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| 8th Grade ELA and Advanced ELA Curriculum and Unit Guides  2014 - 2015 |

**This is a *suggested* curriculum guide with supplementary unit guides**

**to teach 8th Grade ELA Common Core Standards.**

**This document is not intended as a mandated curriculum**

**but as a starting point for planning a year’s instruction.**

[**Access to Holt McDougal OnlineTextbook**](https://docs.google.com/a/bcsemail.org/document/d/1whhjAuItwHsbLKwcV6x3qPAQMwhaOrNuFpSKTOzB4tU/edit)

*Created by BCS Teachers*

*Rev. Summer 2014*

BCS 8th Grade ELA Curriculum Guide

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| **Unit 1 – Character** (4.5 Weeks)   * RL 8.2 Central ideas/themes/summary * RL 8.3 Individuals/events/ideas * RL 8.6 Point of view/purpose * W 8.3 Write Narrative * SL 8.3 Point of View | **Unit 2 – Tolerance**  (4.5 Weeks)   * RL 8.1 Inference/evidence * RI 8.1 Inference/evidence * RI 8.6 Point of View/Purpose * W 8.1 Write arguments * SL 8.4 Present findings * L 8.5 Figurative language/word choice |
| **Unit 3 – Fantasy v. Reality** (4.5 Weeks)   * RL 8.5 Text Structure and Organization * RL 8.9 Comparison of text * RI 8.9 Comparison of text * W 8.4 Clear/Coherent Writing * SL 8.5 Use Media | **Unit 4 – Motivation** (4.5 Weeks)   * RL 8.8 Argument/evidence * RI 8.4 Vocabulary/Word Choice * RI 8.8 Argument/evidence * W 8.8 Gather/Synthesize Information * SL 8.6 Adapt speech/command of formal language * L 8.3 Style/effective language choices |
| **Unit 5 – Perseverance** (4.5 weeks)   * RL 8.4 Vocabulary/Word Choice * RI 8.2 Central ideas/themes/summary * RI 8.5 Text structure/organization * W 8.7 Conduct Research * SL 8.2 Content in Diverse Media | **Unit 6 – The Hero’s Journey** (4.5 weeks)   * RI 8.3 Individuals/Events/Ideas * W 8.5 Plan/revise/edit * W 8.6 Use technology * L 8.6 Academic/Domain-Specific Vocabulary |
| **Unit 7 – Inspiration** (4.5 weeks)  RL 8.7 Content in diverse media  RI 8.7 Content in diverse media  W 8.2 Write to inform/explain  W 8.9 Write to sources (draw evidence) | |

Key to Common Core Strand Abbreviations

RL – Reading Literature W – Writing L - Language

RI - Reading Informational Text SL – Speaking and Listening

BCS 8th Grade ELA Curriculum Guide

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| Foundation Standards  **Foundation Standards are designated**  **Common Core State Standards**  **to be taught continually, in all units of study,**  **throughout the year.** |

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| 8th Grade Foundation Standards  **RL 8.10 Complex Text**  **RI 8.10 Complex Text**  **W 8.10 Write Routinely**  **SL 8.1 Academic Discourse/Collaboration**  **L 8.1 Standard English Grammar**  **L 8.2 Standard English Mechanics**  **L 8.4 Vocabulary Strategies** |

8th Gr.Note: 4.5 weeks of the school year are not specifically designated as being part of any specific unit.

This time is “built in” for remediation/enrichment as needed based on formative

assessments.

BCS 8th Grade ELA Unit Guide

Unit 1- **Character** (4.5 Weeks)

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| **Unit Overview/ Questions:**  Who am I? How is character shaped?  **Unit Overview/ Questions for Advanced ELA:**  How can literature help reveal who I am? |

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| Focus Standards   * RL 8.2 Central ideas/themes/summary * RL 8.3 Individuals/events/ideas * RL 8.6 Point of view/purpose * W 8.3 Write Narrative * SL 8.3 Point of View | |
| Learning Targets  I can . . .   * determine theme * recognize character traits * analyze a character’s development * evaluate how plot/life affects a character * analyze differing points of view * write narratives to develop real events * recognize and interpret symbolism   **\*\*Additional Learning Targets are found at bcsela.weebly.com and on the ELA Moodle** | Content/Academic Vocabulary   * characterization * point of view * protagonist * antagonist * theme * traits * rising action * climax * exposition * falling action * resolution * conflict – internal/external * literal * non-literal * evaluate * analyze |

BCS 8th Grade ELA Unit Guide

Unit 1- **Character** (4.5 Weeks)

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| Suggested Text (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story   * “Treasure of Lemon Brown” by Walter Dean Myers (Textbook \* +) * **“**Rules of the Game” by Amy Tan (Textbook \* +) * **“**The Medicine Bag” by Virginia Driving Hawk Sneve, (Textbook \*)   Novel   * *Hope Was Here* by Joan Bauer   Picture Book   * “*John’s Secret Dream* by Doreen Rappaport * *Cracker the Crab and the Sideways Afternoon* by Michael Cogdill   Non-Fiction   * Excerpt from “Harriet Tubman: Conductor on the Underground Railroad” by Ann Petry, (Textbook \* +) * “Letter to Harriet Tubman” by Frederick Douglas (Textbook \* +)   Poetry   * “Barbara Frietchie” by John Greenleaf Whittier (Textbook \*) * “John Henry” (Textbook \* +)   Memoir   * “The Great Rat Hunt” by Laurence Yep (Textbook \* +)   Other Media   * “If I Should Have A Daughter” by Sarah Kay, Ted Talk, <http://www.youtube.com/watch?v=0snNB1yS3IE> * Cartoon Tribute to John Henry (Textbook \*) |

Textbooks Referenced: \* *Literature* Grade 8, Holt McDougal, 2012 + *The Language of Literature* Grade 8, McDougal Littell , 2006

BCS 8th Grade ELA Unit Guide

Unit 1- **Character** (4.5 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story   * “Sucker” by Carson McCullers <http://www.saturdayeveningpost.com/2010/11/09/archives/classic-fiction/sucker-by-carson-mccullers.html> * “The Dinner Party” paired as a comparison to “Running Brook of Horrors” (Textbook +) * “The Bet” by Anton Chekov (textbook +) * “Stop the Sun” by Gary Paulson (textbook +)   Novel   * *Watership Down* by Richard Adams * *House on Mango Street* by Sandra Cisneros (on HS reading list)   Picture Book   * *Spoon* by Amy Krouse Rosenthal and Scott Magoon   Non-Fiction   * “Running Brook of Horrors” by Daniel P. Mannix (Textbook +) * Chicago Herpetological Society Bulletin , 2006 “Death from Snakebite: The Entwined Histories of Grace Olive Wiley and Wesley H. Dickinson” by James B. Murphy and David E. Jacques   <http://www.chicagoherp.org/bulletin/41(Supplement).pdf>   * “Female Entomologist: Grace Olive Wiley” by Becky Fisher   <http://tcn.amnh.org/updates/femaleentomologistgraceolivewiley1883-1948>  John Kerry Vietnam speech paired with “Stop the Sun” http://www.democracynow.org/2004/2/20/john\_kerry\_then\_hear\_kerrys\_historic  Poetry   * Spoon River Anthology by Edgar Lee Masters <http://www.bartleby.com/84/index1.html>   <http://www2.hn.psu.edu/faculty/jmanis/masters/sranthol.pdf> |

BCS 8th Grade ELA Unit Guide

Unit 1– **Character** (4.5 Weeks)

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| Suggested Writing Tasks  *John’s Secret Dream* autobiography  This picture book is a biography of John Lennon that incorporates Beatles song lyrics.  Task - Students think of five song lyrics that could accompany their autobiography (A teacher model works best for this assignment). Students create a multi-flow map with 5 key life events with one song lyric accompanying each event. The multi-flow map is turned into a complete autobiography.  *Technology:*  Students create a *digital presentation* of their autobiography (using PowerPoint or prezi).  Non-Literally You  Students interview each other one-on-one (after generating questions). Students select answers they can represent literally and non-literally. For example: Favorite cereal = Lucky Charms. Literal=cereal box, Non-Literal=Cowboy. Student then writes an explanation of how he/she got to the non-literal. Example: Cowboys ride a horse, horses have horse shoes, horse shoes are lucky charms. The student creates paragraphs to then describe their partner non-literally. |

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| Suggested Writing Tasks for Advanced ELA  Students create and present their own entry to the “Spoon River Anthology” What would they want others to remember about them?  Write a personal memoir  Students develop their own memoir in screenplay format which differs slightly from play format.  Screenplays may be purchased at [www.scriptfly.com](http://www.scriptfly.com) Prices range from $15 – $25 per script. Example: *To Kill a Mockingbird, Stand by Me, and Mr. Smith Goes to Washington* scripts can be purchased at this site. |

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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools.  Storybird  VoiceThread |

BCS 8th Grade ELA Unit Guide

Unit 2- **Tolerance** (4.5 Weeks)

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| **Unit Overview/ Questions:**  In this unit, students will explore the themes of tolerance and acceptance in order to find  acceptance for others and for themselves. |

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| Focus Standards   * RL 8.1 Inference/evidence * RI 8.1 Inference/evidence * RI 8.6 Point of View/Purpose * W 8.1 Write arguments * SL 8.4 Present findings * L 8.5 Figurative language/word choice | |
| Learning Targets  I can . . .   * cite textual evidence * determine central idea * write an argument * evaluate an argument * assess the quality of evidence   **\*\*Additional Learning Targets are found at bcsela.weebly.com and on the ELA Moodle** | Content/Academic Vocabulary   * Persuasive Techniques: bandwagon, hasty generalization * Persuasive organization: Debate, premise, rebuttal * Essay Organization: Claim, argument, counterclaim * Figurative Language: Hyperbole, personification, metaphor, simile * Writing Process: Prewriting, drafting, editing, * Evidence: Credible and valid * Annotation, Rhetoric, Summary, Paraphrase, Bias, Abstract, Supporting and Extraneous details, Connotation/Connotative, Denotative, Idiom, Nuance, Analogy, Allusion, Induction and Tone, Evaluate, Assess, Central idea |

BCS 8th Grade ELA Unit Guide

Unit 2- **Tolerance** (4.5 Weeks)

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| Suggested Text (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story   * “Catbird Seat” by James Thurber <http://jameshilston.com/pages/reading/catbird_seat.htm> * “Raymond’s Run” by Toni Cade Bambara (textbook +\*)   Non-Fiction   * “Mississippi School Holds First Interracial Prom” <http://www.npr.org/templates/story/story.php?storyId=91371629> * “Dear Teacher” Letters on the Eve of Japanese American Imprisonment <http://downloads.ncss.org/lessons/dearteacher.pdf> * http://www.houghtonmifflinbooks.com/readers\_guides/nelson\_wreath.shtml Emmett Till poem and non-fiction links   Poetry   * “The Charge of the Light Brigade” by Alfred Lord Tennyson (Textbook +) * “Courage” by Anne Sexton <http://allpoetry.com/poem/8505443-Courage-by-Anne_Sexton> * “Scottsboro, Too, Is Worth Its Song by Countee Sullen <http://nationalhumanitiescenter.org/pds/maai3/protest/text11/cullenscottsboro.pdf> * “Sympathy” by Paul Laurence Dunbar <http://www.poetryfoundation.org/poem/175756> * “We Wear the Mask” by Paul Laurence Dunbar <http://www.poetryfoundation.org/poem/173467> * “The Haunted Oak” by Paul Laurence Dunbar <http://www.poetryfoundation.org/poem/173459> * “One More Round” by Maya Angelou (Textbook \*)   Other Media   * <http://www.npr.org/templates/story/story.php?storyId=4818586> Emmett Till poem and NPR listening piece * “A Lesson in Tolerance in 2 minutes and 44 seconds” (Video) <http://cityroom.blogs.nytimes.com/2011/03/01/a-lesson-in-tolerance-in-2-minutes-44-seconds/> |

Textbooks Referenced: \* *Literature* Grade 8, Holt McDougal, 2012 + *The Language of Literature* Grade 8, McDougal Littell , 2006

BCS 8th Grade ELA Unit Guide

Unit 2- **Tolerance** (4.5 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts    Non-Fiction   * Edward Snowden Commentaries   + “Edward Snowden: ‘Hero or Traitor’?” by Geoffrey R. Stone – Huffington Post   <http://www.huffingtonpost.com/geoffrey-r-stone/edward-snowden-hero-or-tr_b_3418939.html>   * + “Edward Snowden: Neither a Hero nor a Traitor” by Michael McGough – L.A. Times   <http://www.latimes.com/opinion/opinion-la/la-ol-snowden-nsa-clemency-20140107,0,3995502.story#axzz2wQPVjjep>   * + “Edward Snowden: Whistle-Blower” by the Editorial board – NY Times   http://www.nytimes.com/2014/01/02/opinion/edward-snowden-whistle-blower.html?ref=editorials&\_r=0   * Slave Deeds - Articles   <http://www.citizen-times.com/article/20130917/NEWS/309170024/Slave-deed-project-wins-national-award>  Chavez Ravine: A Los Angeles Story http://www.pbs.org/independentlens/chavezravine/cr.html  <http://articles.latimes.com/2012/apr/05/local/la-me-adv-chavez-ravine-20120405>  Bias in Children’s Books- <http://artsbeat.blogs.nytimes.com/2011/05/05/new-study-finds-gender-bias-in-childrens-books/?_php=true&_type=blogs&_r=0>  <http://www.theguardian.com/books/2011/may/06/gender-imbalance-children-s-literature>  Other Media   * Chavez Ravine Documentary (paired with Chavez Ravine article) * Learn NC – Trail of Tears * *Rena’s Promise* by Rena Kornreich Gelissen and Heather Dune Macadam, 1996 * *The Help* (currently not on BCS approved list) |

BCS 8th Grade ELA Unit Guide

Unit 2- **Tolerance** (4.5 Weeks)

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| Suggested Writing Tasks  *Media Bias*  Select a magazine which has an article describing 2 opposing political figures (Biden-Ryan). These articles may be in different issues, but must be from the same magazine. Students determine which “side” the magazine editor is biased towards. Students should argue their point and utilize textual evidence to support their choice. Students may use pictures included with the article. (This was done with Time Magazine articles from fall 2013 for Biden-Ryan and it was almost 50/50 for choice determining for which side Time was biased.  *Personal Essay:*  Describe a person in your life who has demonstrated tolerance for others. Cite specific examples to demonstrate that person’s tolerance and what effect it had.  Suggested Writing Tasks for Advanced ELA  Write a persuasive letter to the mayor of Los Angeles convincing him to either build the housing project or Dodger stadium (linked to Chavez Ravine materials) |

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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |

BCS 8th Grade ELA Unit Guide

Unit 3– **Fantasy v. Reality** (4.5 Weeks)

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| **Unit Overview/ Questions:**  In this unit, students will explore the concepts of perception and perspective and how they are applied to different situations. |

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| Focus Standards   * RL 8.5 Text structure/organization * RL 8.9 Comparison of literary text * RI 8.9 Comparison of informational text * W 8.4 Clear/Coherent Writing * SL 8.5 Use media | |
| Learning Targets  I can . . .   * compare and contrast the structures of texts. * apply the concept of allusion, analogy. * analyze how modern works take themes, etc. from traditional works. * differentiate between tone and mood. * Identify tone with evidence from text.   **\*\*Additional Learning Targets are found at bcsela.weebly.com and on the ELA Moodle** | Content/Academic Vocabulary   * Symbolism * Genre * Compare * Contrast * Differentiate * Analogy * Apply * Theme * setting * un * U * Tone * Mood * Allusion * Imagery * Voice * Audience * Hyperbole * Explicit * Style |

BCS 8th Grade ELA Unit Guide

Unit 3– **Fantasy v. Reality** (4.5 Weeks)

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| Suggested Text (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story / Drama   * “Tell Tale Heart” by Edgar Allan Poe (Textbook \* +) * “Monkey’s Paw” by W. W. Jacobs (Textbook \* + ) paired with “Monkey’s Paw” from *Simpsons* <http://www.youtube.com/watch?v=D63uScTzgEw> * “The Landlady” by Raold Dahl <http://www.teachingenglish.org.uk/sites/teacheng/files/landlady_text.pdf> * “The Hitchhiker” by Lucille Fletcher (Textbook\* +) * “The Girl in The Lavender Dress” by Maureen Scott (Textbook+) * “The Woman in Snow” by Patricia McKissack (textbook+)   Non-Fiction   * John Francis Knapp and Joseph Jenkins Knapp Trials: 1830 <http://www.murderbygaslight.com/2009/11/captain-joseph-white.html> <http://www.smithsonianmag.com/history-archaeology/A-Murder-in-Salem.html> * “Human Perceptions of Animal Cognition” by Caitlin Kight <http://www.science20.com/anthrophysis/human_perceptions_animal_cognition-89722> * “Kids Speak Out on Student Engagement” <http://www.edutopia.org/blog/student-engagement-stories-heather-wolpert-gawron>   Novel   * *Divergent*  by Veronica Roth (Not on BCS Middle School Approved List) * *The Giver* by Lois Lowry   Poetry   * “Who Are You” Caterpillar excerpt from *Alice in Wonderland* by Lewis Carroll <http://www.authorama.com/alice-in-wonderland-5.html> * “The Perception of Truth” by Anita Atina <http://www.poemhunter.com/poem/the-perception-of-truth/> * “Dreams” by Langston Hughes <http://www.poemhunter.com/poem/dreams-2/> * “A Dream” by William Blake <http://www.poemhunter.com/poem/a-dream/> * “Love” by William Shakespeare <http://www.englishverse.com/poems/love_shakespeare> |

Textbooks Referenced: \* *Literature* Grade 8, Holt McDougal, 2012 + *The Language of Literature* Grade 8, McDougal Littell , 2006

BCS 8th Grade ELA Unit Guide

Unit 3– **Fantasy v. Reality** (4.5 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story / Drama  “William Wilson” by Edgar Allan Poe <http://www.poestories.com/read/williamwilson>  Non-Fiction  “The Truth Behind Disney Movies” http://www.huffingtonpost.com/2013/11/12/the-real-story-behind-eve\_n\_4239730.html  Novel   * Alvin Maker Series by Orson Scott Card   Poetry  Illusion and Reality by Kabir <http://www.poemhunter.com/poem/illusion-and-reality/> |

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Unit 3– **Fantasy v. Reality** (4.5 Weeks)

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| Suggested Writing Tasks  *Informational Essay:*  Students write a compare and contrast essay, analyzing a story based in reality versus one based on fantasy.  Suggested Writing Tasks for Advanced ELA |

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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |

BCS 8th Grade ELA Unit Guide

Unit 4– **Motivation**(4.5 Weeks)

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| **Unit Overview/ Questions:**  **I think I can, I think I can, I think I can… a study of what motivates you and others.**  O |

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| Focus Standards   * RL 8.8 Argument/evidence * RI 8.4 Vocabulary/Word Choice * RI 8.8 Argument/evidence * W 8.8 Gather/Synthesize Information * SL 8.6 Adapt speech/command of formal language * L 8.3 Style/effective language choices | |
| Learning Targets  I can . . .   * argue effectively * provide sufficient evidence to support my claims * adapt my speech for a particular audience * select the best language choice   **\*\*Additional Learning Targets are found at bcsela.weebly.com and on the ELA Moodle** | Content/Academic Vocabulary   * Persuasive Organization – * Debate, premise, rebuttal * Essay Organization- * Claim, argument, counterclaim * Logical fallacy * Antithesis / Thesis * Parallelism * Induction / Deduction * Valid / Invalid * Connotative * Sufficient * Adapt |

BCS 8th Grade ELA Unit Guide

Unit 4 **Motivation**(4.5 Weeks)

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| Suggested Text (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story   * “Flowers for Algernon” by Daniel Keyes (Textbook \* +) * :The Lady or the Tiger” by Frank R. Stockton (Textbook \* +) * “Abuela Invents the Zero” by Judith Ortiz Cofer (Textbook \*) * “Ordeal by Cheque” Wuther Crue <http://ghsbears.pbworks.com/f/Cheques.pdf>   Non-Fiction   * “The FBI and the American Gangster 1924-1938” “How Prohibition Backfired and Gave America an Era of Gangsters and Speakeasies” to be paired with “Ordeal by Cheque” <http://www.fbi.gov/about-us/history/a-centennial-history/fbi_and_the_american_gangster_1924-1938> <http://www.theguardian.com/film/2012/aug/26/lawless-prohibition-gangsters-speakeasies>   Poetry   * “If I Could Stop One Heart from Breaking” by Emily Dickinson <http://www.poemhunter.com/poem/if-i-can-stop-one-heart-from-breaking/>   Other Media  “What is was, was Football” Andy Griffith audio clip for inferencing http://www.bing.com/videos/search?q=what+it+was+was+football&FORM=VIRE3#view=detail&mid=4B71F37110DEFF4BA0734B71F37110DEFF4BA073 |

Textbooks Referenced:

\* *Literature* Grade 8, Holt McDougal, 2012 + *The Language of Literature* Grade 8, McDougal Littell , 2006

BCS 8th Grade ELA Unit Guide

Unit 4– **Motivation** (4.5 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story   * “To Build a Fire” by Jack London <http://www.jacklondons.net/buildafire.html> * “A Sound of Thunder” by Ray Bradbury <http://www.onebee.com/media/PDF/A_Sound_of_Thunder-Ray_Bradbury.pdf>   Non-Fiction   * “Teenage Brains: Beautiful brains” by David Dobbs, National Geographic, October 2011 <http://www.racetonowhere.com/sites/default/files/tools/_Beautiful%20Brains_%20(Ntl%20Geographic;%20David%20Dobbs)_0.pdf> * “The Fragile Teenage Brain: An In-Depth Look at Concussions in High School Football” by John Lehrer   <https://www.byliner.com/jonah-lehrer/stories/the-fragile-teenage-brain>   * “Buff Your Brain: Want to be Smarter in Work, Love, and Life?” by Sharon Begley, Newsweek, January 1, 2012 <http://www.thedailybeast.com/newsweek/2012/01/01/buff-your-brain.html> * <http://news.nationalgeographic.com/news/2004/08/0825_040825_marathon_mice_2.html> to be paired with “Flowers for Algernon”   Novel   * *The Seven Habits of Highly Effective Teen* by Sean Covey   Poetry |

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Unit 4– **Motivation** (4.5 Weeks)

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| Suggested Writing Tasks  *“Lady or the Tiger” Persuasive Writing*  Students decide which came out of the door - - the lady or the tiger. Students will turn this into a complete essay with cited text that illustrates why they made their particular choice.  *Media Literacy*  Watch a variety of advertisements, look at print ads, and online ads. Write a persuasive essay discussing which media is most effective and then create your own ad campaign. (Can be combined with a Math project surrounding creating your own business)  Suggested Writing Tasks for Advanced ELA |

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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |

BCS 8th Grade ELA Unit Guide

Unit 5– **Ironic and Surprising Twists of Life** (4.5 Weeks)

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| **Unit Overview:**  In this unit students will examine how unexpected and surprising twists come about. |

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| Focus Standards   * RL 8.4 Vocabulary/Word Choice * RI 8.2 Central ideas/themes/summary * RI 8.5 Text structure/organization * W 8.7 Conduct Research * SL 8.2 Content in Diverse media | |
| Learning Targets  I can . . .   * provide an objective summary of a text * determine a central idea of a text * analyze how a text makes connections between ideas   **\*\*Additional Learning Targets are found at bcsela.weebly.com and on the ELA Moodle** | Content/Academic Vocabulary   * Paraphrase * Summary * Objective * Connections (to text, world, self) * Diction * Allegory * Connections |

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Unit 5– **Ironic and Surprising Twists of Life** (4.5 Weeks)

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| Suggested Text (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story  “ Ransom of Red Chief” by O. Henry (textbook \*+)  “The Last Leaf” by O. Henry <http://learningenglish.voanews.com/content/short-story-the-last-leaf-by-o-henry-137796213/114728.html>  “Charles” Shirley Jackson (textbook \*+)  “Story of an Hour” Kate Chopin <http://www.vcu.edu/engweb/webtexts/hour/>  Picture Books  “The Frog Prince Continued” by Jon Scieszka  “Diary of a Wombat” by Jackie French  Other Media  “Isn’t it Ironic? Now it is.” https://www.youtube.com/watch?v=NQ1dPJt1K1g |

Textbooks Referenced:

\* *Literature* Grade 8, Holt McDougal, 2012 + *The Language of Literature* Grade 8, McDougal Littell , 2006

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Unit 5–**Ironic and Surprising Twists** (4.5 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story  “There will Come Soft Rains” by Ray Bradbury http://www.gladdemusic.com/raybradbury-there%20will%20come%20soft%20rains.htm  “The Lottery” by Shirley Jackson <http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf>  Non-Fiction  “Us and Them” by David Sedaris (Textbook\*)  Speech  Poetry  Novel |

BCS 8th Grade ELA Unit Guide

Unit 5– **Perseverance** (4.5 Weeks)

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| Suggested Writing Tasks  Students write a definition essay explaining what perseverance is. They support their ideas with specific examples from Text, World, and Self.  Suggested Writing Tasks for Advanced ELA |

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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |

BCS 8th Grade ELA Unit Guide

Unit 6– **A Hero’s Journey** (4.5 Weeks)

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| **Unit Overview:**  This unit will focus on a quest - the quest for understanding. |

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| Focus Standards   * RI 8.3 Individuals/Events/Ideas * W 8.5 Plan, revise, edit * W 8.6 Use technology * L 8.6 Academic/Domain-Specific Vocabulary | |
| Learning Targets  I can . . .   * write a narrative for a real or imagined experience * revise and edit a piece of writing * peer edit * use technology to enhance a presentation collaboratively   **\*\*Additional Learning Targets are found at bcsela.weebly.com and on the ELA Moodle** | Content/Academic Vocabulary   * Hyperbole * Rhyme * Stanza * Collaborate * Prose * Rhythm * Onomatopoeia * Alliteration * Rhyme scheme * Myth/Folklore * Revise/Edit * Multi-media/modal * Focus * Citation * Enhance * Writing Process * Meter * Simile * Metaphor * Personification |

BCS 8th Grade ELA Unit Guide

Unit 6– **A Hero’s Journey** (4.5 Weeks)

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| Suggested Text (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story   * “Pandora’s Box” Greek Myth retold by Louis Untermeyer (Textbook \*) * “The Wise Old Woman” Japanese Folktale retold by Yoshiko Uchida (Textbook \*) * “Loo-Wit, the Fire-Keeper” Native American Myth retold by Joseph Bruchac (Textbook \*) * “Pecos Bill” Tall Tale retold by Mary Pope Osborne (Textbook \* +)   Non-Fiction   * “The Spiderman Behind Spiderman” (Textbook \*)   Poetry   * “Paul Revere’s Ride” by Henry Wadsworth Longfellow (Textbook \* +) * “Before You Knew You Owned It” by Alice Walker <http://www.allblackwoman.com/2011/11/17/alice-walker-before-you-knew-you-owned-it/> * “Nothing Gold Can Stay” by Robert Frost <http://www.poemhunter.com/poem/nothing-gold-can-stay/> * Poetry in *The Hobbit* <http://robotfromthefuture.com/visuals/Poetry-in-the-Hobbit.pdf> * “The Lady of Shalott” by Alfred Tennyson <http://www.online-literature.com/donne/720/>   Novel   * *The Outsiders* by S. E. Hinton * *The Hobbit*  by J. R. R. Tolkien * *The Hunger Games*  by Suzanne Collins (Not on BCS Middle School Approved List) |

Textbooks Referenced:

\* *Literature* Grade 8, Holt McDougal, 2012 + *The Language of Literature* Grade 8, McDougal Littell , 2006

BCS 8th Grade ELA Unit Guide

Unit 6– **A Hero’s Journey** (4.5 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story  Non-Fiction  Poetry  Novel |

BCS 8th Grade ELA Unit Guide

Unit 6– **A Hero’s Journey** (4.5 Weeks)

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| Suggested Writing Tasks  *Superhero*  Students create their own Superhero. Research existing superheroes on the computer and review the life they live. For example; how did a particular superhero get his/her powers, uniform, emblem, and how does he/she live in “real” life? Students will use this information to create their own superhero and write a narrative.  *Myth*  Students will think of a natural phenomenon and create an explanation for this event using well developed character. Peer editing is an important part of this task.  Suggested Writing Tasks for Advanced ELA |

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BCS 8th Grade ELA Unit Guide

Unit 7– **Inspiration** (4.5 Weeks)

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| **Unit Overview:**  In this unit, students will uncover their power to change the world. |

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| Focus Standards   * RL 8.7 Content in diverse media – literary text * RI 8.7 Content in diverse media – informational text * W 8.2 Write to inform/explain * W 8.9 Write to sources (draw evidence) | |
| Learning Targets  I can . . .   * analyze a film. * compare films to text. * gather information from a variety of sources. * research effectively. * convey my findings in writing. * use precise language to inform or explain a topic. * apply my research to personal connections.   **\*\*Additional Learning Targets are found at bcsela.weebly.com and on the ELA Moodle** | Content/Academic Vocabulary   * Analyze * Convey * Precise * Research * Sources * Bibliography * Cite |

BCS 8th Grade ELA Unit Guide

Unit 7– **Inspiration** (4.5 Weeks)

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| Suggested Text (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story  Excerpt from “Roll of Thunder, Hear My Cry” by Mildred D. Taylor (Textbook \*)  Picture Book   * *Oh, The Places You’ll Go* by Dr. Seuss   Non-Fiction   * “Over the Top: The True Adventures of a Volcano Chaser” (Textbook \*) * “The Diary of a Young Girl” excerpt from novel by Anne Frank (Textbook \*) * “The Last Seven Months of Anne Frank” excerpt by Hannah Elisabeth Pick-Gosler (Textbook +) * “Decades After King’s ‘I Have a Dream’ Speech, Hate Crimes Still Exist” <http://www.wapt.com/news/whos-accountable/Decades-after-King-s-I-have-a-dream-speech-hate-crimes-still-exist/-/9537186/18352940/-/jotg10/-/index.html> * “March on Washington” History Channel <http://www.history.com/topics/march-on-washington>   Speech   * “I Have a Dream” by Martin Luther King, Jr. YouTube video <http://www.youtube.com/watch?v=smEqnnklfYs>   Text: http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231#.UdYB\_TvVBqw  Play   * “The Miracle Worker” by William Gibson <http://www.scribd.com/doc/16202589/The-Miracle-Worker> * YouTube video of play <http://www.youtube.com/watch?v=JlxeKM_BerE>   Poetry   * “Mother to Son” by Langston Hughes (Textbook \* +) * “Crystal Night” by Lyn Lifshin <http://www.holocaustcentermilwaukee.org/docs/Kristallnacht_Curriculum.pdf> * “The Survivor” by John C. Pine   Novel   * *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie (Not on BCS Middle School Approved List) * *The Boy in the Striped Pajamas* by John Boyne * *If I Should Die Before I Wake* by Han Nolan (Not on BCS Middle School Approved List) * *We Fought Back: Teen Resistors of the Holocaust* by Allan Zullo (Not on BCS Middle School Approved List)   Films   * *Freedom Writers* (2013) PG-13 * *Pursuit of Happyness* (2006) PG-13   Video   * “Standing Outside the Fire´ performed by Garth Brooks <http://www.dailymotion.com/video/x1mgcy_garth-brooks-standing-outside-the-f_news> * “Kid President” <http://www.dailymotion.com/video/x1mgcy_garth-brooks-standing-outside-the-f_news> |

Textbooks Referenced:

\* *Literature* Grade 8, Holt McDougal, 2012 + *The Language of Literature* Grade 8, McDougal Littell , 2006

BCS 8th Grade ELA Unit Guide

Unit 7– **Inspiration** (4.5 Weeks)

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| Suggested Additional Text for Advanced ELA (Examples of text)  [Lesson Link](https://docs.google.com/a/bcsemail.org/document/d/1nw9sd7ePBl7PQhFAhCfCRHgYLbOISmTSYgtob6dGNWU/edit) contains lessons using these and other texts  Short Story  Picture Book  Non-Fiction  Play  Novel  Films  Video |

BCS 8th Grade ELA Unit Guide

Unit 7– **Inspiration** (4.5 Weeks)

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| Suggested Writing Tasks  *Informational Essay*  Research a college/university which you would like to attend. Write an informational essay detailing why this school is a good fit for you. You must include specific information (i.e. Class size, cost, sports, etc.) about the school and how it positively/negatively relates to you.  *Journaling*  Write daily about what inspires you to do well in school. What are your goals for the next 5 years. . . 10 years?  Suggested Writing Tasks for Advanced ELA |

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| **Suggested Technology/ Multi-media:** | Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. |