

<p>Quarter 1: Worldviews</p> <p>Unit Description: This unit focuses on how opposing viewpoints impact a person's understanding of the world.</p>	<p>Anchor Text(s):</p> <p>Various articles and argumentative texts</p> <p><i>The New Colossus</i> Emma Lazarus</p> <p><i>Statue of Liberty Dreams of Emma Lazarus, Awakens With Tears on Her Cheeks</i> Naomi Shihab Nye</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do authors craft their text to develop a viewpoint? 	<p>Reading Standards*</p> <p>RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI 8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI 8.8 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 when irrelevant evidence is introduced.</p> <p>RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Writing Standards*</p> <p>W. 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
		<p>Speaking and Listening</p> <p>SL 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	

* See page 5 for a list of additional standards that are addressed every quarter.

<p>Quarter 2: Duality of Man</p> <p>Unit Description: This unit deals with how authors throughout history have dealt with the concept of the duality of man. Within all people there lies a darker side.</p>	<p>Anchor Text(s):</p> <p>Short stories by Edgar Allen Poe</p> <p><u>Frankenstein</u> by Mary Shelley</p> <p>Other assorted short stories</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why does our society feel drawn to characters who show this inner darkness in Gothic literature and media? 	<p>Reading Standards*</p> <p>RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 8.4 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL 8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>Writing Standards*</p> <p>W 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
		<p>Speaking and Listening</p> <p>SL 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL 8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	

* See page 5 for a list of additional standards that are addressed every quarter.

<p>Quarter 3: Survival</p> <p>Unit Description: This unit deals with survival, both mental and physical, that people endure in their lives.</p>	<p>Anchor Text(s):</p> <p><u>Most Dangerous Game</u> Richard Connell</p> <p><u>Into the Wild</u> Jon Krakauer</p> <p><u>To Build a Fire</u> Jack Lonon</p> <p>School Gardens Research Simulation</p> <p>Various short stories</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How is the will to survive a basic human instinct, as depicted in the texts? 	<p>Reading Standards*</p> <p>RI 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>RL 8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Writing Standards*</p> <p>W 8.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W 8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
		<p>Speaking and Listening</p>	

* See page 5 for a list of additional standards that are addressed every quarter.

<p>Quarter 4: Freedom and Dreams</p> <p>Unit Description: This unit deals with different issues in society that cause individuals' freedom to be compromised. Some texts look at freedom in utopic and dystopic societies.</p>	<p>Anchor Text(s): <u>The Giver</u> by Lois Lowry</p> <p><u>Flower for Algernon</u> Daniel Keyes</p> <p><u>Of Mice and Men</u> by John Steinbeck</p> <p>Various poetry</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the idea of freedom as depicted through different texts reflect a common human desire? 	<p>Reading Standards*</p> <p>RL 8.5 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.</p> <p>RL 8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Writing Standards*</p> <p>W 8.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
		<p>Speaking and Listening</p> <p>SL 8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives.</p> <p>SL 8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	

* See page 5 for a list of additional standards that are addressed every quarter.

The following standards are addressed every quarter.

Reading Literature Standards	RL 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	RL 8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	RL 8.4 Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.
	RL 8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
Reading Informational Standards	RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	RI 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	RI 8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
Writing Standards	W 8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Speaking and Listening Standards	SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Language Standards	L 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

* See page 5 for a list of additional standards that are addressed every quarter.

	L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L 8.6 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.

* See page 5 for a list of additional standards that are addressed every quarter.