



2020 - 2021 Year-at-a-Glance Snapshot Grade 8- ELA

1 Unit 1: Trimester 1 What are narrative elements and how can they be used to create a suspense narrative?

Reading:

Selections	Selection Title	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	The Tell-Tale Heart	RL.8.1-2, 3, 6, L.4a, c,	There are additional smaller writing assignments that will be completed throughout the trimester, such as timed writes and daily bell work.	Lord of the Flies Chapter Analysis (Google Slidedeck). Cornell Notes-Narrative Elements Brainpop theme activity Context Clues Organizers One pager The Tell-Tale Heart/Defend the Narrator of The Tell-Tale Heart (Honors)
2	The Monkey's Paw	RL.8. 1-2, 5-6, L.4a-b,		
3	Lord of the Flies (Full Novel)	RL.8.1-2, 3, 6, L.4a, c		
4				
5				
6				

Writing:

Type of Writing	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities

Narrative	Suspense Narrative	W.8.3a-e, 10	Using a flee map and their Cornell Notes, students will construct a suspense narrative that includes narrative elements discussed during this unit.	Flee Map (Thinking Map) StudySync plot mountain graphic organizer
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StoryCorps Project

Type of Project	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
Speaking and Listening/Narrative	Analyzing StoryCorps Interviews	SL.8. 1-2, 4a., 6	Students will pick 5 StoryCorps stories to listen to and analyze.	www.storycorps.org

2 Unit 2: Trimester 2 How can learning about historical events shape our future?

Reading:

Selection	Selection Title	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	Teaching History Through Fiction	RI.8.1, 8		Boy in the Striped Pajamas (Novel Study)
2	Blood, Toil, Tears, and Sweat	RI.8.1-2, 4-6, 8 L.4a,c		Context Clues Organizer (Nobel Prize Acceptance Speech)
3	Nobel Prize Acceptance Speech	RI.8.1-2, 6, 8 L.4a-c		

4	The Diary of Anne Frank, the Play	RI.8.1, 3		United States Holocaust Memorial Museum website(www.ushmm.org)
5				https://www.annefrank.org/en/anne-frank/secret-annex/ will use to complete a virtual tour of Anne Frank's house. Commonlit articles Cornell Notes: Informational Text Features Flipgrid debate (if back on campus, this will be done in class, not Flipgrid): "Is teaching history through fiction beneficial to students?"

Writing:

Type of Writing	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
Informative	What are three lessons you have learned from studying the Holocaust?	W.8.2a-f, 5-10	There are additional smaller writing assignments that will be completed throughout the trimester, such as timed writes and daily bell work.	After reading several informational texts, the students will use their annotations from each text read and decide what lessons can be learned when studying the Holocaust.

Literary Analysis	Dialectical Journal for The Boy in the Striped Pajamas	L.8.4a-c, 5, RL.8.1-4, 7		Students will complete a dialectical journal as they read <u>The Boy in the Striped Pajamas</u> . The students will focus on connotation/denotation of new words and analyze sections of the text for theme and character development, as well as plot.
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StoryCorps Project

Type of Project	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
Speaking and Listening/Narrative	Practicing Interviewing Skills	SL.8.1-2, 4a., 6,	Students will pick 3 people to interview using WeVideo Podcast.	www.storycorps.org WeVideo podcast

End of Unit Project

Type of Project	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
Research	Holocaust Remembrance Square	SL.8.1, W.8.7	Students will have the opportunity to view and share each other's squares. If back on campus, students will have a gallery walk to view and reflect on their classmates's squares. Volunteers will be asked to present their squares to all students.	Students will be asked to create a picture on an 8 ½ x 8 ½ square of white paper that in some way reflects their promise, that victims of the Holocaust did not die in vain, that they will be remembered, and that they have learned a lesson (or two) from this major world experience. They will also include a summary on the back of their square, which explains their square and what they drew.

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Unit 3 & 4 : Trimester 3 How can the actions of one affect the lives of many?

Reading

Selection	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	Speech to the Ohio Women's Conference: Ain't I A Woman	SL.8.3, L.8.4a-c, RI.8. 5-6		Cornell Notes: Argumentative Text Features Point/Counterpoint StudySync texts Philosophical chairs-Students will debate on a student generated topic. Prior to the debate, students will research both sides of the topic and will need to be prepared to debate either side. Students will be randomly selected to argue for either the pro or con side of the argument on the day of the debate.
2	Gettysburg Address	SL.8.3, L.8.4a-c, RI.8. 5-6		
3	Oh Captain! My Captain!	RL.8.1-2		
4	Mother to Son	RL.8.1-2		
5	Narrative of the Life of Frederick Douglass, An American Slave	RI.8.1-2,		
6	House Divided Speech	SL.8.3, L.8.4a-c, RI.8. 5-6		

Writing and End of the Unit Project

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
Argumentative	Research Project	W.8.1a-e	<p>Students will choose a topic from a student generated list to write an argumentative essay.</p> <p>Students will introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS W.8.1a)</p> <p>Students will use technology, including the Internet, to produce and publish writing and gather relevant information from multiple print and digital sources. (CCSS W.8.6,8)</p>	<p>Flee map (thinking map)</p> <p>Four Corners activity</p>

StoryCorps Project

Type of Project	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
Speaking and Listening/Narrative	Final StoryCorps Interview	SL.8.1-2, 4a., 6	<p>Students will interview one person on WeVideo. If their interview is chosen, it will be sent to the Library of Congress to be stored for their future generations to hear.</p>	<p>www.storycorps.org</p> <p>WeVideo podcast</p> <p>www.loc.gov</p>

