I. Course Synopsis

The Grade 8 Enriched Literature Connections course is closely aligned to the English Language Arts Common Core State Standards. The focus of this course is on text analysis and critical thinking, which prepares students to be analytical about resources and ideas as presented in novels, drama, nonfiction, research, and film. Each marking period is dedicated to one of the following themes: “Coming-of-Age,” “The Fork in the Road,” “The Struggle for Independence,” and “Heroic Pride.” The readings will either revolve around the historical time periods or reflect the key themes and ideologies of each era explored within the eighth grade enriched Social Studies Curriculum. This Literature Connections course focuses primarily on explanatory writing, cause/effect writing, and reader’s response through open-ended questions while also affording each student the opportunities to practice persuasive and speculative writing skills as taught through the eighth grade Language Arts course.

II. Philosophy & Rationale

This course is designed to foster in students an attitude towards reading which will help them gain a broader perspective of our world. Students also will see the importance of connecting historical events to the world in which we live to promote an attitude in all students of tolerance and understanding of people, cultures and societies. Simultaneously, each student will be afforded the skills of understanding and connecting universal themes to their own lives.

III. Scope & Sequence

Unit 1

**Theme:** Coming-of-Age: growing up, including pain/loss, joy, and uncertainty regardless of time, place, or circumstance.

**Guiding Quote:** “Electric communication will never be a substitute for the face of someone who with their soul encourages another person to be brave and true.”

~ Charles Dickens

**Selections:**

*The House on Mango Street*

*Anne Frank: Diary of a Young Girl*

**Learning Objectives and the Common Core State Standards**

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.
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.
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.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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.
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.
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.

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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.
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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.
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.
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.
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.
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.

W
1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
   e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 8 Reading standards to literature (e.g., “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”).
   b. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL

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.

   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   
   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
   
   c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
   
   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

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.

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.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 65 for specific expectations.)

L

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   
   b. Form and use verbs in the active and passive voice.
   
   c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   
   d. Recognize and correct inappropriate shifts in verb voice and mood.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   
   b. Use an ellipsis to indicate an omission.
   
   c. Spell correctly.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
   
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

   a. Interpret figures of speech (e.g. verbal irony, puns) in context.
   
   b. Use the relationship between particular words to better understand each of the words.
   
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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.
<table>
<thead>
<tr>
<th>Selection Title</th>
<th>Enduring Understanding</th>
<th>Essential Questions</th>
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</thead>
<tbody>
<tr>
<td><em>The House on Mango Street</em></td>
<td>1. Culture is a powerful lense through which individuals view, understand, and explain</td>
<td>1. How do our personal experiences shape the way we view ourselves?</td>
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<td></td>
<td>the world.</td>
<td>2. Where does our sense of identity come from?</td>
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<td>2. Cultural misconceptions are part of our past and present.</td>
<td>3. What identities, if any, are permanent and which do we have the power to change?</td>
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<td></td>
<td>3. Cultural identity is determined by many factors.</td>
<td>4. What roles do neighborhood and community play in shaping who we become?</td>
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<td>5. How do we know when a relationship is healthy or harmful?</td>
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<td>6. How are people changed by their relationships with others?</td>
</tr>
<tr>
<td><em>Anne Frank: Diary of a Young Girl</em></td>
<td>1. An understanding of historical background can enhance an understanding of readings.</td>
<td>1. How do readers make connections to voices from the past?</td>
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<td>2. Learning about the past illuminates our understanding of now.</td>
<td>2. What sustains people in times of suffering and difficulty?</td>
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<td>3. How do people stay positive when everything around them seems negative?</td>
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<td>4. Why do adolescents and adults have so much difficulty communicating? How can it be improved?</td>
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<td>5. What makes good people do bad things?</td>
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<td>6. Why do people witness injustice and not take action?</td>
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</tbody>
</table>

**Nonfiction Connections**
### Selection Title: The House on Mango Street


### Selection Title: Anne Frank: The Diary of a Young Girl


### Suggested Activities
- Research – importance of citing sources, avoiding plagiarism, evaluating sources
- Cause and Effect Writing
- Informational Strategies Linked to Literature
- Reader Response Journal
- Vocabulary Study (Contextually)
- Reading Strategies

### Assessments
- Timed writing: Cause and Effect
- Narrative Writing
- Open-Ended Questions Linked to Literature
- Formative Assessment
Reading quizzes
Multiple choice from selections read
Vocabulary Quizzes
Reader Response Journal

Film Study
Anne Frank: The Whole Story (DVD 2001)
Six Million Paperclips (DVD)
One Survivor Remembers (DVD Teaching Tolerance)

Unit 2

Theme: The Fork in the Road: making decisions, overcoming adversity or obstacles, and accepting the consequences.

Guiding Quote: “Obstacles are necessary for success... victory comes only after many struggles and countless defeats.”

~ Og Mandino

Selections:
inherit the Wind
A Lesson Before Dying
The Chosen
Flowers for Algernon

Learning Objectives and the Common Core Content Standards

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7. 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.
8. 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.

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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
analyses or allusions to other texts.
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.
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.
8. 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.
9. 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.

1. Write arguments to support claims with clear reasons and relevant evidence.
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   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)
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   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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<tbody>
<tr>
<td><em>Inherit the Wind</em></td>
<td>1. Individual development requires dedicated effort. 2. Conceptions of justice may vary. 3. Authors have specific purposes for including</td>
<td>1. Is justice always just? 2. Can a single individual effect a change in his society’s views or values? 3. How can an unexamined set of...</td>
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<tr>
<td><strong>A Lesson Before Dying</strong></td>
<td><strong>The Chosen</strong></td>
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<tr>
<td>1. Individual actions are motivated by both internal and external forces.</td>
<td>1. An understanding of cultural diversity is</td>
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<td>2. Conceptions of justice may vary.</td>
<td>1. How does cultural understanding promote</td>
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<td>3. There is a difference between obligation and commitment.</td>
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<td>Flowers for Algernon</td>
<td>communication?</td>
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<td>1. An understanding of the use of medicine and science on people will enhance an understanding of the ethical ramifications involved.</td>
<td>2. How does diversity enhance society?</td>
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<td>2. One can develop compassion for all human beings regardless of mental/physical disabilities.</td>
<td>3. How do members of different cultural groups work together effectively?</td>
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<td>4. What happens when cultures meet?</td>
<td>5. How do cultural groups perceive themselves?</td>
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<td>6. What is the relationship between culture and identity?</td>
<td>7. How does literature communicate and express culture?</td>
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<td>8. How can the study of literature promote an understanding of culture?</td>
<td>9. How can literature help people to understand themselves?</td>
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<tr>
<td>2. What are the benefits and detriments associated with the increased use of technology in our diverse and changing world?</td>
<td>3. Are people born the way they are supposed to be or can we try to help improve people?</td>
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<td>4. Is a mentally-disabled person still perceived as a human being?</td>
<td>5. Does intelligence or emotion matter more in making us human?</td>
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Nonfiction Connections

<table>
<thead>
<tr>
<th>Selection Title</th>
<th>Connections: Nonfiction Readings/Primary Source Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. The U.S. Bill of Rights <a href="http://memory.loc.gov/const/bor.html">http://memory.loc.gov/const/bor.html</a></td>
</tr>
</tbody>
</table>

**Suggested Activities**
- Research – taking notes, outlining
- Persuasive Techniques
- Informational Strategies Linked to Literature
- Reader Response Journal
- Vocabulary Study (Contextually)
- Reading Strategies
Assessments
- Timed explanatory writing (using a quote from one of the “Core Selections” or the “Guiding Quote”)
- Multiple choice from selections read
- Vocabulary Quizzes
- Reading comprehension quizzes
- Open-Ended Questions Linked to nonfiction
- Formative Assessment
- Reader Response Journal

Film Study
- *Inherit the Wind* (1960)
- *Charly* (1968)

Unit 3

**Theme:** The Struggle for Independence: rediscovering, transforming, fight for independence and individual rights.

**Guiding Quote:** “It’s not who you are that holds you back; it’s who you think you’re not.”

~ Anonymous

**Core Selections:**
- *The Lightning Thief*

**Literature Circles:** An Author Study of Rick Riordan
Selections include titles from:
- Percy Jackson and the Olympians
- The Kane Chronicles
- The Heroes of Olympus
- *Shadow Spinner*

Learning Objectives and the Common Core Content Standards

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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.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. 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.
6. 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.
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.
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.

**RI**

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6. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
7. 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.
8. 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.
9. 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.

**W**

1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 8 Reading standards to literature (e.g., “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”).
   b. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SL**

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.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

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.

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.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 65 for specific expectations.)

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

   b. Form and use verbs in the active and passive voice.

   c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

   d. Recognize and correct inappropriate shifts in verb voice and mood.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

   b. Use an ellipsis to indicate an omission.

   c. Spell correctly.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

   a. Interpret figures of speech (e.g. verbal irony, puns) in context.

   b. Use the relationship between particular words to better understand each of the words.

   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, wilful, firm, persistent, resolute).

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.

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<table>
<thead>
<tr>
<th>Selection Title</th>
<th>Enduring Understanding</th>
<th>Essential Questions</th>
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<tbody>
<tr>
<td><em>The Lightning Thief</em></td>
<td>1. Know the stories and characters in several classic Greek myths and recognize references to</td>
<td>1. Why do we need heroes? What does it take to be hero? Who do you consider a hero/heroine and why?</td>
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<td>2. What can one individual do to benefit an</td>
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them in various art forms and genres of literature.

2. Understand the role of myth as a carrier of cultures and artistic expression.

3. Understand that heroes are defined in different ways in different cultures and eras.

4. The hardships one endures help build and reveal one’s strength of character.

5. The milestones and successes one completes help improve one’s maturity and sense of self.

6. Reading shows that personal connections can help one learn about oneself.

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**Shadow Spinner**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.</strong> Language and literature help us understand and face the challenges that await us in a diverse and changing world.</td>
<td><strong>1.</strong> How do traditional roles differ between cultures?</td>
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<tr>
<td><strong>2.</strong> Language and literature enable us to recognize and resolve our conflicts with others as we make choices that impact our lives.</td>
<td><strong>2.</strong> How does fiction help us deal with real-world challenges?</td>
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<tr>
<td><strong>3.</strong> Language creates, maintains, nurtures, and complicates connections among people.</td>
<td><strong>3.</strong> How does the definition or concept of adulthood change according to culture?</td>
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<td><strong>4.</strong> How does culture influence our identity?</td>
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<td><strong>5.</strong> How do our choices affect outcomes for ourselves and for others?</td>
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<td><strong>6.</strong> What is the role of heroism in different cultures and generations?</td>
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<td><strong>7.</strong> How does oral, written, and visual language help us recognize and develop empathy?</td>
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<td><strong>8.</strong> What role does conflict play in relationships?</td>
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<td><strong>9.</strong> In what ways does literature reflect and shape culture?</td>
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<td><strong>10.</strong> How does communication affect relationships?</td>
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**Nonfiction Connections**

<table>
<thead>
<tr>
<th>Selection Title</th>
<th>Connections: Nonfiction Readings</th>
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<tbody>
<tr>
<td><strong>Shadow Spinner</strong></td>
<td></td>
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</tbody>
</table>
| **The Lightning Thief** | 1. Interview with Rick Riordan:  
3. “Meet the Greek Gods”  
| --- | --- |
http://www.wisegeek.com/who-is-scheherazade.htm |

**Suggested Activities**
- Research – Rough draft, in-text citations, editing and revising
- Persuasive Writing
- Informational Strategies Linked to Literature
- Reader Response Journal
- Vocabulary Study (Contextually)
- Reading Strategies

**Assessments**
- Timed writing: Persuasive Essay
- Multiple choice from selections read
- Vocabulary Quizzes
- Reading comprehension quizzes
- Open-Ended Questions Linked to Literature
- Formative Assessment
- Reading quizzes
- Multiple choice from selections read
- Vocabulary Quizzes
- Reader Response Journal

**Film Study**
- *The Lightning Thief* (2010)
- *Disney’s Aladdin* (1992)
Unit 4

Theme: Heroic Pride: pride and courage, the dangers of having too much power, hubris

Guiding Quote: “The greater the power, the more dangerous the abuse.”
~ Edmund Burke

Core Selections:
The Hunger Games (trilogy)
Julius Caesar

Learning Objectives and the Common Core Content Standards

RL
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.
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.
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.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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.
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.
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.
8. 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.

RI
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.
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.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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.
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.
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.
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.
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.
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.

W
1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)

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a. Apply grade 8 Reading standards to literature (e.g., “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”).

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a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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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.
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<td>The Hunger Games</td>
<td>1. Ordinary people can achieve extraordinary things. 2. Perception is often just as important as fact in all facets of life, from making personal decisions to leading a government.</td>
<td>1. What do you value above everything else? 2. What does it mean to survive? What would you do to survive? 3. How are people influenced and persuaded? 4. Why are some people good leaders? 5. What are the key factors in determining the success or failure of a leader? 6. How does a leader affect a group or society?</td>
</tr>
<tr>
<td>Julius Caesar</td>
<td>1. Shakespeare has had an enduring influence on</td>
<td>1. How did the era in which Shakespeare lived influence and reflect his writing?</td>
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<td>Nonfiction Connections</td>
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**Suggested Activities**
- Research – Final product
- Persuasive Writing
- Informational Strategies Linked to Literature
- Reader Response Journal
- Vocabulary Study (Contextually)
- Reading Strategies

**Assessments**
- Research Paper
Explanatory Essay (using a quote from one of the “Core Selections” or the “Guiding Quote”) or Persuasive Essay
Multiple choice from selections read
O EQs
Vocabulary Quizzes
Reading comprehension quizzes

**Film Study**

*The Hunger Games* (2012)
*Julius Caesar* (1953)