



ENGLISH LANGUAGE ARTS

Curriculum Unit Overview

HONORS - GRADE 8

Table of Contents

[Unit 1 - GADGETS AND GLITCHES](#)
[Unit 2 - THE THRILL OF HORROR](#)
[Unit 3 - PLACES WE CALL HOME](#)
[Unit 4 - THE FIGHT FOR FREEDOM](#)
[Unit 5 - FINDING YOUR PATH](#)
[Unit 6 - THE LEGACY OF ANNE FRANK](#)

[Curriculum Development Hub](#)

Unit 1 GADGETS & GLITCHES

[Jump to Table of Contents](#)

Course Title: HONORS ENGLISH LANGUAGE ARTS 8	Course Author: MRS. MROZEK	Grade Level(s): 8	Time/Duration: about 30 DAYS
Course Summary: THIS HONORS COURSE IS DESIGNED TO ENCOURAGE STUDENTS TO DELVE DEEPER INTO LITERACY CONTENT AND STRATEGIES.			
Unit Name: GADGETS AND GLITCHES	Unit Number: 1	Created: 2021-2022	Revised: TBD

Standards Addressed:

- * CC.1.2.8.E Analyze the genre/structure of the text.
- * B-C.3.1.1. Delineate and evaluate the argument and specific claims in a text.
- * D.2.1.1 Use verbs in the active and voice.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

[Jump to Table of Contents](#)

BIG IDEAS:

1. How technology affects our lives

Transfer

Students will be able to independently use their learning to . . .

1. Determine the role technology plays in their lives and the lives of others.
2. Recognize the importance of reading various genres on a particular topic to formulate their ideas/opinions.

Meaning**UNDERSTANDINGS**

Students will understand that . . .

1. Technology can improve and/or control our lives.
2. Reading critically is essential to understanding topics and forming logical opinions.

ESSENTIAL QUESTIONS

1. Does technology improve or control our lives?
2. Is the author/text credible?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know . . . how to

1. Analyze how a characters' motivations influence plot.
2. Analyze the characteristics of science fiction.
3. Identify the main idea and supporting details.
4. Analyze organizational patterns/text structures.
5. Analyze the structure and use of irony in a sonnet.
6. Write a sonnet using the characteristics of traditional sonnets and craft.
7. Identify claims and supporting evidence in an argument.
8. Evaluate the effectiveness of facts, statistics, and other evidence in a persuasive essay.
9. Identify transitional words and phrases and explain how they are effective.
10. Analyze graphic features and explain how they support a claim.
11. Evaluate evidence to support analysis of the text.
12. Analyze rhetoric and reasoning.
13. Analyze how writers use active and passive voice.
14. Compare and contrast arguments.
15. Conduct a debate on the impact of technology.

SKILLS

Students will be skilled at (be able to do) . . .

1. Determining the genre of a particular text.
2. Identifying an argument and evaluating its effectiveness.
3. Identifying active and passive voices in sentences.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none">1. Checklist - project components2. Checklist - project components	PERFORMANCE TASK(S)/Think GRASPS: <ol style="list-style-type: none">1. Summer Memory project - slide presentation - formative2. Character Creations project - slide presentation - formative
<ol style="list-style-type: none">1. Comprehension/Analysis2. Progress on a particular concept/skill	OTHER EVIDENCE: <ol style="list-style-type: none">1. Selection Tests - summative2. Checkpoints - summative

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

[Jump to Table of Contents](#)

Summary of Key Learning Events and Instruction

1.1 "The Brave Little Toaster" - Science Fiction

1. Academic Vocabulary - Word Networks (commentary, occupation, option, speculate, technology)
2. Notice & Note Signposts - (Again and Again, Contrasts and Contradictions, Aha Moment)

GET READY

3. Quick Start
4. Genre Elements: Science Fiction
5. Analyze Stories: Plot (plot, motivations, climax)
6. Analyze Science Fiction
7. Critical Vocabulary (diagnostics, retract, reintegrate, consternation, chafe, ample, abode, vindictive)
8. Language Conventions - The Structure of Sentences: Simple, Compound, Complex, Compound-Complex

NOTICE & NOTE

9. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

10. Analyze the Text
11. Research
12. Create and Discuss - Write a Summary
13. Respond to the Essential Question
14. Critical Vocabulary - Practice and Apply
15. Vocabulary Strategy: Context Clues
16. Language Conventions: The Structure of Sentences - clause, run-on, comma splice

1.2 “Are Bionic Superhumans on the Horizon?” - Informational Text - Mentor Text

GET READY

1. Quick Start
2. Genre Elements: Informational Text
3. Identify Main Idea and Details (main idea, supporting details)
4. Analyze Organization (main-idea-and-supporting-details, thesis, text features, question-and-call-to-action organization)
5. Critical Vocabulary (implant, inert, integrity, enhancements)
6. Language Conventions - Commonly Confused Words (it's, its)

NOTICE & NOTE

7. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research
10. Create and Discuss - Write an Informational Essay
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Synonyms and Antonyms
14. Language Conventions - Commonly Confused Words (it's, its, affect, effect, there, their, they're)

1.3 “Interflora” - Poem

GET READY

1. Quick Start
2. Genre Elements: Sonnet
3. Analyze Structure (sonnet, meter, foot, rhyme scheme)

NOTICE & NOTE

4. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

5. Analyze the Text
6. Research
7. Create and Discuss - Write a Sonnet
8. Respond to the Essential Question

1.4 “The Automation Paradox” - Argument

GET READY

1. Quick Start
2. Genre Elements: Argument
3. Analyze Claim and Evidence
4. Analyze Graphic Features
5. Critical Vocabulary (redistribute, robustly, predominantly, relevant, expansive, collaborate)
6. Language Conventions - Transitional Words and Phrases

NOTICE & NOTE

7. Background, Prepare to Compare, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research
10. Create and Discuss - Write a Persuasive Essay
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Use a Dictionary
14. Language Conventions: Transitional Words and Phrases

1.5 “Heads Up, Humans” - Argument

GET READY

1. Quick Start
2. Genre Elements: Argument
3. Evaluate Evidence
4. Analyze Rhetoric and Reasoning
5. Critical Vocabulary (sector, scrutinize, exotic, renowned)

6. Language Conventions: Active and Passive Voice

NOTICE & NOTE

7. Background, Prepare to Compare, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text

9. Research

10. Create and Discuss - Create a Public Service Announcement

11. Respond to the Essential Question

12. Critical Vocabulary - Practice and Apply

13. Vocabulary Strategy: Greek Roots

14. Language Conventions: Active and Passive Voice

WRITING TASK - Write an Informational Essay

Unit 2 THE THRILL OF HORROR

[Jump to Table of Contents](#)

Course Title: HONORS ENGLISH LANGUAGE ARTS 8

Course Author: MRS. MROZEK

Grade Level(s): 8

Time/Duration: about 30 DAYS

Course Summary: THIS HONORS COURSE IS DESIGNED TO ENCOURAGE STUDENTS TO DELVE DEEPER INTO LITERACY CONTENT AND STRATEGIES.

Unit Name: THE THRILL OF HORROR

Unit Number: 2

Created: 2021-2022

Revised: TBD

Standards Addressed:

- * CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- * CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- * E08.D.1.2.1 Use punctuation (i.e., comma) to indicate a pause or break.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

[Jump to Table of Contents](#)

BIG IDEAS:

1. How fear affects people
2. Why people like to read stories from the horror genre
3. How suspense affects readers

Transfer

Students will be able to independently use their learning to . . .

1. Identify the elements of a horror story.
2. Analyze the author's use of narrator in horror stories.
3. Identify when and how authors use suspense in their stories.

Meaning

UNDERSTANDINGS

Students will understand that . . .

1. Fear affects people differently.
2. People choose to read horror stories for various reasons.
3. Suspense is a literary technique that author's use in the horror genre.

ESSENTIAL QUESTIONS

1. Why do we sometimes like to feel frightened?
2. What role does suspense play in horror stories?
3. What literary techniques do authors utilize to build suspense in stories?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know . . . how to

1. Cite evidence to support analysis of literary criticism and paraphrase and summarize text.
2. Write about horror story elements.
3. Create different verb tenses using suffixes.
4. Analyze how writers use commas.
5. Determine whether the narrator of a story is reliable or unreliable.
6. Identify words and phrases that build suspense in the text.
7. Make inferences about the speaker of a poem.
8. Demonstrate knowledge of rhyme schemes in poetry.
9. Identify and analyze the use of figurative language.
10. Compose a lyric poem (14 lines).
11. Cite evidence to support the identification of a theme.
12. Recognize the use of and purpose of foreshadowing.

13. Identify choices made by a film director.
14. Compare and contrast a written story with a film based on the story.

SKILLS

Students will be skilled at (be able to do) . . .

1. Identifying the genre elements in horror stories.
2. Determining examples of suspense in horror stories.

Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?*

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
1. Checklist - writing components	PERFORMANCE TASK(S)/Think GRASPS: 1. Create suspense in story scenes
1. Comprehension/Analysis 2. Progress on a particular concept/skill	OTHER EVIDENCE: 1. Selection Tests - summative 2. Checkpoints - summative

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

[Jump to Table of Contents](#)

Summary of Key Learning Events and Instruction

2.1 “What is the Horror Genre?” - Literary Criticism - Mentor Text

1. Academic Vocabulary - Word Networks (convention, predict, psychology, summary, technique)
2. Notice & Note Signposts - (Extreme or Absolute Language, Quoted Words, Big Questions)

GET READY

3. Quick Start
4. Genre Elements: Literary Criticism
5. Analyze Literary Criticism (literary criticism, author’s purpose, controlling idea)
6. Paraphrase and Summarize Text (paraphrase, summarize)
7. Critical Vocabulary (intensify, justify, parallel, quest)
8. Language Conventions: Commas

NOTICE & NOTE

9. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

10. Analyze the Text
11. Research
12. Create and Discuss - Write a Summary
13. Respond to the Essential Question
14. Critical Vocabulary - Practice and Apply
15. Vocabulary Strategy: Use Suffixes
16. Language Conventions: Commas

2.2 “The Tell-Tale Heart” - Short Story

GET READY

1. Quick Start
2. Genre Elements: Short Story
3. Analyze Point of View (point of view, third-person point of view, narrator, first-person point of view, unreliable narrator)
4. Analyze Suspense (suspense)
5. Critical Vocabulary (conceive, stifle, audacity, derision, vex, crevice, vehemently, hypocritical)
6. Language Conventions: Phrases and Clauses

NOTICE & NOTE

7. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research

10. Create and Dramatize - Write a Scene
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Use a Dictionary
14. Language Conventions: Phrases and Clauses (phrase, clause, restrictive, nonrestrictive)

2.3 "The Hollow" - Poem

1. Quick Start
2. Genre Elements: Lyric Poetry
3. Make Connections (make connections, allusions)
4. Analyze Rhyme Scheme (lyric poem, rhyme scheme)

NOTICE & NOTE

5. Background, Setting a Purpose, Annotations, Check Your Understanding)

RESPOND

6. Analyze the Text
7. Research
8. Create and Present - Write a Poem
9. Respond to the Essential Question

1.4 "The Monkey's Paw" - Short Story

GET READY

1. Quick Start
2. Genre Elements: Short Story
3. Analyze Theme (themes, explicit, implicit, infer)
4. Analyze Foreshadowing (foreshadowing, dialogue, imagery)
5. Critical Vocabulary (peril, grimace, credulity, compensation, condole, fate, prosaic, resignation)
6. Language Conventions - Verb Tenses (verb tenses)

NOTICE & NOTE

7. Background, Prepare to Compare, Annotations, Check Your Understanding)

RESPOND

8. Analyze the Text
9. Research
10. Create and Discuss - Personal Response
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply

13. Vocabulary Strategy: Latin Roots (word root/root word)

14. Language Conventions: Verb Tenses

1.5 from “The Monkey’s Paw” Film Clip

GET READY

1. Quick Start

2. Genre Elements: Film

3. Analyze Film (Camera Shots - Close-up shot, Low-angle shot, High-angle shot, Point-of-view shot, Lighting, Camera filters, Sound effects, Music)

4. Background, Prepare to Compare

RESPOND

5. Analyze Media

6. Research

7. Create and Discuss

8. Discuss Ideas

9. Respond to the Essential Question

WRITING TASK - Write a Literary Analysis

Unit 3 PLACES WE CALL HOME

[Jump to Table of Contents](#)

Course Title: HONORS ENGLISH LANGUAGE ARTS

Course Author: MRS. MROZEK

Grade Level(s): 8

Time/Duration: about 30 DAYS

Course Summary: THIS HONORS COURSE IS DESIGNED TO ENCOURAGE STUDENTS TO DELVE DEEPER INTO LITERACY CONTENT AND STRATEGIES.

Unit Name: PLACES WE CALL HOME

Unit Number: 3

Created: 2021-2022

Revised: TBD

Standards Addressed:

* CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

* CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

* E08.D.1.1.11 Ensure subject-verb agreement.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

[Jump to Table of Contents](#)

BIG IDEAS:

1. What it means to feel at home
2. Home is where your heart is

Transfer

Students will be able to independently use their learning to...

1. Understanding how location/setting impacts the lives of people/characters.
2. Determine how a person's/character's surroundings affect mood.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Setting is a key element in fictional stories.
2. Authors create mood through the use of characters.

ESSENTIAL QUESTIONS

1. What are the places that shape who you are?
2. How do your surroundings influence/affect you/your mood?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know . . . how to

1. Analyze how an author uses dialogue to develop characters.
2. Discuss character relationships and characteristics.
3. Use context to clarify the meaning of unfamiliar and foreign words.
4. Identify subject-verb agreement in complex sentences.
5. Write a summary of a short story.
6. Analyze and explain the narrative structure of a literary text.
7. Write a literary response to a realistic fiction text using craft.
8. Analyze line length and literary devices, such as imagery, allusion, and irony.
9. Write a free-verse poem, using strong imagery.
10. Analyze how a modern work draws on traditional stories.
11. Make inferences to determine the poem's subject and tone.
12. Analyze and compare features of documentaries and informational texts.
13. Determine meanings of multiple-meaning words.
14. Write a short story.

SKILLS

Students will be skilled at (be able to do) . . .

1. Analyzing how authors develop characters to create mood.
2. Identifying subject-verb agreement in various sentence structures (simple, compound, complex, compound-complex).

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
1. Checklist - project components	PERFORMANCE TASK(S)/Think GRASPS: 1. Story scenes - setting - mood
1. Comprehension/Analysis 2. Progress on a particular concept/skill	OTHER EVIDENCE: 1. Selection Tests - summative 2. Checkpoints - summative

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

[Jump to Table of Contents](#)

Summary of Key Learning Events and Instruction

3.1 "My Favorite Chaperone" - Short Story

1. Academic Vocabulary - Word Networks (contribute, immigrate, reaction, relocate, shifting)
2. Notice & Note Signposts - (Tough Questions, Again and Again, Memory Moment)

GET READY

3. Quick Start
4. Genre Elements: Realistic Fiction
5. Analyze Plot: (plot, conflict, exposition, rising action, climax, falling action, resolution, linear, non-linear)
6. Analyze Character: (characterization, motivations, dialogue)
7. Critical Vocabulary (sponsor, stun, dispatcher, scuffle, whimper)

8. Language Conventions - Subject-Verb Agreement

NOTICE & NOTE

9. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

10. Analyze the Text
11. Research
12. Create and Discuss - Write a Summary
13. Respond to the Essential Question
14. Critical Vocabulary - Practice and Apply
15. Vocabulary Strategy: Context Clues
16. Language Conventions: Subject-Verb Agreement - agreement, prepositional phrase, complex sentence

3.2 “The Book of Unknown Americans” - Novel

GET READY

1. Quick Start
2. Genre Elements: Novel
3. Analyze Narrative Structure (structure)
4. Analyze Theme (theme, explicit, implicitly, conflict)
5. Critical Vocabulary (reminisce, ravage, froth, convene, assure, melodrama, confer)
6. Language Conventions: Pronouns

NOTICE & NOTE

7. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research
10. Create and Present - Write a Paragraph
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Use a Dictionary
14. Language Conventions: Pronouns

3.3 “Spirit Walking in the Tundra” - Poem

GET READY

1. Quick Start
2. Genre Elements: Poetry
3. Analyze Line Length (form, line, line break)
4. Analyze Literary Devices (imagery, allusions, situational irony)

NOTICE & NOTE

5. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

6. Analyze the Text
7. Research
8. Create and Discuss - Write a Poem
9. Respond to the Essential Question

3.4 “New Immigrants Share Their Stories” - Documentary & 3.5 “A Common Bond: Teens Forge Friendships Despite Differences” - Informational Text

GET READY

1. Quick Start
2. Genre Elements: Documentary (documentary, purpose, message, motive, voice-over, stills, animation, evaluate)
3. Analyze Text Elements (heading, subtitle, subheadings, graphic features, footnotes)
4. Critical Vocabulary (eligible, assimilate, embrace, capitalize, unrest)
5. Language Conventions - Semicolons, Colons, and Parentheses

NOTICE & NOTE

6. Background, Prepare to Compare, Annotations, Check Your Understanding

RESPOND

7. Analyze Media and Text
8. Research
9. Create and Discuss - Write a Letter
10. Respond to the Essential Question
11. Critical Vocabulary - Practice and Apply
12. Vocabulary Strategy: Multiple-Meaning Words (multiple-meaning word, context)
13. Language Conventions: Semicolons, Colons, and Parentheses

WRITING TASK - Write a Short Story

Unit 4 THE FIGHT FOR FREEDOM

[Jump to Table of Contents](#)

Course Title: HONORS ENGLISH LANGUAGE ARTS 8

Course Author: MRS. MROZEK

Grade Level(s): 8

Time/Duration: about 30 DAYS

Course Summary: THIS HONORS COURSE IS DESIGNED TO ENCOURAGE STUDENTS TO DELVE DEEPER INTO LITERACY CONTENT AND STRATEGIES.

Unit Name: THE FIGHT FOR FREEDOM

Unit Number: 4

Created: 2021-2022

Revised: TBD

Standards Addressed:

*CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

* E08.B-V.4.1.2 Demonstrate understanding of figurative language.

* E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

[Jump to Table of Contents](#)

BIG IDEAS:

1. People have to weigh the risks of freedom prior to making decisions
2. Freedom is viewed differently depending on perspective

Transfer

Students will be able to independently use their learning to . . .

1. Recognize the elements of autobiographies and biographies.
2. Understand the cause and effect text structure.

Meaning**UNDERSTANDINGS**

Students will understand that . . .

1. There are similarities and differences between autobiographies and biographies.
2. Decision-making and problem-solving are key skills in life.

ESSENTIAL QUESTIONS

1. What will people risk to be free?
2. What is the price of freedom?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know . . . how to

1. Analyze autobiography and cite evidence to support ideas.
2. Understand the cause and effect structure.
3. Use Latin roots to help define words.
4. Examine the author's use of characterization.
5. Analyze structure of a biography.
6. Evaluate word choice and sentence structure to create mood and convey meaning.
7. Recognize and correct run-on sentences.
8. Determine how the author uses language to create a mood.
9. Identify changes in the emotions of the main character.
10. Cite evidence to support analysis of the poem and the use of figurative language in an elegy.
11. Write a poem of tribute.
12. Recite poetry as a choral reading.
13. Annotate and analyze the structure of an informational text.
14. Compare and discuss texts from different genres and collaboratively present ideas supported by textual evidence.
15. Write a research report.

SKILLS

Students will be skilled at (be able to do) . . .

1. Determining the similarities and differences between autobiographies and biographies.
2. Identify run-on sentences and use grammar skills to fix the mistakes.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
1. Checklist - project components	PERFORMANCE TASK(S)/Think GRASPS: 1. Biographies - Who Was?
1. Comprehension/Analysis 2. Progress on a particular concept/skill	OTHER EVIDENCE: 1. Selection Tests - summative 2. Checkpoints - summative

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

[Jump to Table of Contents](#)

Summary of Key Learning Events and Instruction

4.1 "Narrative of the Life of Frederick Douglass: An American Slave" - Autobiography

1. Academic Vocabulary - Word Networks (access, civil, demonstrate, document, symbolize)

2. Notice & Note Signposts - (Word Gaps, Contrasts and Contradictions, Big Questions)

GET READY

3. Quick Start
4. Genre Elements: Autobiography
5. Analyze Autobiography (autobiography, purpose)\
6. Analyze Structure (cause and effect)
7. Critical Vocabulary (commence, prudence, denunciation, apprehension, unabated, vindication)
8. Language Conventions - Pronoun-Antecedent Agreement

NOTICE & NOTE

9. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

10. Analyze the Text
11. Research
12. Create and Discuss - Write a Literary Analysis
13. Respond to the Essential Question
14. Critical Vocabulary - Practice and Apply
15. Vocabulary Strategy: Latin Roots
16. Language Conventions: Pronoun-Antecedent Agreement

4.2 “Harriet Tubman: Conductor on the Underground Railroad” - Biography

GET READY

1. Quick Start
2. Genre Elements: Biography
3. Analyze Characterization (biography, characterization, motivations)
4. Analyze Author’s Craft (author’s craft, mood, tone, voice, word choice, sentence variety, punctuation variations, parallelism, syntax)
5. Critical Vocabulary (disheveled, dispel, sullen, cajole, instill, linger, eloquence, evoke)
6. Language Conventions - Run-on Sentences (independent clauses, compound sentence)

NOTICE & NOTE

7. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research
10. Create and Discuss - Write a Speech
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Latin Roots
14. Language Conventions - Run-on Sentences (run-on sentence, compound sentence, complex sentence, subordinate clause, compound-complex sentence)

4.3 “The Drummer Boy of Shiloh” - Historical Fiction

GET READY

1. Quick Start
2. Genre Elements: Historical Fiction
3. Analyze Setting (setting, historical fiction)
4. Analyze Mood (mood, setting, imagery, symbol, allusion)
5. Critical Vocabulary (solemn, strew, resolute, askew, legitimately, muted)
6. Language Conventions - Sentence Fragments

NOTICE & NOTE

7. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research
10. Create and Dramatize - Write a Report
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Interpret Figures of Speech
14. Language Conventions - Sentence Fragments (complete sentence, subject, predicate, fragments)

4.4 “O Captain! My Captain!” - Poem

GET READY

1. Quick Start
2. Genre Elements: Lyric Poetry
3. Analyze Figurative Language (figurative language, metaphor, extended metaphor)
4. Analyze Genre: Poetry (elegy, tone)

NOTICE & NOTE

5. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

6. Analyze the Text
7. Research
8. Create and Recite - Write a Poem
9. Respond to the Essential Question

4.5 “Not My Bones” - Poem & 4.6 “Fortune’s Bones” - History Writing

GET READY

1. Quick Start
2. Genre Elements: Poetry
3. Paraphrase Poetry (monitor your comprehension, paraphrase)
4. Analyze Chronological Structure (chronological structure)

NOTICE & NOTE

5. Background, Prepare to Compare, Annotations, Check Your Understanding

RESPOND

6. Analyze the Texts
7. Research
8. Create and Recite - Express Ideas Visually
9. Respond to the Essential Question

WRITING TASK - Write a Research Report

Unit 5 FINDING YOUR PATH

[Jump to Table of Contents](#)

Course Title: HONORS ENGLISH LANGUAGE ARTS 8

Course Author: MRS. MROZEK

Grade Level(s): 8

Time/Duration: about 30 DAYS

Course Summary: THIS HONORS COURSE IS DESIGNED TO ENCOURAGE STUDENTS TO DELVE DEEPER INTO LITERACY CONTENT AND STRATEGIES.

Unit Name: FINDING YOUR PATH

Unit Number: 5

Created: 2021 - 2022

Revised: TBD

Standards Addressed:

- * CC.1.2.8.H Evaluate an author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
- * CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact and interpretation.
- * E08.D.1.1.11 Ensure pronoun-antecedent agreement.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

[Jump to Table of Contents](#)

BIG IDEAS:

1. Navigating the twists and turns of adolescence
2. The adolescent years as preparation for adulthood

Transfer

Students will be able to independently use their learning to . . .

1. Cite evidence to support the author's claim.
2. Correct pronoun-antecedent flaws.

Meaning

UNDERSTANDINGS

Students will understand that . . .

1. Authors write arguments using a particular text structure.
2. Determine the author's claim in the informational text.

ESSENTIAL QUESTIONS

1. How do your teenage years prepare you for adulthood?
2. How does understanding your emotions help you as you move toward adulthood?
3. How can understanding fictional characters help shape our words, thoughts, and actions?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know . . . how to

1. Cite evidence to support analysis of an informational text.
2. Analyze the author's purpose and message.
3. Identify the structure(s) of an informational text.
4. Accurately connect pronouns with their antecedents.
5. Cite evidence to support analysis of the text's structure and characters.
6. Write a poem.
7. Analyze the use of comparative and superlative modifiers.
8. Identify the elements of free verse poetry and evaluate their effect on meaning.
9. Analyze multiple points of view of a shared topic.
10. Cite evidence to support analysis of the text and analyze argument claims.
11. Use context clues to define unfamiliar terms.
12. Analyze and use evidence to explain the structure and rhetorical devices used to develop an argument.
13. Compare the characteristics and strength of two arguments.
14. Correctly capitalize proper nouns and hyphenated words.
15. Write an argument.

SKILLS

Students will be skilled at (be able to do) . . .

1. Citing evidence to support analysis of an informational text.
2. Matching pronouns with the appropriate antecedents.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
1. Checklist - project components	PERFORMANCE TASK(S)/Think GRASPS: 1. Debate - various topics
1. Comprehension/Analysis 2. Progress on a particular concept/skill	OTHER EVIDENCE: 1. Selection Tests - summative 2. Checkpoints - summative

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

[Jump to Table of Contents](#)

Summary of Key Learning Events and Instruction

5.1 “The Debt We Owe to the Adolescent Brain” - Informational Text

1. Academic Vocabulary - Word Networks (debate, deduce, license, sufficient, trend)
2. Notice & Note Signposts - (Contrasts and Contradictions, Big Questions, Numbers and Stats)

GET READY

3. Quick Start
4. Genre Elements: Informational Text
5. Analyze Structure (structure, headings, patterns of organization)
6. Analyze Author’s Purpose (author’s purpose, message)
7. Critical Vocabulary (adaptable, insulate, lethal, dependent, deplete, paradox)
8. Language Conventions - Pronoun-Antecedent Agreement

NOTICE & NOTE

9. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

10. Analyze the Text

11. Research
12. Create and Discuss - Write a Letter
13. Respond to the Essential Question
14. Critical Vocabulary - Practice and Apply
15. Vocabulary Strategy: Use Resources
16. Language Conventions: Pronoun-Antecedent Agreement

5.2 “Bronx Masquerade” - Novel

GET READY

1. Quick Start
2. Genre Elements: Novel
3. Analyze Structure (structure, linear plot structure, non-linear plot structure)
4. Analyze Characterization (characterization)
5. Critical Vocabulary (tirade, hunker, snicker, confide)
6. Language Conventions - Modifiers (modifiers, comparative, superlative)

NOTICE & NOTE

7. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research
10. Create and Present - Write a Poem
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Use Context Clues
14. Language Conventions - Modifiers (modifiers, comparative form, superlative form)

5.3 “Hanging Fire” - Poem & 5.4 “Summer of His Fourteenth Year” - Poem

GET READY

1. Quick Start
2. Genre Elements: Free Verse
3. Analyze Free Verse (free verse, meter, line length, punctuation)
4. Make Inferences (speaker, inference)

NOTICE & NOTE

5. Background, Prepare to Compare, Annotations, Check Your Understanding

RESPOND

6. Analyze the Text
7. Research
8. Create and Present - Write a Response to Literature
9. Respond to the Essential Question

5.5 “IT’S COMPLICATED: The Social Lives of Networked Teens” - Argument

GET READY

1. Quick Start
2. Genre Elements: Argument
3. Analyze Claim and Evidence (claim, evidence, relevant, opinions, citations, footnotes, endnotes)
4. Identify Counter Argument (counter argument)
5. Critical Vocabulary (relish, dynamic, appease, intimacy)
6. Language Conventions - Compound Sentences

NOTICE & NOTE

7. Background, Prepare to Compare, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research
10. Create and Present - Write an Opinion Piece
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Context Clues
14. Language Conventions - Compound Sentences (clause, compound sentence, independent clauses, run-on sentence, comma splice)

5.6 “Outsmart Your Smartphone” - Argument

GET READY

1. Quick Start
2. Genre Elements: Argument
3. Analyze Structure (claim)
4. Analyze Rhetorical Devices (rhetorical devices, analogy, direct address, juxtaposition, rhetorical question, logical fallacies, circular reasoning)
5. Critical Vocabulary (perspective, deliberate, impulsive, stimulant, anonymous, inhibited)
6. Language Conventions - Correct Capitalization

NOTICE & NOTE

7. Background, Prepare to Compare, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research
10. Create and Discuss - Write a Letter
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Word Families (word family, affixes)
14. Language Conventions - Correct Capitalization

WRITING TASK - Write an Argument

--

Unit 6 THE LEGACY OF ANNE FRANK

[Jump to Table of Contents](#)

Course Title: HONORS ENGLISH LANGUAGE ARTS 8	Course Author: MRS. MROZEK	Grade Level(s): 8	Time/Duration: about 30 DAYS
Course Summary: THIS HONORS COURSE IS DESIGNED TO ENCOURAGE STUDENTS TO DELVE DEEPER INTO LITERACY CONTENT AND STRATEGIES.			
Unit Name: THE LEGACY OF ANNE FRANK	Unit Number: 6	Created: 2021-2022	Revised: TBD
Standards Addressed: * CC.1.3.B.K Read and comprehend literary fiction on grade level, reading independently and proficiently. * CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character. * CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

[Jump to Table of Contents](#)

BIG IDEAS:
1. How the past informs the present and/or future
<i>Transfer</i>
<i>Students will be able to independently use their learning to...</i>

1. Understand how the war affected families.
2. Analyze the structure of a drama.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Learning about the past is a way to understand the present.
2. Each genre has specific elements.

ESSENTIAL QUESTIONS

1. What can we learn from Anne Frank?
2. How does understanding the past impact the future?
3. How did families survive during this time in our history?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know . . . how to

1. Analyze drama, including analysis of plot development.
2. Make, correct, and confirm predictions.
3. Understand conventions of correct capitalization.
4. Analyze elements of a diary entry.

5. Distinguish between connotative and denotative text.
6. Analyze how writers use parentheses.
7. Cite evidence to support analysis of persuasive appeals.
8. Analyze rhetorical devices.
9. Analyze sound devices and figurative language.
10. Recite a poem.
11. Compare and contrast poems.
12. Write a personal narrative.

SKILLS

Students will be skilled at (be able to do) . . .

1. Determining the elements of a drama.
2. Identifying/Analyzing rhetorical devices.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
1. Checklist - project components	PERFORMANCE TASK(S)/Think GRASPS: 1. Storyboard Creations - digital
1. Comprehension/Analysis 2. Progress on a particular concept/skill	OTHER EVIDENCE: 1. Selection Tests - summative 2. Checkpoints - summative

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

[Jump to Table of Contents](#)

Summary of Key Learning Events and Instruction

6.1 “The Diary of Anne Frank” - Drama

1. Academic Vocabulary - Word Networks (communicate, draft, liberation, philosophy, publish)
2. Notice & Note Signposts - (Words to the Wiser, Memory Moment, Contrasts and Contradictions)

GET READY

3. Quick Start
4. Genre Elements: Drama
5. Analyze Drama (drama, playwright, script, cast of characters, stage directions, dialogue, act, scenes)
6. Analyze Plot Development (plot, linear plot, nonlinear plot, subplot, flashback, foreshadowing)
7. Critical Vocabulary (conspicuous, indignantly, appalled, loathe, ostentatiously, inarticulate)
8. Language Conventions - Correct Capitalization

NOTICE & NOTE

9. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

10. Analyze the Text
11. Make Predictions (predicting)
12. Research
13. Create and Dramatize - Make a Poster
14. Respond to the Essential Question
15. Critical Vocabulary - Practice and Apply
16. Vocabulary Strategy: Use Prefixes (prefix)
17. Language Conventions: Correct Capitalization

6.2 “The Diary of a Young Girl” - Diary

GET READY

1. Quick Start
2. Genre Elements: Diary
3. Analyze a Primary Source (secondary sources, primary sources, diary)
4. Make Inferences (inferences)

5. Critical Vocabulary (implore, splendid, conjecture)
6. Language Conventions - Parentheses

NOTICE & NOTE

7. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

8. Analyze the Text
9. Research
10. Create and Discuss - Create a Comic
11. Respond to the Essential Question
12. Critical Vocabulary - Practice and Apply
13. Vocabulary Strategy: Connotation and Denotation (connotation, denotation)
14. Language Conventions: Parentheses

6.3 “After Auschwitz” - Speech

GET READY

1. Quick Start
2. Genre Elements: Speech
3. Analyze Appeals (emotional appeal, ethical appeal)
4. Analyze Rhetorical Devices (rhetorical devices, repetition, parallelism)

NOTICE & NOTE

5. Background, Setting a Purpose, Annotations, Check Your Understanding

RESPOND

6. Analyze the Text
7. Research
8. Create and Present - Make a Poster
9. Respond to the Essential Question

6.4 “There But for the Grace” - Poem & 6.5 “Days” - Poem

GET READY

1. Quick Start
2. Genre Elements: Poetry
3. Analyze Sound Devices (sound devices, mood, tone, voice, alliteration, assonance, consonance, onomatopoeia, repetition)
4. Analyze Figurative Language (figurative language, simile, metaphor)

NOTICE & NOTE

5. Background, Prepare to Compare, Annotations, Check Your Understanding

RESPOND

6. Analyze the Text
7. Research
8. Create and Recite - Illustrate Figurative Language

9. Respond to the Essential Question
WRITING TASK - Write a Personal Narrative