

## English 8: Quarter 1

### Core Reading

#### Drama:

*Trifles*.....Susan Glaspell

#### Short Stories:

*The White Umbrella*.....Gish Jen

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

#### Novel:

*The Pearl*.....John Steinbeck

+ selected non-fiction texts serving as enrichment/parallel task texts

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><b>Textbook introduction of authors, setting, literary elements</b>  <b>Daily whole class discussion</b>  <b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of the conventions of standard, written English</li> <li>• interpret, analyze information in writing prompts</li> <li>• diagram essay assignments</li> <li>• outline essay assignments</li> <li>• categorize, prioritize information</li> <li>• select relevant text-based details to develop discussion</li> </ul>	<p><b>Daily whole class discussion</b></p> <p><b>Summer Reading Essay:</b></p> <ul style="list-style-type: none"> <li>• review literary elements</li> <li>• identify, explain levels of meaning</li> <li>• develop a clear, coherent discussion</li> <li>• assessment: analytical essay linking literary elements to the essential question: <i>What is the individual's role/responsibility as a member of a society?</i></li> <li>• post-writing protocol</li> </ul>	<p><b>Daily whole class discussion</b></p> <p><b>Summer Reading:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• analyze, interpret ideas in selected reading</li> <li>• evaluate character, external/internal conflict, theme</li> <li>• analyze theme</li> <li>• assessment: five paragraph analytical essay</li> </ul>	<p><b>Daily whole class discussion</b></p> <ul style="list-style-type: none"> <li>• review expected behavior for effective listening, speaking</li> <li>• participate in structured discussions</li> <li>• use language appropriate for specified occasions, audiences</li> </ul> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• letters to the editor</li> </ul>

<p><b>Drama Unit:</b></p> <ul style="list-style-type: none"> <li>• define unfamiliar vocabulary</li> <li>• annotate text</li> <li>• summarize text</li> <li>• paraphrase text</li> <li>• create a plot timeline</li> <li>• create a characterization illustration</li> <li>• interpret, analyze information</li> <li>• daily reader response</li> <li>• comprehension level guided reading questions</li> </ul> <p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• define unfamiliar vocabulary</li> <li>• annotate texts</li> <li>• take double-sided notes</li> <li>• summarize texts</li> <li>• interpret, analyze information</li> <li>• create, use graphic organizers</li> <li>• answer comprehension level guided reading questions</li> <li>• assessment: objective test</li> </ul>	<p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• analyze selected literary elements as linked to meaning, as related to the essential question</li> <li>• present clear, supported interpretations of literary works</li> <li>• identify, explain different levels of meaning</li> </ul> <p><b>Drama Unit:</b></p> <ul style="list-style-type: none"> <li>• review features of drama as a literary genre</li> <li>• redefine, explain literary elements</li> <li>• distinguish between historic context, dramatic context</li> <li>• read aloud with expression to convey meaning</li> <li>• identify, explain levels of meaning</li> <li>• answer inferential reading questions with support</li> <li>• discuss theme as revealed through literary elements/literary devices</li> <li>• assessment: on-demand thematic essay focused on the responsibilities of the individual in society (essential question) as shown through actions of characters in the drama</li> <li>• post writing reflection</li> </ul>	<p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review conventions</li> <li>• explain, analyze purpose, audience</li> <li>• present clear analysis of ideas, making use of a range of supporting details to develop, enhance discussion</li> <li>• present well-developed arguments</li> <li>• self-edit</li> </ul> <p><b>Drama Unit:</b></p> <ul style="list-style-type: none"> <li>• identify, explain author's purpose</li> <li>• synthesize author's use of diction, local language toward meaning</li> <li>• present clear analysis of theme developed via a range of supporting text-based details</li> <li>• assessment: on-demand character analysis as a vehicle for central meaning</li> </ul>	<p><b>Drama Unit:</b></p> <ul style="list-style-type: none"> <li>• prepare and present courtroom scenario as an epilogue</li> <li>• listen, speak daily</li> <li>• summarize daily reading in class session logs</li> </ul> <p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• complete in-class small group cooperative projects</li> <li>• listen attentively, respond appropriately</li> </ul> <p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• complete collaborative research</li> <li>• contribute to in-class small group cooperative projects</li> <li>• listen, speak daily</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• whole class sharing</li> <li>• small group sharing</li> </ul>
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<p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• conduct pre-reading library, internet research</li> <li>• access school data bases</li> <li>• evaluate information available on internet research sites</li> <li>• paraphrase research information</li> <li>• analyze author's biographical information as it relates to novel</li> <li>• synthesize research information with information in the novel and with prior knowledge</li> <li>• document sources parenthetically</li> <li>• compile bibliography</li> <li>• define unfamiliar vocabulary</li> <li>• annotate text</li> <li>• take double-sided notes</li> <li>• summarize text</li> <li>• chunk text</li> <li>• create, use graphic organizers</li> <li>• write daily reader responses</li> <li>• answer comprehension level guided reading questions</li> <li>• assessment: objective test</li> </ul> <p><b>Vocabulary-- Units 1-3:</b></p> <ul style="list-style-type: none"> <li>• define, use unfamiliar words</li> <li>• assessment: objective unit quizzes</li> </ul>	<p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• review features of the genre</li> <li>• redefine literary elements</li> <li>• identify, explain literary devices: point of view, figurative language, diction</li> <li>• read aloud with expression to convey meaning, mood</li> <li>• identify, explain levels of meaning</li> <li>• answer ELA style short response questions</li> <li>• discuss theme via characters, point of view, diction</li> <li>• present written, oral response to and interpretations of individual stories</li> <li>• answer inferential level guided reading questions</li> <li>• assessment: analytical essay comparing/contrasting protagonists as peripheral members of their societies (essential question)</li> <li>• post writing reflection</li> </ul>	<p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• identify, explain author's purpose</li> <li>• evaluate authors' uses of diction, local language</li> <li>• present clear analysis of character supporting position with well-developed arguments</li> <li>• present clear analysis of theme employing a range of supporting details</li> <li>• synthesize character, diction, theme, with relevant text-based support</li> <li>• assessment: compare/contrast two characters and their responses to social pressure</li> </ul>	
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<p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>• sight read informational text</li> <li>• annotate text</li> <li>• take organized, effective listening notes</li> <li>• interpret, analyze information in multiple choice questions</li> <li>• deconstruct multiple choice questions</li> <li>• create multiple choice questions</li> <li>• interpret, analyze demands of ELA style short response questions</li> <li>• incorporate text based support in ELA style short response questions</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• interpret, analyze verbal, visual, auditory writing prompts</li> </ul>	<p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• review, identify features of the genre</li> <li>• define parable</li> <li>• redefine literary elements</li> <li>• identify, explain author's use of literary devices: figurative language, point of view, imagery</li> <li>• read aloud with expression to convey meaning, mood</li> <li>• analyze theme as revealed by sequence of events</li> <li>• analyze theme as revealed by representative characters</li> <li>• write ELA style short response questions focused on literary elements, devices</li> <li>• assessment: analytical essay linking plot, theme to the essential question</li> <li>• post writing reflection</li> </ul> <p><b>Vocabulary--Units 1-3:</b></p> <ul style="list-style-type: none"> <li>• identify vocabulary words in context</li> </ul>	<p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• identify, analyze author's purpose as social commentary</li> <li>• evaluate author's purpose/</li> <li>• analyze, evaluate issues of social class</li> <li>• evaluate quality of text applying established criteria</li> <li>• develop clear, coherent arguments using a range of supporting details</li> <li>• assessment: on demand analytical essay</li> </ul> <p><b>Vocabulary-- Units 1-3:</b></p> <ul style="list-style-type: none"> <li>• integrate new vocabulary into original student writing</li> </ul> <p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>• synthesize information/language from a range of texts across the curriculum</li> <li>• analyze, evaluate author's purpose/audience</li> <li>• analyze, evaluate theme, developed through text-based details</li> <li>• apply established criteria to evaluate text</li> <li>• use of a broad range of precise vocabulary and presentational strategies</li> <li>• write ELA style <i>Read/Write</i> extended response</li> </ul>	
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	<p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"><li>• complete close readings of a range informational texts</li><li>• identify genres</li><li>• extract, explain literary elements</li><li>• identify, explain levels of meaning</li><li>• answer /create ELA style short response questions</li><li>• write strong, specific topic sentences</li><li>• extract, explain textual support</li></ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"><li>• on-going review of conventions</li><li>• write original narratives using core readings as models</li></ul>	<p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"><li>• self and peer edit</li><li>• incorporate a broad range of precise vocabulary</li><li>• make effective use of vivid detail in original narrative writing</li><li>• use engaging language</li></ul>	
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## English 8: Quarter 2

### Core Reading

#### Short Texts:

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

The Pocantico Hills Middle School Mission Statement

Newberry Award Acceptance Speech.....Lois Lowry

#### Novel:

*The Giver*.....Lois Lowery

+ selected non-fiction texts (sources include: literature anthologies, past exams, **The New York Times, Time, Sports Illustrated**)

+ selected poetry from the *Prentice Hall Literature Anthology*, silver edition

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<p>Textbook introductions of authors, literary elements</p> <p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of the conventions</li> <li>• review expository writing terminology</li> <li>• interpret, analyze information in essay assignments</li> <li>• diagram essay assignments</li> <li>• outline essay assignments</li> <li>• organize essays into five paragraphs</li> <li>• incorporate text based details</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review conventions</li> <li>• review purpose, audience</li> <li>• express understanding of levels of meaning</li> <li>• produce clear interpretations of literary works supported by accurate, appropriate textual references that are adequately developed</li> <li>• identify and explain significances of: plot, character, conflict, theme, figurative language</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review conventions</li> <li>• understand, explain different points of view</li> <li>• produce clear analysis of ideas and issues in literary works</li> <li>• develop arguments, analysis through effective use of textual references</li> <li>• self edit</li> <li>• use precise vocabulary in response to given tasks</li> </ul>	<p>Daily whole class discussion</p> <ul style="list-style-type: none"> <li>• on-going review of, adherence to established patterns of attentive listening and respectful speaking</li> </ul> <p><b>Short Story/Novel Units</b></p> <ul style="list-style-type: none"> <li>• participate in small group discussion</li> <li>• complete in-class, small group cooperative projects</li> <li>• create group generated Utopias</li> <li>• write whole class mission statement</li> <li>• whole class generated reading questions</li> </ul>

<p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• define unfamiliar vocabulary</li> <li>• integrate prior personal experience with information in the story</li> <li>• annotate text</li> <li>• paraphrase text</li> <li>• summarize text</li> <li>• write daily reader responses</li> <li>• create, use graphic organizers</li> <li>• answer comprehension level guided reading questions</li> </ul> <p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• define unfamiliar vocabulary</li> <li>• annotate selected passages</li> <li>• double-sided notes</li> <li>• summarize text</li> <li>• paraphrase selected passages</li> <li>• create, use graphic organizers</li> <li>• identify cause-effect</li> <li>• synthesize prior knowledge, theme of the short story and the novel</li> <li>• answer comprehension level guided questions</li> <li>• assessment: objective test</li> </ul> <p><b>Vocabulary: Units 4-6</b></p> <ul style="list-style-type: none"> <li>• assessment: objective unit quizzes</li> </ul>	<p><b>Short Story/Novel Units:</b></p> <ul style="list-style-type: none"> <li>• redefine features of each genre</li> <li>• redefine, identify, fully explain: characterization, setting, metaphor, theme, irony, satire, conflict, plot figurative language, point of view, diction</li> <li>• identify, explain different levels of meaning</li> <li>• read aloud with expression to convey meaning, mood</li> <li>• write supported daily reader responses</li> <li>• produce valid, supported interpretations of texts</li> <li>• write supported ELA style short responses</li> <li>• answer inferential level guided reading questions</li> <li>• assessment: analytical essay focused on essential question of the individual as a responsible member of a society</li> <li>• post writing reflection</li> </ul> <p><b>Vocabulary: Units 4-6</b></p> <ul style="list-style-type: none"> <li>• identify vocabulary in context</li> </ul>	<p><b>Short Story/Novel Units:</b></p> <ul style="list-style-type: none"> <li>• analyze, interpret meaning</li> <li>• evaluate meaning</li> <li>• compare/contrast authors' purposes</li> <li>• present clear analysis of the potential for an actual Utopia, applying text-based criteria</li> <li>• analyze diction as indicative of meaning</li> <li>• evaluate text by applying established criteria</li> <li>• use precise vocabulary</li> <li>• assessment: create/critique individual Utopia</li> </ul> <p><b>Parallel Tasks:</b></p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>• analyze, interpret and evaluate ideas presented in selected listening passages</li> <li>• present well supported and clear analysis of the topics of the listening passages</li> </ul> <p>Read/Write</p> <ul style="list-style-type: none"> <li>• analyze, interpret, evaluate information in sight reading texts</li> <li>• extract, explain thematic relationships between texts</li> <li>• present clear analysis of sight readings</li> <li>• plan, write on-demand ELA extended response</li> </ul>	<p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• whole class sharing</li> <li>• small group sharing</li> <li>• peer evaluation</li> </ul>
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<p><b>Parallel Tasks:</b></p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> <li>• interpret, analyze information from a range of informational, fictional texts</li> <li>• sight read for comprehension</li> <li>• annotate texts</li> <li>• summarize texts</li> <li>• paraphrase text</li> <li>• deconstruct multiple choice question</li> <li>• create multiple choice questions</li> <li>• diagram ELA tasks</li> </ul> <p>Listening Comprehension:</p> <ul style="list-style-type: none"> <li>• interpret, analyze information from listening passages</li> <li>• take notes organized, effective notes</li> <li>• deconstruct multiple choice questions</li> <li>• create multiple choice questions</li> <li>• use notes to answer questions</li> </ul>	<p><b>Parallel Tasks:</b></p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>• understand distinguishing features of the major genres</li> <li>• write supported ELA style short responses</li> <li>• produce valid interpretations of selected passages</li> </ul> <p>Reading Comprehension</p> <ul style="list-style-type: none"> <li>• identify, explain features of genres</li> <li>• identify, explain literary elements in context</li> <li>• identify, explain different levels of meaning</li> <li>• write supported ELA style short responses</li> <li>• produce valid, text-based supported interpretations of selected texts</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• create original narratives parallel to class core readings</li> <li>• incorporate literary techniques in student writing</li> </ul>	<p><b>Vocabulary: Units 4-6</b></p> <ul style="list-style-type: none"> <li>• integrate newly acquired vocabulary into original student writing</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• interpret, analyze ideas, concepts and respond through a series of creative writing activities</li> <li>• write a persuasive narrative</li> </ul>	
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<p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"><li>• on-going review of conventions</li><li>• interpret, analyze writing prompts</li><li>• organize narration sequentially</li><li>• develop narratives with specific details</li></ul>			
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## English 8: Quarter 3

### Core Reading:

#### Drama:

*Anne Frank: The Diary of a Young Girl*.....Frances Goodrich, Albert Hackett

#### Autobiography Excerpts:

from *Under the Tuscan Sun*.....Frances Mayes

*Suspended*.....Joy Harjo

from *Angela's Ashes*.....Frank McCourt

from *Big Russ and Me*.....Tim Russert

from *Dreams From My Father*.....Barak Obama

from *Home Ice*.....Jack Fala

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

Wikipedia entry about Sandra Cisneros

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<p>Textbook introductions to the drama and selected excerpts</p> <p><b>Daily whole class discussion</b></p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>on-going review of conventions</li> <li>interpret, analyze information in writing prompts</li> </ul>	<p><b>Daily whole class discussion</b></p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>on-going review of conventions</li> <li>respond to a range of texts, by a variety of authors</li> <li>produce interpretations of literary works identifying, explaining levels of meaning</li> </ul>	<p><b>Daily whole class discussion</b></p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>on-going review of conventions</li> <li>explain how individual experience affects memoir, autobiography</li> <li>present clear analysis of issues, ideas in texts</li> </ul>	<p><b>Daily whole class discussion</b></p> <ul style="list-style-type: none"> <li>review, maintain rules of mutual respect for attentive listening, effective speaking</li> </ul>

<p><b>Expository Writing</b> (continued)</p> <ul style="list-style-type: none"> <li>• diagram essay assignments</li> <li>• outline essay assignments</li> <li>• manage time for on-demand writing</li> <li>• identify the critical lens style essay response</li> <li>• paraphrase a given quote</li> <li>• categorize, prioritize information</li> <li>• deconstruct a critical lens essay assignment</li> <li>• interpret, analyze purpose of a critical lens response</li> <li>• identify, analyze form of the personal narrative</li> <li>• develop discussion through extensive use of specific details</li> <li>• establish an authoritative stance and include text-based details in support of that position</li> </ul> <p><b>Drama Unit:</b></p> <ul style="list-style-type: none"> <li>• define unfamiliar vocabulary</li> <li>• define historic setting</li> <li>• compare/synthesize information from text with information the video</li> <li>• evaluate stage directions as a text feature to access information</li> <li>• create, use graphic organizers</li> <li>• summarize text</li> <li>• paraphrase text</li> </ul>	<p><b>Expository Writing</b> (continued)</p> <ul style="list-style-type: none"> <li>• create personal narratives that parallel selected excerpts</li> <li>• in-depth analysis with focus on literary elements</li> <li>• assessments: critical lens essays, personal narratives, personal essays as related to the essential question</li> <li>• post writing reflections</li> </ul> <p><b>Drama Unit:</b></p> <ul style="list-style-type: none"> <li>• redefine the features of the genre and use these features in discussion, analysis</li> <li>• identify stage directions, indirect characterization as major elements in drama</li> <li>• identify, explain different levels of meaning</li> <li>• write daily reader responses</li> <li>• assessment: class session logs, critical lens essay</li> <li>• post writing reflection</li> </ul> <p><b>Autobiography Unit:</b></p> <ul style="list-style-type: none"> <li>• redefine features of the genre</li> <li>• read and respond to a range of autobiographical texts</li> <li>• read aloud with expression to convey meaning, mood</li> </ul>	<p><b>Expository Writing</b> (continued):</p> <ul style="list-style-type: none"> <li>• develop arguments through effective use of specific details</li> <li>• revise, self-edit using texts as models</li> <li>• use precise and appropriate vocabulary</li> <li>• assessments: critical lens essays, personal narratives, personal essays</li> </ul> <p><b>Drama Unit:</b></p> <ul style="list-style-type: none"> <li>• analyze, interpret, evaluate information</li> <li>• understand different points of view</li> <li>• evaluate effectiveness of varying points of view</li> <li>• develop arguments using appropriate details from text</li> <li>• evaluate text applying established criteria</li> <li>• assessment: critical lens essay</li> </ul>	<p><b>Drama Unit:</b></p> <ul style="list-style-type: none"> <li>• partner Holocaust photo walk</li> <li>• express thoughts clearly, articulately and listen to ideas expressed by others</li> <li>• collaborate on in-class, small group projects</li> <li>• contribute to whole class reading questions</li> </ul> <p><b>Autobiography Unit:</b></p> <ul style="list-style-type: none"> <li>• participate in Socratic seminars</li> <li>• listen and speak with mutual respect in structured classroom discussions</li> <li>• use positive nonverbal skills to improve interpersonal communication</li> <li>• articulate autobiography as a means of self-discovery through experiences of others</li> <li>• letter writing</li> <li>• use language, style appropriate for occasion</li> <li>• in-class small group projects</li> <li>• partnered sharing</li> <li>• host autobiography reception</li> </ul>
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<p><b>Drama Unit</b> (continued)</p> <ul style="list-style-type: none"> <li>• write daily reader responses</li> <li>• answer comprehension level guided reading questions</li> <li>• assessment: objective test</li> </ul> <p><b>Autobiography Unit:</b></p> <ul style="list-style-type: none"> <li>• use a unit syllabus</li> <li>• define unfamiliar vocabulary</li> <li>• relate, synthesize personal knowledge with textual references</li> <li>• compare, synthesize information from different sources</li> <li>• annotate texts</li> <li>• summarize texts</li> <li>• write, revise, edit student autobiographies</li> <li>• organize information</li> <li>• answer comprehension level guided reading questions</li> <li>• assessment: objective test, student created autobiographies</li> </ul> <p><b>Vocabulary: Units 7-9:</b></p> <ul style="list-style-type: none"> <li>• assessment: objective unit quizzes</li> </ul>	<p><b>Autobiography Unit</b> (continued)</p> <ul style="list-style-type: none"> <li>• identify, explain effectiveness of: figurative language, chronology, symbolism, diction, imagery</li> <li>• identify, explain different levels of meaning</li> <li>• present responses, supported interpretations to texts with references to literary elements</li> <li>• evaluate texts by applying established criteria associated with genre</li> <li>• assessment: critical lens essay, student created autobiography</li> <li>• post writing reflections</li> </ul> <p><b>Vocabulary—Units 7-9:</b></p> <ul style="list-style-type: none"> <li>• identify vocabulary in context</li> </ul> <p><b>Creative Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• write stories, poems, essays modeling the features of the genre</li> <li>• develop effective use of language and voice</li> </ul>	<p><b>Autobiography Unit:</b></p> <ul style="list-style-type: none"> <li>• analyze, interpret, evaluate information from a range of autobiographical texts</li> <li>• apply established criteria to assess texts individually</li> <li>• understand different points of view that arise from personal experience</li> <li>• develop arguments with effective use of text-based details</li> <li>• use presentational strategies to affect audience</li> <li>• assessment: critical lens essay</li> </ul> <p><b>Vocabulary—Units 7-9:</b></p> <ul style="list-style-type: none"> <li>• integrate newly acquired vocabulary into original student writing</li> </ul> <p><b>Creative Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review conventions</li> <li>• self-evaluate applying established criteria</li> <li>• present clear, coherently written narratives, poems</li> <li>• revise, self-edit</li> <li>• use precise, effective vocabulary</li> </ul>	<p><b>Creative Writing:</b></p> <ul style="list-style-type: none"> <li>• peer editing</li> <li>• whole class sharing</li> <li>• small group sharing</li> <li>• possible publication in school literary magazine</li> <li>• letter writing</li> </ul>
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<p><b>Creative Writing:</b></p> <ul style="list-style-type: none"><li>• on-going review conventions</li><li>• interpret, analyze information in writing prompts</li><li>• apply strategies for organizing information into coherent narratives</li><li>• synthesize chronology and plot</li><li>• relate new information to prior knowledge and experience</li><li>• develop ideas with appropriate supporting detail</li></ul>			
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## English 8: Quarter 4

### Core Reading:

The Literature of the 50's, 60's & 70's

### Civil Rights Texts:

from *Roots*.....Alex Halley  
*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  
New York Times article from 1963 about the bombing of the 16<sup>th</sup> Avenue Church  
*Four Little Girls* (video).....Spike Lee  
*The Ballad of Birmingham* (poem).....Dudley Randall  
*Caged Bird* (poem).....Maya Angelou  
*The Long Walk Home* (video)

### Politics/Sciences Texts:

*JFK's Inaugural Address*.....John F. Kennedy  
*Atomic* (poem).....Louis Ginsburg  
*Fueled* (poem).....Marcie Hans  
from *The Right Stuff*.....Tom Wolfe  
from *Light this Candle*.....Neal Thompson  
from *The Encyclopedia of Pop Culture*  
from *A Reporter's Life*.....Walter Cronkite  
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  
*Where Have All the Flowers Gone?* (song).....Pete Seeger  
*Goodnight, Saigon* (song).....Billy Joel

<b>STANDARD 1: READING, WRITING, LISTENING, &amp; SPEAKING FOR INFORMATION AND UNDERSTANDING</b>	<b>STANDARD 2: READING, WRITING, LISTENING, &amp; SPEAKING FOR LITERARY REPOSE AND EXPRESSION</b>	<b>STANDARD 3: READING, WRITING, LISTENING, &amp; SPEAKING FOR CRITICAL ANALYSIS AND EVALUATION</b>	<b>STANDARD 4: READING, WRITING, LISTENING &amp; SPEAKING FOR SOCIAL INTERACTION</b>
<p><b>Reference resource information on historic eras, authors</b></p> <p><b>Daily class discussion</b></p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• use a unit syllabus</li> <li>• on-going review of conventions</li> <li>• interpret, analyze information in writing prompts</li> <li>• diagram, outline essay assignments</li> <li>• categorize, prioritize information</li> <li>• use established research procedure, school data bases</li> <li>• document sources using APA procedure</li> <li>• Create bibliography per MLA format</li> <li>• develop discussion through in-depth explanation of text-based details</li> </ul>	<p><b>Daily class discussion</b></p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• respond to, interpret a range of texts, by a variety of authors</li> <li>• identify features of genres</li> <li>• present interpretations of literature that identifies, explains different levels of meaning</li> <li>• explain effect of figurative language on theme</li> <li>• explain how narrative point of view contributes to theme</li> <li>• develop discussion through specific text-based details</li> <li>• assessment: class session logs, critical lens essay linked to the essential question</li> <li>• post writing reflections</li> </ul>	<p><b>Daily class discussion</b></p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• analyze, interpret, evaluate information, ideas from a range of texts</li> <li>• explain significance of perspective on literature</li> <li>• revise, self-edit</li> <li>• present clear analysis of issues with explicit and developed support</li> <li>• assessment: write position papers with developed arguments that make use of effective textual evidence</li> </ul> <p><b>Literature of the 1950's...:</b></p> <ul style="list-style-type: none"> <li>• analyze, interpret, evaluate information, ideas presented in assigned texts</li> <li>• assess quality of assigned texts using established criteria</li> <li>• recognize, explain the significance of perspective on issues, ideas</li> </ul>	<p><b>Daily whole class discussion</b></p> <ul style="list-style-type: none"> <li>• continued adherence to established rules of attentive listening, respectful speaking</li> </ul> <p><b>Literature of the 1950's...</b></p> <ul style="list-style-type: none"> <li>• listen, speak with attention, respect</li> <li>• listen, speak with the expectation of exchanging information</li> <li>• collaborate on in-class small group projects</li> <li>• connect literature of this era to the essential question</li> <li>• express thoughts, ideas clearly, articulately</li> <li>• use language appropriate for the occasion</li> <li>• explain diction, tone as vehicles of social protest</li> <li>• friendly letters</li> <li>• letters to the editor, to government officials</li> </ul>

<p><b>Expository Writing</b> (continued)</p> <ul style="list-style-type: none"> <li>• produce written reports</li> <li>• present developed critical lens essays, personal essays</li> <li>• present clearly written, organized position papers on assignment topics</li> <li>• daily reader responses, class session logs</li> </ul> <p><b>Literature of the 1950's....</b></p> <ul style="list-style-type: none"> <li>• work with a syllabus</li> <li>• define unfamiliar terminology</li> <li>• establish setting</li> <li>• relate, synthesize personal experience, knowledge with information in assigned texts</li> <li>• incorporate outside information with information in assigned texts</li> <li>• annotate texts</li> <li>• summarize texts</li> <li>• organize information</li> <li>• graphic organizers</li> <li>• comprehension level guided reading questions</li> <li>• assessment: objective test</li> </ul> <p><b>Vocabulary--Units 10-12</b></p> <ul style="list-style-type: none"> <li>• define, use unfamiliar vocabulary</li> <li>• assessment: object unit quizzes</li> </ul>	<p><b>Literature of the 1950's....(con.)</b></p> <ul style="list-style-type: none"> <li>• read texts from a range of authors</li> <li>• read texts of a range of genres</li> <li>• read aloud with expression</li> <li>• identify, explain the features of persuasive essay, poetry, speech, research document, letters, informational essay, song lyrics</li> </ul> <p><b>Literature of the 1950's... (con.):</b></p> <ul style="list-style-type: none"> <li>• identify, explain significant literary elements and literary devices</li> <li>• identify setting as crucial to meaning</li> <li>• identify, explain different levels of meaning</li> <li>• evaluate literary merit using established criteria</li> <li>• present both responses to and interpretations of assigned texts through examination of literary elements</li> <li>• assessment: class session logs, critical lens essay</li> </ul> <p><b>Vocabulary—Units 10-12:</b></p> <ul style="list-style-type: none"> <li>• identify vocabulary in context</li> </ul>	<p><b>Literature of the 1950's...(con.)</b></p> <ul style="list-style-type: none"> <li>• develop arguments through effective use of detail</li> <li>• use precise vocabulary as demanded by audience and purpose</li> <li>• assessments: persuasive essay, class session logs, critical lens essays</li> </ul> <p><b>Vocabulary--Units 10-12:</b></p> <ul style="list-style-type: none"> <li>• integrate newly acquired vocabulary into original student writing</li> </ul> <p><b>Creative Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• development of narratives through continued use if details</li> <li>• modeling on genres</li> <li>• use of presentational strategies to effectively influence audience</li> </ul>	
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<p><b>Creative Writing:</b></p> <ul style="list-style-type: none"><li>• on-going review of conventions</li><li>• develop narratives through extensive use of specific details</li><li>• organize, categorize information</li><li>• distinguish between relevant and irrelevant information</li></ul>	<p><b>Creative Writing:</b></p> <ul style="list-style-type: none"><li>• on-going review of conventions</li><li>• original student narratives, poems, essays modeled upon assigned texts</li><li>• original student writing with focus on specific literary elements</li><li>• original student writing that expresses different levels of meaning</li><li>• assessment: final revised, edited draft of selected entry from Writer's Notebook</li></ul>		
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