

2022 - 2023, Eighth Grade, ELA

Unit 1: *Rites of Passage*

(August 8 through September 26)

Essential Question: What are some milestones on the path to growing up?

Whole Class Learning: What event changed your understanding of yourself, or that of someone you know?

Small Group Learning: What defines an event or an experience in a young person's life as a milestone or rite of passage?

Performance Based Assessment (Nonfiction Narrative Essay): What rite of passage has held the most significance for you or for a person you know well?

| POWER STANDARDS |
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| 8.RL.KID.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. |
| 8.RL.CS.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 allusions to other texts and repetition of words and phrases, and analogies. |
| 8.RL.CS.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. |
| 8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the character create effects such as suspense, humor, or dramatic irony. |
| 8.RI.CS.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 a specific word choice on meaning and tone, including analogies and allusions to other texts. |
| 8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. |

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Unit 2: *The Holocaust*

(September 27 through November 29)

Essential Question: How do we remember the past?

Whole Class Learning: How are historical events reflected in the play *The Diary of Anne Frank*?

Small Group Learning: How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past?

Performance-Based Assessment (Informative/Explanatory Essay): How can literature help us remember and honor the victims of the Holocaust?

| POWER STANDARDS |
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| 8.RL.KID.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. |
| 8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the character create effects such as suspense, humor, or dramatic irony. |
| 8.RI.KID.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. |
| 8.RI.CS.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 and allusions to other texts. |
| 8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept. |
| 8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author acknowledges and responds to conflicting evidence or viewpoints. |
| 8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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Unit 3: *What Matters*

(November 30 through February 3)

Essential Question: When is it right to take a stand?

Whole Class Learning: What is a problem you think needs to be solved? How would you solve it?

Small Group Learning: When you take a stand, how much does winning matter?

Performance-Based Assessment: Is it important for people to make their own choices in life?

| POWER STANDARDS |
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| 8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text. |
| 8.RI.CS.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 and allusions to other texts. |
| 8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept. |
| 8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author acknowledges and responds to conflicting evidence or viewpoints. |
| 8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims and the reasoning is sound. |
| 8.RI.IKI.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. |
| 8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. |

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Unit 4: Human Intelligence

(February 6 through April 4)

Essential Question: In what different ways can people be intelligent?

Whole Class Learning: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?

Small-Group Learning: How does each selection highlight a different way to be intelligent?

Performance Based Assessment (Informative/Explanatory): In what different ways can people be intelligent?

POWER STANDARDS

8.RL.KID.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.

8.RL.CS.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 allusions to other texts and repetition of words and phrases, and analogies.

8.RL.CS.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.

8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the character create effects such as suspense, humor, or dramatic irony.

8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.

8.RI.KID.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.

8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author acknowledges and responds to conflicting evidence or viewpoints.

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

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Unit 5: *Invention*

(April 5 through May 25)

Essential Question: Are inventions realized through inspiration or perspiration?

Whole Class Learning: Which text—“Uncle Marcus” or “To Fly”—best describes the dream or fantasy of human flight?

Small-Group Learning: Are inventions realized through inspiration or perspiration?

Performance Based Assessment (Argumentative Essay): Which invention described in this unit has had the biggest impact on humanity?

POWER STANDARDS

8.RL.KID.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.

8.RL.KID.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.

8.RL.CS.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 allusions to other texts and repetition of words and phrases, and analogies.

8.RL.CS.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.

8.RI.KID.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.

8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

8.RI.CS.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 and allusions to other texts.

8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.

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| 8.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how an author acknowledges and responds to conflicting evidence or viewpoints. | “To Fly” , “Nichola Tesla” “25 Years Later” |
| 8.RI.IKI.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. | “To Fly” “25 Years Later” |
| 8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. | |