <p>Supporting Standards: RL.8.3, RL.8.5, RL.8.6, RL.8.7, RL.8.8.A RI.8.6, RI.8.8 W.8.1, W.8.2, W.8.4, W.8.6 L.8.1, L.8.2, L.8.3, L.8.4A SL.8.2, SL.8.3</p> <p>Cross Curricular Standards: RI.8.1, RI.8.2, RI.8.4 W.8.1 L.8.1, L.8.4A, L.8.5 SL.8.1</p> <p>Unit Focus:</p> <p>Whirligig Literature Unit:</p> <p>This unit continues to focus on previously learned/practiced literature skills through the power standards but has a specific focus on the use of Greek mythology and other allusions to enhance text. Students study Joseph Campbell's hero myth and apply it to Paul Fleischman's novel <i>Whirligig</i>. Students also engage with Fleischman's poetry for two voices and create their own poem with a partner, showing they understand the thematic elements of the book and the form and function of this particular genre of poetry. The overall focus of this unit that other content areas might connect with is the repetition or pattern found in writing across time and space. (The hero myth is one that has repeated itself in literature since the golden age)</p>	<p>Dates: 5/7/18-6/22/18</p> <p>Power Standards: RL.8.1, RL.8.2, RL.8.4 RI.8.1, RI.8.2, RI.8.4 W.8.1 L.8.4A, L.8.5 SL.8.1</p> <p>Supporting Standards: RL.8.3, RL.8.5, RL.8.6, RL.8.8.A RI.8.6, RI.8.8 W.8.2, W.8.4, W.8.6 L.8.1, L.8.2, L.8.3, L.8.4C SL.8.2, SL.8.3</p> <p>Cross Curricular Standards: RI.8.1, RI.8.2, RI.8.4 W.8.1 L.8.1, L.8.4A, L.8.5 SL.8.1</p> <p>Unit Focus:</p> <p>To Kill a Mockingbird/Warriors Don't Cry Literature Unit:</p> <p>This unit's focus is on civil rights and the democratic process in our country. It continues to focus on previously learned/practiced skills through the power standards but by using different content for students based upon lexile levels. The majority of 8th grade students will read <i>To Kill a Mockingbird</i>. Students opting for Honors English in the fall are challenged to read <i>Warriors Don't Cry</i> in addition. Struggling/reluctant readers will just read <i>Warriors Don't Cry</i>. Other content areas might be able to connect with the central theme of the unit. There's also a DBQ for To Kill a Mockingbird that could be co-taught across social studies and ELA.</p>
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W=Writing
L=Language

RL=Reading Literature
SL=Speaking and Listening

RI=Reading Information

