Wells Junior High School Course Summary Template

Name of Course: Grade 8 ELA

Course Overview:				
Summary: Grade 8 ELA seeks to…..				
Unit of Study	Essential Question(s)	Content/Skill/Concept	Instructional Strategies	Assessment Practices
Discovering Identity (Narrative Writing)	How do I use family history, societal influence, genetics, and personal experiences to explore my identity and what's important to me?	- Determine the theme or central ideas of the text, analyze its development including its relationship to character, setting, and plot, and provide an objective summary. - Determine a central idea of the text, analyze its development including its relationship to supporting ideas, and provide an objective/summary - Analyze how any genre of text makes connections among and distinctions between individuals, ideas, or events - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings, analyze the impact of specific word choices on meaning and tone. - With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. - Demonstrate a grade-level appropriate command of the conventions of standard English grammar and usage when writing.	- Modeling with exemplars - Graphic Organizers - Anticipation Guides - Turn & Talk	Summative: - This I Believe Essay - Comparison writing piece using short story and poem Formative: - Journal writing prompts - Quick Writes - Chapter quizzes

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		- Use technology to produce and publish writing, and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others. - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Novel Study #1*(Research Writing)*	What contributions have people made to justice and fairness historically? What does it mean to be accepting? How can I live, work and play with others when we have differences?		- Pre-Reading Carousel Discussion - Credible vs. Non-credible sources - Pre-Writing - Research - Drafting - Revising. - Editing and Proofreading.	Summative: - Research Paper Formative:
Poetry	• How are literary devices used to enhance poetry and its meaning? • How does a reader analyze a poem for understanding and meaning?	Determine the theme or central ideas of the text, analyze its development including its relationship to character, setting, and plot, and provide an objective summary. Determine a central idea of the text, analyze its development including its relationship to		Summative: - Poetry Portfolio - Poem Log Formative: -

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	• Why is the presentation of poetry an important skill to be learned? • How have dominant pieces of literature been inspired by poets and how can poems written in different eras and genres be compared?	supporting ideas, and provide an objective/summary Analyze how any genre of text makes connections among and distinctions between individuals, ideas, or events Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings, analyze the impact of specific word choices on meaning and tone.		
Rhetoric				
Non-Fiction	• Is there an understanding of the difference between reading Fiction vs. Non-Fiction? • Can I respond to questions regarding the following in my reading: What the text says, Central Idea, People, Events & Ideas, Word Meaning & Choice, Text Structure, Point of View/Purpose, Multimedia, and Arguments & Claims?	1. Cite strong and thorough textual supports an analysis of what the text says explicitly, as well as inferences drawn from the text. (RL+RI.1) 2. Compare and contrast the structure of two or more literary and informational texts and analyze how the differing structure of each text contributes to its meaning and style. (RL+RI.5) 3. Determine an author's point of view, purpose, analyzing how conflicting evidence and points of view impact the text, or how a character's point		

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		of view creates effects such as suspense or humor. (RI+RL6) 4. Evaluate the advantages and disadvantages of using different media to present a topic, idea, or literary work. (RL+RI.7) 5. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize irrelevant evidence. (RI.8) 6. Analyze how multiple texts demonstrate factual or interpretive agreement, conflict, or different information on the same topic, and draw on themes, patterns or character types from a variety of literary and informational texts.		
		With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose		

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		and audience have been addressed. Demonstrate a grade-level appropriate command of the conventions of standard English grammar and usage when writing. Use technology to produce and publish writing, and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others. (W.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
		Present claim and findings in a focused, cohesive manner, emphasizing salient points and relevant evidence. Use appropriate eye contact, adequate volume, and clear pronunciation. Integrate multimedia and visual displays into presentations. Adapt speech to a variety of contexts and tasks.		

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		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		