

CURRICULUM UNIT OVERVIEW MAP FOR SHCS GRADE: 8 SUBJECT: ELA

	September-October	November-December	January- March
READING and VOCABULARY	<p>Finish up summer reading for <i>Dacey's Song</i> by Cynthia Voigt</p> <p>Read <i>The House on Mango Street</i> by Sandra Cisneros</p> <p>About the Author: Cynthia Voigt, Sandra Cisneros</p> <p>Introduce Creative Writing/Narrative Writing in Fiction/Short Stories.</p> <p>Literary Devices: Repetition, Simile, Personification, Imagery/Symbolism, Allusion, Setting, Point of View, Tone, Plot, Theme</p> <p>Topics/Themes: Prejudice versus Tolerance within Society, Individuality versus Collective Identity, Belonging versus Exclusion, Decision Making versus Indecisiveness</p> <p>Root Words: ten, tin, tent, sept, rhin/o, cline, zyg/o</p>	<p>Finish <i>The House on Mango Street</i>.</p> <p>Read <i>An Island Like You</i> by Judith Ortiz Cofer and <i>The Skin I'm In</i> by Sharon G. Flake</p> <p>About the Author: Judith Ortiz Cofer, Sharon G. Flake</p> <p>Build background on "immigration" and how it connects to "American identity" in literature.</p> <p>Topics/Themes: Assimilation, Belonging, Bullying, and Decision Making, Gender, Race</p> <p>Literary Devices: Characterization, Conflict, Imagery, Motivation, Foreshadowing.</p> <p>Paraphrasing/Inference Skills</p> <p>Cite evidence to describe a positive and/or negative relationship.</p> <p>Reading non-fiction articles to supplement texts and concepts covered.</p> <p>Root words: (infro, ethno, scend, jiga, vor)</p>	<p>Finish <i>The Skin I'm In</i>.</p> <p>Read <i>Night</i> by Elie Wiesel, paired with <i>Diary of Anne Frank</i> play (see textbook) and read <i>To Kill A Mocking Bird</i> by Harper Lee</p> <p>About the Author: Elie Wiesel, Harper Lee</p> <p>Analyze elements of a fiction in a novel. Teach background knowledge on the Holocaust.</p> <p>Topics/Themes: Freedom and Confinement, Identity, and Lies</p> <p>Literary Devices: Simile, Metaphor, Personification, Assonance, Onomatopoeia, Idiom, Hyperbole</p> <p>Non-fiction texts</p> <p>Paraphrasing/Inference Skills</p> <p>Finding the main idea</p> <p>Vocabulary in Context</p> <p>Tone and Mood</p> <p>Vocabulary Skits</p> <p>Roots: histo, (dent,dont), melan, lingu, cranio</p>

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WRITING and GRAMMAR	<p>Narrative Writing</p> <p>Use semi-colons, coordinate adjectives, and commas</p>	<p>Literary Analysis</p> <p>Use punctuation to separate items in a series</p> <p>Use commas to separate an introductory element from the rest of the sentence</p> <p>Argument v. Evidence - Step 1-3</p> <p>Answer Paragraph Response Questions</p>	<p>Research Writing</p> <p>Unpacking Research Prompts</p> <p>Paragraph Response</p> <p>Verb-subject agreement</p> <p>Argument v. Evidence - Step 4 and 5</p>
SPEAKING/ LISTENING	<p>Review habit of speaking and listening for Socratic Seminars</p> <p>Sentence Starters</p> <p>Take notes for Socratic Seminars</p> <p>Observation Checklist for Socratic Seminars</p> <p>Discussion using Standard English grammar</p>	<p>Review Habits of Speaking and Listening</p> <p>Continue Socratic Seminar</p> <p>Take notes for Socratic Seminars</p> <p>Observation Checklist for Socratic Seminars</p> <p>Discussion using Standard English grammar</p> <p>Oral Presentations</p>	<p>Review Habits of Speaking and Listening</p> <p>Continue Socratic Seminar</p> <p>Take notes for Socratic Seminars</p> <p>Observation Checklist for Socratic Seminars</p> <p>Discussion using Standard English grammar</p>
TEST PREP	<p>Narrative Writing</p> <p>Annotating evidence</p> <p>Crossing out incorrect answer</p> <p>Paraphrasing test questions</p> <p>Identify elements of a narrative</p> <p>PARCC online</p> <p>ANet</p>	<p>Literary Analysis Writing</p> <p>ANet</p> <p>Identify parts of a Literary Analysis Task</p> <p>PARCC online</p>	<p>PARCC Research Writing</p> <p>ANet</p> <p>Identify parts of Research Writing</p> <p>PARCC online</p>

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	April - June
READING and VOCABULARY	<p>Finish <i>To Kill A Mocking Bird</i>.</p> <p>Begin Reading <i>Romeo and Juliet</i> by William Shakespeare.</p> <p>Begin Reading <i>The Fault in Our Stars</i> by John Green</p> <p>About the Author: William Shakespeare, John Green</p> <p>Introduction to Drama</p> <p>Introduction to Dramatic Irony</p> <p>Build background on utopian societies and the coming-of-age</p> <p>Topics/Themes: Self-sacrifice, romantic love, love and violence, fate, free will</p> <p>Literary Devices: character analysis, foreshadowing, metaphor, personification, oxymoron, paradox</p> <p>Roots: ger, dict, tell/e/o, micro, zo/o</p>

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WRITING and GRAMMAR	<p>Literary Response Writing</p> <p>Research Writing</p> <p>Argument vs. Evidence- Step 6</p> <p>Writing and developing effective topic and thesis</p> <p>Adjectives</p> <p>Topic Sentences</p> <p>Paragraphs</p> <p>Timed Writing</p> <p>Review PARCC writing</p>
SPEAKING/ LISTENING	<p>Continue Socratic Seminar</p> <p>Oral Presentations</p> <p>Watch videos</p> <p>Listen to audio texts</p>
TEST PREP	<p>Annotating and eliminating answers</p> <p>PARCC Literary Analysis Writing</p> <p>PARCC Research Writing</p>