

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: ELA		
School: Thomaston High School	Grade:8	Curriculum Pacing: 36 weeks
Unit One: “Society and the Individual”		Unit Two: “Suffering and Humanity”
Unit Pacing: 9 weeks		Unit Pacing: 9 weeks
<p>Unit Overview: In this opening unit, students will consider how society affects our decisions we make in our daily lives. Students will navigate their way through how conformity and compartmentalization have changed their personal identities and, to a certain extent, determined their own social successes and failures. Students will generate ideas based on texts where authors examine varied societal structures and experiences. In addition, students will examine how authors utilize dialogue, setting, figurative language imagery, as well as basic conventions of grammar to effectively deliver their views on the individual and society.</p>		<p>Unit Overview: In this unit, students will examine the roles pain and suffering play in our lives. They will delve deeply into how our mindset towards pain is what helps determine our ability to develop and learn from difficult experiences. Students will utilize texts which explore the human condition and investigate how dark moments in human history affect our world view. Using a literature circle format in reading class, students will examine these concepts through groups discussion, debate, and personal reflection. In addition, students will draft and revise written pieces that investigate and research these topics in great detail.</p>
<p>Compelling Questions:</p> <p>1. How does our society shape the way we live?</p>		<p>Compelling Questions:</p> <p>1. What role does suffering play in who we become?</p>

<p>Priority Learning Targets</p> <p>1. (Reading) - I can close read a text to reveal aspects of a character and their motivations.(CCSS.ELA-LITERACY.RL.8.3)</p> <p>2. (Reading) - I can connect a text to world events. (CCSS.ELA-LITERACY.RI.8.3)</p> <p>3. (Writing) - I can use a wide range of narrative techniques, such as dialogue, story timeline, description, and reflection, to develop experiences, events, and/or characters. (CCSS.ELA-LITERACY.W.8.3.B)</p> <p>4. (Writing) - I can use relevant, descriptive details, transitional language, and sensory language to create action, experiences, and events in my writing. (CCSS.ELA-LITERACY.W.8.3.D)</p> <p>5. (Speaking and Listening) - I can pose questions that connect speakers and respond to other’s questions with evidence, observations, and ideas. (CCSS.ELA-LITERACY.SL.8.1.C)</p> <p>6. (Language) - I can correctly use context clues to extract the meaning of an unfamiliar word. (CCSS.ELA-LITERACY.L.8.4)</p>	<p>Priority Learning Targets</p> <p>1. (Reading) - I can cite textual evidence to analyze what a text infers. (CCSS.ELA-LITERACY.RI. 8.1)</p> <p>2. (Reading) - I can analyze information provided by opposing texts. (CCSS.ELA-LITERACY.RI.8.9)</p> <p>3. (Writing) - I can articulate a logical claim using accurate and credible sources, as well as facts, definitions, details, and quotations, that demonstrates an understanding of the topic or text. (CCSS.ELA-LITERACY.W.8.2.B)</p> <p>4. (Writing) - I can produce a clear and coherent piece of writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.8.4)</p> <p>5. (Speaking and Listening) - I can acknowledge and respond, when appropriate to justify my own views of the topic. (CCSS.ELA-LITERACY.SL.8.1.D)</p> <p>6. (Language) - I can demonstrate command of the conventions of standard English (capitalization, punctuation, and spelling) in my writing. (CCSS.ELA-LITERACY.L.8.2)</p>
<p>Unit Three: “Literature As Life’s Mirror”</p>	<p>Unit Four: “The Power of Language”</p>
<p>Unit Pacing: 9 weeks</p>	<p>Unit Pacing: 9 weeks</p>
<p>Unit Overview: In this unit, students will be asked to connect to literature and the written process on a personal basis by considering author technique and motivation, deep-seeded universal themes, and how characters learn and develop within</p>	<p>Unit Overview: This final unit helps readers and writers to consider the emotional realism found in literature through analysis and reflection. We will examine the inconsistencies of the human experience and how our fluctuating emotions enhance our understanding of what it means to be human. Our text will reinforce the</p>

<p>specified written approaches. Students will examine heroes and their formulaic journeys and will be able to analyze how these journeys mirror our own life paths. Students will work in literature circles to examine literary devices and how they influence author's purpose, while researching and analyzing in written pieces to further expand upon their understanding.</p>	<p>emotional struggles we all experience and will allow for thoughtful analysis of these variations. We will also be able to write creatively to reflect these undulating emotional landscapes on a more personal basis. Students will enhance their knowledge and skills surrounding understanding the theme of a text, how author's word choice affects tone and meaning within the story, and how to construct a presentation that is enhanced by multimedia and visuals. Students will also hone in on how to use figurative language, how to edit and revise, as well as how to construct and properly layout a compilation of writing.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How does literature mirror the human experience? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How can literature help us to make sense of human experience and emotion?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. (Reading) - I can synthesize varying points of view within a text to further understand author's purpose. (CCSS.ELA-LITERACY.RI.8.6) 2. (Reading) - I can synthesize the importance of literary devices and infer how they enhance meaning of a text. (CCSS.ELA-LITERACY.W.8.9.A) 3. (Writing) - I can research and gather relevant information, assess the credibility and accuracy of each sources, effectively quote/paraphrase the data to draw conclusions, while avoiding plagiarism. (CCSS.ELA-LITERACY.W.8.8) 4. (Writing) - I can write informatively to convey ideas and concepts in an informative/explanatory piece of writing through the selection, organization, and analysis of content. (CCSS.ELA-LITERACY.W.8.2) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. (Reading) - I can integrate an understanding of theme into an analysis of the text as a whole. (CCSS.ELA-LITERACY.RI.8.2) 2. (Reading) - I can construct a presentation that is enhanced by multimedia and visuals to enhance my claims, findings, and points. (CCSS.ELA-LITERACY.SL.8.5) 3. (Writing) - I can introduce a topic, previewing what is to follow, using a wide range of methods, including formatting, graphics, and multimedia to aid understanding. (CCSS.ELA-LITERACY.W.8.2.A) 4. (Writing) - I can produce a well written piece of writing that shows signs of planning, revising, editing, and rewriting with on focus on purpose. (CCSS.ELA-LITERACY.W.8.5) 5. (Speaking and Listening) - I can discuss author's word choice and its effect on tone and meaning. (CCSS.ELA-LITERACY.RI.8.4)

5. (Speaking and Listening) - I can effectively participate in a collaborative discussion on a variety of topics and issues and use this discussion to build on my peers' ideas and to help me express my own thoughts. (CCSS.ELA-LITERACY.SL.8.1)

6. (Language) - I can use a dictionary, glossary, or a thesaurus, to find the pronunciation of a word and to determine the exact Meaning. (CCSS.ELA-LITERACY.L.8.4.C)

6. (Language) - I can demonstrate and correctly use figurative language and word relationships to enhance word meanings. (CCSS.ELA-LITERACY.L.8.5)

TEXT USED:

- The Outsiders
- Sold-takes place in Tibet and Pakistan
- Speak-Midwest
- Night- Holocaust
- Watership Down-societal structures through allegory
- Book Thief-WWII Germany
- Rest of the Story-socioeconomic disparities in the US
- Pearl-Mexican folklore issues of race and prejudice