



## New York Mills High School

### Curriculum Document

Curriculum Area: English

Course Name: English 8

Common Course Catalog Number:

Length of Course: Two Semesters

Pre-Requisite:

Grade Level: English 8 I and II

#### Course Description:

Through the methods of Socratic discussion, note taking, novel study and essay writing, students will continue to analyze the elements of literature for specific criteria and structure during the 8th grade academic year. Students will connect the human experience to how it is defined through various literature accounts and through their own writing and thinking. Students will read and analyze various novels including *The Diary of Anne Frank* and *The Giver*. Besides reading, they will also develop skills in creative writing and public speaking. Note taking, daily oral language, Accelerated Reading, and journaling will also continue through the 8<sup>th</sup> grade year.

#### Essential Learner Outcomes (5 to 7)

\*Students will be able to analyze literature through its basic elements, word choice, and style as they compare and contrast structure and how modern literature draws from older works including mythology, religious writings and various works of Minnesota American Indians.

\*Students will be able to cite the strongest evidence and make meaningful connections to support an analysis of a work's central idea while looking at word choice, sentence structure, analogies, paragraph structure, author's point of view, medium of presentation, relevancy of evidence, and acknowledgement of opposing viewpoints.

\*Students will be able to apply the writing process as they construct well-supported arguments that distinguish claims and counterclaims, write informative texts that include categorization, formatting, graphics and multimedia, and write creative texts that incorporate specific literary techniques. Students will also conduct short research projects based on a self-generated question using evidence from multiple sources.

\*Students will be able to cooperate, engage effectively and build consensus in collaborative discussions; analyze, understand and respond to relevance and purpose of speakers' arguments and information presented in diverse formats; and use this knowledge to present persuasive information verbally and through multimedia work to an intended audience.

\*Students will be able to effectively use proper English grammar, capitalization, punctuation, and spelling in written and verbal communication. Students will build vocabulary and an understanding of figurative language and word relationships.

## **Units of Study:**

### **Literature**

- **Poetry –Study of the elements**
- **Drama –The Diary of Anne Frank**
- **Fiction –The Giver**
- **Short Stories –Various stories from the text *Literature and the Language Arts***
- **Literature derived from Minnesota American Indians**
- **Accelerated Reading**

### **Informational Text**

- **Nonfiction**
- **Research of topics regarding the Holocaust**
- **Research and study of historical persuasive speeches**

### **Writing**

- **Journal Entries**
- **Review of the 6+1 Traits of Writing**
- **Note Taking**
- **Creative Writing –students will craft a fictional piece after studying science fiction**
- **Persuasive Writing –students will practice persuasive techniques**

### **Speaking, Viewing and Listening to Media**

- **Comparing text to an adaptation**
- **Class Discussions**
- **Presentation on a Holocaust survivor**
- **Persuasive Speeches in History**

### **CCR Anchor Language Standards**

- **Word Study**
- **Grammar/DOL**
- **Editing and Revising written work**

### **“I Can” Statements**

## Literature and Informational Texts

### SWBAT Analyze ...

- How dialogue or incidents in a story or drama propel action (R.L.8.4.3.3)
- How a text makes connections between individuals, ideas, or events (R.I. 8.5.3.3)
- Structure of a specific paragraph, including specific sentences in developing and refining a key concept (R.I.8.5.5.5)
- How a character and the audience or reader differ in points of view (dramatic irony) and create suspense or humor (R.L. 8.4.6.6)
- How an author's position differs from others (R.I.8.5.6.6)
- The advantages and disadvantages, of a subject in different mediums for informational and literary text, including techniques and portrayals. (R.L.8.4.7.7, R.I.8.5.7.7)
- How modern work of fiction draws on myths, traditional stories, or religious works (including MN American Indians) describing how the material is rendered new. (R.L. 8.4.9.9)
- Two or more texts, including one by MN American Indian or diverse culture, for conflicting information on the same topic; disagreements on fact or interpretation. (R.I. 8.5.9.9)
- The purpose of information presented in diverse media and formats (SVLML. 8.9.2.2)

### SWBAT Cite...

- Explicit and inferential textual evidence in both literature and informational texts. (R.L.8.4.1.1, R.I.8.5.1.1)

### SWBAT Determine...

- Theme or central idea in both literature (including MN American Indians) and informational texts (R.L.8.4.2.2, R.I.8.5.2.2)
- Meanings of words and phrases used in a text including: figurative, connotative, and technical meanings. (R.L.8.4.4.4, R.I.8.5.4.4)
- An author's point of view or purpose in a text (R.I. 8.5.6.6)

### SWBAT Compare and Contrast...

- Two or more texts for differing structure paying attention to meaning and style (R.L.8.4.5.5)

### SWBAT Trace and evaluate...

- The argument and specific claims in a text (R.I.8.5.8.8)

### SWBAT Assess...

- Soundness of reasoning and relevance of evidence (R.I.8.5.8.8)

### SWBAT Read and comprehend...

- self-selected nonfiction and fiction texts independently (R.I.8.5.10.10, R.L.8.4.10.10)
- self-selected nonfiction and fiction texts with multiple perspectives and pluralistic viewpoints (R.L. 8.4.10.10)

### SWBAT Write

- arguments to support claims (W. 8.7.1.1.)
  - introduce claim, acknowledge alternate claims, organize reasoning/evidence logically
  - support claim with logical reasoning and relevant evidence, use solid sources
  - create cohesion and clarify relationships among claim, reasons, evidence
  - establish and maintain a formal style
  - provide a conclusion that follows from and supports the argument
- informative/explanatory texts to examine a topic and convey ideas, concepts, information (W. 8.7.2.2.)
  - introduce topic
  - categorize ideas, concepts and information (formatting, graphics, multimedia)
  - develop topic with relevant facts, definitions, details, quotations, etc.
  - use appropriate and varied transitions
  - use precise language and domain-specific vocabulary to inform or explain topic
  - establish and maintain a formal style
  - provide concluding statement that follows from and supports text
- narratives/creative texts to develop real or imagined events (W. 8.7.3.3.)
  - establish context, point of view; introduce narrator/characters; organize a natural and logical event sequence
  - use literary and narrative techniques to develop experiences, events, characters
  - use transitions
  - use precise words, relevant descriptive details, figurative and sensory language
  - provide a conclusion that follows from and reflects on the experiences/events

#### SWBAT Produce

- clear and coherent writing (W. 8.7.4.4.)
  - development, organization, style are appropriate to task, purpose, audience

#### SWBAT Use

- a writing process to develop and strengthen writing (W. 8.7.5.5.)
  - planning, drafting, revising, editing, rewriting
  - or trying a new approach, focusing on how well purpose and audience have been addressed
- technology, including the Internet (W. 8.7.6.6.)
  - to produce and publish writing
  - to link to and cite sources
  - to interact and collaborate with others

#### SWBAT Conduct

- short research projects to answer a self-generated question (W. 8.7.7.7.)
  - draw on several sources
  - generate additional related, focused questions for further research and investigation

#### SWBAT Gather

- relevant information from multiple print and digital sources (W. 8.7.8.8.)
  - use search terms effectively
  - assess credibility and accuracy of sources
  - quote or paraphrase data and conclusions of others

- avoid plagiarism
- standard format for citation

SWBAT Draw evidence from literary or informational texts to support analysis, reflection, and research (including MN American Indians) (W. 8.7.9.9.)

SWBAT Write routinely over extended and shorter time frames for a range of discipline tasks, purposes, audiences. (Independently select some topics and formats.) (W. 8.7.10.10.)

SWBAT Engage effectively in a range of collaborative discussions (SVLML. 8.9.1.1.)

- come prepared, having read/researched material
- follow rules for discussion, track progress toward goals, define individual roles as needed
- pose questions that incite more discussion; stay on topic
- acknowledge new information/modify own views
- cooperate, mediate, problem solve for productive group discussion

SWBAT Explain

- how ideas clarify a topic, text, issue (SVLML. 8.9.2.2.)

SWBAT Delineate

- speaker's argument, specific claims, intended audience (SVLML. 8.9.3.3.)

SWBAT Evaluate

- the soundness of the reasoning and the relevance and sufficiency of the evidence (SVLML. 7.9.3.3.)

SWBAT Identify

- when irrelevant evidence is introduced ( SVLML. 8.9.3.3)

SWBAT Present claims and findings using eye contact, adequate volume, clear pronunciation, well-chosen details, and valid reasoning (SVLML. 8.9.4.4.)

SWBAT Include multimedia components and visual displays in presentations to strengthen claims and evidence, and add interest. (SVLML. 8.9.5.5.)

SWBAT Adapt speech according to context, audience, task, feedback. (SVLML. 8.9.6.6.)

SWBAT Understand, analyze, use different types of print, digital, multimodal media. (SVLML. 8.9.7.7.)

- evaluate mass media for quality of production, accuracy of information, bias, stereotype, purpose, message and target audience
- critically analyze messages and points of view
- analyze design elements of various kinds of media productions to observe media messages being constructed for specific purposes

SWBAT Create a persuasive multimedia work/digital communication or contribute to an online collaboration for a specific purpose. (SVLML. 8.9.8.8.)

- demonstrate developmentally appropriate understanding of Fair Use, copyright, etc.
- publish/share with audience

## SWBAT Demonstrate command of the conventions of Standard English

- grammar and usage when writing and speaking (L. 8.11.1.1.)
  - verbals (gerunds, participles, infinitives)
  - verbs in active and passive voice
  - verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
  - inappropriate shifts in verb voice and mood
- capitalization, punctuation, and spelling when writing (L. 8.11.2.2.)
  - punctuation to indicate pause or break
  - ellipsis to indicate an omission

## SWBAT use knowledge of language and its conventions while writing, speaking, reading, listening (L. 8.11.3.3.)

- use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects

## SWBAT Determine/clarify the meaning of unknown words and phrases (L. 8.11.4.4.)

- use context clues
- use affixes/roots as clues to meaning
- consult reference materials
- verify preliminary determination of word meanings

## SWBAT Demonstrate understanding of figurative language, word relationships, and nuance in word meanings to extend word consciousness. (L. 8.11.5.5.)

- figures of speech in context
- synonym/antonym, analogies
- connotations/denotations

## SWBAT Acquire and use words appropriate to grade level. (L. 8.11.6.6.)