

Southern York County School District Instructional Plan

Course/Subject: English Language Arts Grade Level: 8	
Textbook(s)/Instructional Materials Used: <ul style="list-style-type: none"> ▪ <i>McDougal Little Literature</i>; ISBN # 10:0-618-94995-X Novels: <ul style="list-style-type: none"> ▪ <i>The Pearl</i> by John Steinbeck; Penguin Books; ISBN # 0-14-017737 ▪ <i>The Red Pony</i> by John Steinbeck; Penguin Books; ISBN # 978-0-14-017736-7 ▪ <i>The House on Mango Street</i> by Sandra Cisneros; Vintage; ISBN # 978-0-679-73477-2 	
Dates: September	Unit Plan/Theme: Understanding Grammar
Stage 1 – Desired Results	
PA Core Standard(s)/Assessment Anchors Addressed: All CC8 Conventions of standard English: 1.5.8.G: Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content <ul style="list-style-type: none"> ▪ Use of Knowledge of Language and its Conventions - E08.D.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. ▪ Use of Knowledge of Language and its Conventions - E08.D.2.1.5 - Choose punctuation for effect. ▪ Use of Knowledge of Language and its Conventions – E08.D.2.1.6 – Choose words and phrases for effect. ▪ Use of Knowledge of Language and its Conventions - E08.D.2.1.3 - Vary sentence patterns for meaning, reader/listener interest, and style. 	
Understanding(s): <i>Students will understand...</i> <ol style="list-style-type: none"> 1. The consistent application of grammar rules enhance communication (1.5.8.G) 2. The effective use of the eight parts of speech influence the meaning and clarity of a sentence (E08.D.2.1.6) 3. The knowledge and skillful use of the eight parts of speech promote effective communication (E08.D.1.2, E08.D.2.1.5, E08.D.2.1.3) 	Essential Questions: <ul style="list-style-type: none"> ▪ Why study the eight parts of speech? ▪ To what extent can the effective use of the eight parts of speech improve our writing and speaking? ▪ How can we use the eight parts of speech to improve our speaking skills?
Learning Objectives: <i>Students will know...</i> <ul style="list-style-type: none"> ▪ The definition of each of the eight parts of speech and the appropriate subcategories listed below: <ol style="list-style-type: none"> a. Noun (proper, common, compound, collective) b. Pronoun (personal, reflexive, indefinite, demonstrative, interrogative) c. Adjective d. Verb (action, linking, helping) e. Prepositional Phrase f. Adverb 	Students will be able to: <ul style="list-style-type: none"> ▪ Replace nouns with pronouns for sentence and word choice variety ▪ Use pronouns correctly based on their case ▪ Add adjectives to writing to improve the imagery and detail ▪ Move adverbs to different parts of the sentence to create sentence variety ▪ Select appropriate adverbs to emphasize certain words or phrases

<p>g. Conjunction (coordinating, correlative) h. Interjection</p> <ul style="list-style-type: none"> ▪ The function of each of the parts of speech in a given sentence 	<ul style="list-style-type: none"> ▪ Evaluate the most appropriate time to use the active voice and /or the passive voice ▪ Use prepositional phrases to create a variance in sentence structure ▪ Add conjunctions to combine sentences and phrases ▪ Use interjections to add emotion to writing ▪ Write with improved sentence variety and clarity based on a knowledge of the eight parts of speech
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<p>Dates: September - November</p>	<p>Unit Plan/Theme: The Writing Process – Argumentative Writing</p>
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Stage 1 – Desired Results

PA Core Standard(s)/Assessment Anchors Addressed: 1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-define perspective and appropriate content.

- **Opinion/Argumentative: 1.4.8.G** - Write arguments to support claims
- **Opinion/Argumentative Focus: 1.4.8.H** – Introduce and state an opinion on a topic
- **Opinion/Argumentative Content: 1.4.8.I** – Acknowledge and distinguish the claim(s) from alternate or opposing claims and support the claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding on a topic
- **Opinion/Argumentative Organization: 1.4.8.J** – Organize the claim(s) with reasons and evidence; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement that follows from and supports the argument presented
- **Opinion/Argumentative Style: 1.4.8.K** – Write with an awareness of the stylistic aspects of composition
- **Opinion/Argumentative Conventions: 1.4.8.L** – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- **Vocabulary Acquisition and Use: 1.2.8.J** - 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.

<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Each mode of writing requires different approaches and skills. (CC 1.4.8.G) 2. Effective writing is focused, organized, and developed with supporting details (CC 1.4.8.H, CC 1.4.8.I, CC 1.4.8.J). 3. Argumentative writing presents an opinion on a topic (CC 1.4.8.H) 4. Argumentative writing includes a discussion and sometimes refutation of multiple sides of the issue (CC 1.4.8.I, CC 1.4.8.J) 5. Claims and counterclaims are established and developed thoroughly (CC 1.4.8.I, CC 1.4.8.J) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why is argumentative writing important? ▪ Why does an argument become more effective when multiple sides of the issue are discussed? ▪ How might argumentative writing be used in real-world scenarios?
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<p>6. Clauses, phrases, style/tone, and word choice play a convincing role in developing an argument (CC 1.4.8.K, CC 1.4.8.L)</p> <p>7. Academic word choice makes writing more specific and varied (CC 1.2.8.J)</p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Argumentative writing has two distinct organizations: one that involves discussing both sides of the claim, along with refuting one side, and the other which involves discussing both sides of the claim with the writer's opinion to conclude the essay ▪ How to develop a thesis statement, topic sentences, effective evidence from varying points of view, how to use transitions, and end with a conclusion that either summarizes the main points or provides a clear understanding of the writer's point-of-view ▪ Both reliable sources and the ideas of the author are important in the essay 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Select a topic and generate ideas/claims for at least two sides to the issue ▪ Make an evidence-based claim about the topic ▪ Support and refute that claim with examples that are explained in depth ▪ Develop a conclusion that emphasizes the key points of the body of the paper ▪ Use formal, specific word choice to convey meaning ▪ Place clauses and phrases in varying locations to develop sentence variety and help ideas flow from one to the next ▪ Use punctuation correctly, but also use punctuation, such as the ellipsis or the dash, to improve the sentence variety and cohesion of the ideas
<p>Dates: September - November</p>	<p>Unit Plan/Theme: Writing/Comma</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core Standard(s)/Assessment Anchors Addressed: 1.4 Writing Students write for different purposed and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <ul style="list-style-type: none"> ▪ Conventions of Language/Informative/Explanatory: CC.1.4.8.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ Conventions of Language/Opinion/Argumentative: CC.1.4.8.L – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ Conventions of Language/Narrative: CC.1.4.8.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The conventions of language are the tools of an effective writer. (CC.1.4.8.F,L,R) 2. Commas help clarify meaning in writing and set aside essential elements from non-essential elements. (CC.1.4.8.F,L,R) 3. Commas can allow for the use of clauses and phrases to help add detail 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why is the comma important? ▪ To what extent is the comma an essential tool in writing?

<p>and vary sentence structure. (CC.1.4.8.F,L,R)</p>	
<p>Learning Objectives: Students will know ...</p> <ul style="list-style-type: none"> ▪ The definition of a comma ▪ How to use commas for introductory elements ▪ How to use commas with compound sentences ▪ How to use commas with adjectives before a noun ▪ How to use commas with items in a series ▪ How to use commas with greetings and closings in a letter, along with dates and addresses 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Properly punctuate sentences in paragraph writing (so as to be taken in context). ▪ Correctly write sentences that include commas with introductory elements, compound sentences, and adjectives before a noun, items in a series, dates, addresses, greetings, and closings
<p>Dates: September - November</p>	<p>Unit Plan/Theme: The Writing Process, Descriptive Writing</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core Standard(s)/Assessment Anchors Addressed: 1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-define perspective and appropriate content.</p> <ul style="list-style-type: none"> ▪ Narrative Content: 1.4.8.O – Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ▪ Narrative Organization: 1.4.8.P – Organize and event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses, to convey sequence, signal shifts from one time frame to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events ▪ Narrative Style: 1.4.8.Q – Write with an awareness of the stylistic aspects of writing ▪ Narrative Conventions of Language: 1.4.8.R – Demonstrate grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling ▪ Vocabulary Acquisition and Use: 1.2.8.J – 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 	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. Each mode of writing requires different approaches and skills (1.4.8.O). 2. Effective writing is focused, organized, and developed with supporting details (1.4.8.O, 1.4.8.P). 3. A descriptive paragraph helps the reader form a mental impression of a person, place, thing, or idea (1.4.8.O). 4. A descriptive paragraph has a set structure to provide order and promote the reader’s interest (1.4.8.P). 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why is descriptive writing important? ▪ What strategies enhance descriptive writing?

<p>5. Spatial order assists in the organization of thoughts in a descriptive paragraph (1.4.8.P).</p> <p>6. Adjectives provide detail in a descriptive paragraph, but adverbs and prepositional phrases can add detail as well (1.4.8.Q, 1.4.8.R).</p> <p>7. Academic word choice makes writing specific and varied (CC 1.2.8.J)</p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Various types of spatial order that may be used to write a descriptive paragraph ▪ How adjectives and word choice can be more specific and positive or negative, depending upon the topic ▪ How a descriptive paragraph or essay can vary in structure ▪ How descriptive writing is beneficial in various professions, such as the police or fire fighting ▪ A variety of ways to organize the structure of a descriptive paragraph can be influenced by the topic's nature of physical position 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Write a descriptive paragraph that conforms to a specific structure (topic sentence, body, closing). ▪ Use specific adjectives and word choice when writing descriptively. ▪ Select an appropriate spatial order for a topic. ▪ Delineate a variety of topics, not just objects, but places, events, and people
<p>Dates: October-November</p>	<p>Unit Plan/Theme: Writing/Sentence</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: 1.4 Writing</p> <p>Students write for different purposed and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <ul style="list-style-type: none"> ▪ Conventions of Language/Informative/Explanatory: CC.1.4.8.F – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ Conventions of Language/Opinion/Argumentative: CC.1.4.8.L – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ Conventions of Language/Narrative: CC.1.4.8.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	
<p>Understanding(s): Students will understand:</p> <ol style="list-style-type: none"> 1. The conventions of language are the tools of an effective writer. (CC.1.4.8.F,L,R) 2. A sentence has a subject, verb, and it needs to express a complete thought. (CC.1.4.8.F, L,R) 3. The purpose of a sentence is based on how it is punctuated or written. (CC.1.4.8.F,L,R) 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How can using varying types of sentences improve our writing? ▪ Why is it important to understand various types of sentences?

<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The definition of the subject (simple subject) ▪ The definition of the predicate (simple predicate or verb) ▪ The punctuation marks needed to complete a sentence ▪ The definitions of the four types of sentences ▪ The purpose of a period, question mark, and exclamation point 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Properly punctuate sentences in paragraph writing (so as to be taken in context). ▪ Correctly write a declarative, imperative, interrogative, and exclamatory sentence
<p>Dates: October-November</p>	<p>Unit Plan/Theme: Reading Literature/Short Stories</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core Standard(s)/Assessment Anchors Addressed: 1.4 Writing Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <ul style="list-style-type: none"> ▪ Key Ideas and Details: 1.2.8.A – Determine a theme or central idea of a text and analyze its development over the course of the text, including the relationship to the characters, setting, and plot; provide an objective summary of the text ▪ Key Ideas and Details – Text Analysis: 1.2.8.B and 1.3.8.B – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations from the text ▪ Craft and Structure – Point-of-View: 1.3.8.D – Analyze how differences in points of view of the characters and/or the audience create effects such as suspense or humor ▪ Craft and Structure – Text Structure: 1.2.8.E and 1.3.8.E– Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept ▪ Craft and Structure – Vocabulary: 1.2.8.F and 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 ▪ Integration of Knowledge and Ideas: 1.3.8.H – Analyze how a modern work of fiction draws on themes, patterns, events, or character types from traditional works, including describing how the material is rendered new ▪ Vocabulary Acquisition and Use: 1.2.8.K and 1.3.8.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools ▪ Range of Reading: 1.2.8.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently ▪ Comprehension and Collaborations – Critical Learning: 1.5.8.B – Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of evidence ▪ Key Ideas and Details – Text Analysis: 1.2.8.C – Analyze how a text makes connections among and distinctions between individuals, ideas, or events ▪ Craft and Structure – Point of View: 1.2.8.D – 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 ▪ Response to Literature: 1.4.8.S – Draw evidence from literary or informational text to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction 	
<p>Understanding(s):</p>	<p>Essential Question(s):</p>

<p>Students will understand . . .</p> <ol style="list-style-type: none"> 1. Short stories can provide insight into the lives of real people or historical events (CC 1.2.8.A., CC 1.5.8.B, CC 1.2.8.L, 1.3.8.H). 2. Short stories can help us analyze conflict resolutions and determine the best and appropriate solution in various circumstances (CC 1.3.8.D, CC 1.3.8.H, CC 1.5.8.B, CC 1.4.8.S). 3. Short stories allow for a “quick glimpse” into ourselves since we can reflect on pieces of literature that focus on a single conflict (CC 1.2.8.A, CC 1.5.8.B). 4. Various literary elements, word choice, and style often have major significance in the development of a short story (1.2.8.B, 1.3.8.B, 1.2.8.E, 1.3.8.E, 1.2.8.F, 1.3.8.F, 1.2.8.K, 1.3.8.I, 1.2.8.L). 5. People, places, and events are often interrelated (CC 1.2.8.C) 6. Authors viewpoints can be influenced by evidence (CC 1.2.8.D) 7. An author’s purpose often determines how he or she approaches a solution to a problem (CC 1.2.8.D) 	<ul style="list-style-type: none"> ▪ How can understanding literature help us better understand ourselves and the world around us? ▪ Why should we study short stories? ▪ How can conflict-resolution skills help us in everyday life?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Literary elements each play a role, possibly both large or small, in the development of the story ▪ Understanding literary elements can help us understand the meaning of the story ▪ A short story presents one main conflict that is usually resolved, either positively or negatively, by the end ▪ Understanding a short story can help us understand how to deal with everyday problems in our own lives and also the problems people face all around the world ▪ Character dialogue often, but not always, influences the way a character is portrayed ▪ In addition to dialogue, a character’s actions portray the development of the character ▪ The actions of the antagonist can have a positive or negative effect on the development of the protagonist ▪ A main character can be the protagonist and antagonist at the same time 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the varying literary elements and through critical thinking responses, explain how those elements have an impact on the story. These elements include but are not limited to the following: conflict, man vs. man, man vs. self, man vs. nature, man vs. technology, plot, setting, theme, characters, point-of-view, exposition, narrative hook, rising action, climax, falling action, resolution, irony, foreshadowing ▪ Explain how the author develops the characters' personalities and cite evidence to support how the actions and dialogue portray those traits ▪ Discuss how the conflicts develop and influence the characters' personalities. ▪ Evaluate the extent to which internal and external problems alter the characters’ choices ▪ Analyze the setting of a literary work and its functions: <ol style="list-style-type: none"> a. to make the work credible b. to establish the mood

	<ul style="list-style-type: none"> c. to illuminate the characters d. to provide a source for conflict ▪ Explain how the setting has an impact on the plot. ▪ Identify the point-of-view and its importance in the story. ▪ Explain how the elements work together to create a theme and identify what the theme is. ▪ Discuss the value of the narrative hook. ▪ Evaluate the way each story is resolved, and if there is no resolution, deliberate why the author chose to have an open-ending
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Dates: October-November	Unit Plan/Theme: The Writing Process – Using the Dash, Ellipsis, and Parentheses
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Stage 1 – Desired Results

<p>PA Core Standard(s)/Assessment Anchors Addressed: 1.4 Writing Conventions of standard English – Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content</p> <ul style="list-style-type: none"> ▪ E08.d.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling ▪ E08.D.1.2.1: Use punctuation (commas, dash, ellipsis) to indicate a pause or a break ▪ E08.D.1.2.2: Use an ellipsis to indicate an omission ▪ E08.D.1.2.4. Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements. 	
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<p>Understanding(s): Students will understand:</p> <ol style="list-style-type: none"> 1. The dash, ellipsis, and parentheses can be used to create sentence variety 2. Both the dash and the ellipsis can be used to create a pause for effect (E08.D.1.2.1, E08.D.1.2.2) 3. The ellipsis allows writers to incorporate partial quotations to a piece of writing (E08.D.1.2.2) 4. The dash and parentheses offset additional information with varying degrees of formality (E08.D.1.2.4) 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ Why is punctuation important and necessary in writing? ▪ How can a dash, ellipsis, and set of parentheses be used to enhance writing?
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<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The correct way to write a dash, ellipsis, and set of parentheses ▪ When dashes and ellipsis may be used to create a pause or break ▪ What kind of information is permissible to use when offsetting with a dash ▪ How a dash can function similar to a comma when it offsets information with internal punctuation 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Write effective sentences using the dash, ellipsis, and parentheses ▪ Write a sentence using the dash with and without internal punctuation ▪ Include references to long quotations via the ellipsis ▪ Use a set of parentheses both in the middle and at the end (as a separate added sentences)
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<ul style="list-style-type: none"> ▪ How to properly punctuate an omissions using an ellipsis ▪ What kinds of information could be placed inside a set of parentheses ▪ How to properly punctuate material within a set of parentheses 	
Dates: December	Unit Plan/Theme: Narrative Writing
Stage 1 – Desired Results	
<p>PA Core Standard(s)/Assessment Anchors Addressed: 1.4 Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <ul style="list-style-type: none"> ▪ Narrative: CC.1.4.8.M – Write narratives to develop real or imagined experiences or events. ▪ Narrative Focus: CC.1.4.8.N – Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ▪ Conventions of Language/Narrative: CC.1.4.8.R – Demonstrate a grade-appropriate command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Each mode of writing requires different approaches and skills. (CC.1.4.8.M, CC.1.4.8.N) 2. Narrative writing includes the writer’s real or imagined experiences or events and ideas are developed into a clear essay. (CC.1.4.8.M) 3. A narrative needs to establish a clear point of view and introduce the characters.(CC.1.4.8.N) 4. How to correctly punctuate dialogue. (CC.1.4.8.R) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why is the process of telling a story important? ▪ How does the writing of a narrative help the reader connect with the story?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The six elements of a narrative: <ol style="list-style-type: none"> a. Plot – the sequence of events b. Setting – the time and place in which the events of a story take place c. Characterization – the methods used to present the personality of a character in a narrative. d. Atmosphere – the general mood or feeling established in a piece of literature. Atmosphere is created through word choice and pacing. e. Point of view – who is narrating the story (First, Second, Third) f. Conflict – the central problem that drive the action of a story. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the six elements of a narrative in a piece of literature. ▪ Develop a narrative piece of writing to include all six elements of a narrative. ▪ Use punctuation correctly, and concentrate on punctuating dialogue correctly.

<ul style="list-style-type: none"> ▪ How to identify the six element of a narrative in a piece of literature. ▪ How to correctly write a narrative to include the six elements of a narrative. 	
Dates: December	Unit Plan/Theme: The Writing Process, Editing, and Revising Writing - Redundancy, Wordiness, Semicolon, and Colon
Stage 1 – Desired Results	
<p>PA Core Standard(s)/Assessment Anchors Addressed: E08.D.2, 1.5.8.G, 1.2.8</p> <p>E.08.D.2 - Use knowledge of language and its conventions.</p> <p>1.5.8.G - Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content</p> <p>1.2.8 – Reading, Craft and Structure/Vocabulary</p> <ul style="list-style-type: none"> ▪ Craft and Structure – Vocabulary: 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 ▪ Vocabulary Acquisition and Use: 1.2.8.K – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools ▪ Conventions of standard English: 1.5.8.G – Demonstrate a command of the conventions of standard English when speaking based on grade 8 level and content ▪ Use of Knowledge of Language and its Conventions - E08.D.2.1.5 - Choose punctuation for effect. ▪ Use of Knowledge of Language and its Conventions – E08.D.2.1.6 – Choose words and phrases for effect ▪ Use of Knowledge of Language and its Conventions - E08.D.2.1.2: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ▪ The consistent application of grammar rules enhances communication (CC 1.5.8.G, CC E08.D.2.1.2) ▪ Redundancy and wordiness have a negative effect on the quality of communication (CC 1.5.8.G, CC E08.D.2.1.2, 1.2.8.F, 1.2.8.K, E08.D.2.1.6) ▪ Correct punctuation and mechanics can allow for better and varied sentence structure (E08.D.2.1.5) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why study grammar? ▪ What makes writing concise and focused? ▪ To what extent does punctuation and mechanics influence the overall quality of our writing?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The definition of redundancy ▪ The definition of wordiness ▪ Key strategies for removing redundancy and wordiness from a sentence ▪ The purpose of the semicolon and how it functions in a sentence ▪ Various ways to use the colon in writing, particularly with setting up a list to create sentence variety 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and eliminate redundancy from a sentence. ▪ Identify wordiness and either remove it from the sentence or word the sentence so that wordiness does not occur. ▪ Use the semicolon to combine sentences and separate items in a list that contains commas.

	<ul style="list-style-type: none"> ▪ Place the colon in a sentence to add variety. Punctuate the chapter and verse and also the time of day by using a colon. ▪ Write essays with more cohesiveness and clarity. ▪ Write essays with varied sentence structure.
Dates: January-March	Unit Plan/Theme: The Research Paper/Information/Explanatory
Stage 1 – Desired Results	
<p>PA Core Standard(s)/Assessment Anchors Addressed: 1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <ul style="list-style-type: none"> ▪ Technology and Publication: CC.1.4.8.U – 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. ▪ Conducting Research: CC.1.4.8.V – 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. ▪ Credibility, Reliability, and Validity of Sources: CC.1.4.8.W – 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. ▪ Informative/Explanatory: CC.1.4.8.A – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. ▪ Informative/Explanatory Focus: CC.1.4.8.C – Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. ▪ Informative/Explanatory Organization: CC.1.4.8.D – Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. ▪ Informative/Explanatory Style: CC.1.4.8.E – Write with an awareness of the stylistic aspects of composition. ▪ Range of Writing: CC.1.4.8.X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences. <p>PA Standard(s) /Assessment Anchors Addressed: 1.2 Reading Informational Text Students read, understand, and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <ul style="list-style-type: none"> ▪ Vocabulary Acquisition and Use: CC.1.2.8.J – 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. 	
<p>Understanding(s): Students will understand:</p> <ul style="list-style-type: none"> ▪ A research project challenges an individual to take charge of their own learning. (CC.1.4.8.U, CC.1.4.8.V) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why should we learn to write a research paper? ▪ To what extent does a research project benefit an individual?

<ul style="list-style-type: none"> ▪ Quality research projects are best created through a sequential process.(CC.1.4.8.W, CC.1.4.8.X) ▪ A research paper is a formal document that uses appropriate grade level vocabulary. (CC.1.2.8.J) ▪ How to examine a topic and convey their ideas clearly. (CC.1.4.8.A) ▪ How to select relevant, well-chosen facts, definitions, concrete details, quotations, or other information for their paper. (CC.1.4.8.C) ▪ How to organize their ideas with the use of a graphic organizer. The organizer will include appropriate transitions and notes for a conclusion. (CC.1.4.8.D) ▪ How to use precise language and domain-specific vocabulary to inform about or explain the topic. (CC.1.4.8.E) ▪ How to use sentences of varying lengths and complexities. (CC.1.4.8.E) ▪ How to create tone and voice through precise language. (CC.1.4.8.E) ▪ How to establish and maintain a formal style. (CC.1.4.8.E) 	
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Dates: February-April	Unit Plan/Theme: Narrative Writing; Speaking and Listening: Drama
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Stage 1 – Desired Results

<p>PA Core Standard(s)/Assessment Anchors Addressed: 1.4 Writing and 1.5 Speaking and Listening</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <ul style="list-style-type: none"> ▪ Narrative Content: CC.1.4.8.O – Use narrative techniques such as dialogue, description, reflection, and pacing to develop experience, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and event. ▪ Narrative Organization: CC.1.4.8.P – Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events. ▪ Narrative Style: CC.1.4.8.Q – Write with an awareness of the stylistic aspects of writing. ▪ Narrative Conventions of Language: CC.1.4.8.R – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ Comprehension and Collaboration/Collaborative Discussion: CC.1.5.8.A – Engage effectively in a range of collaborative discussion, on grade-level topic, texts, and issues, building on others’ ideas and expressing their own clearly. ▪ Comprehension and Collaboration/Evaluation Information: CC.1.5.8.C – Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

<ul style="list-style-type: none"> ▪ Presentation of Knowledge and Ideas/Context: CC.1.5.8.E – Adapt speech to a variety of contexts and tasks. ▪ Integration of Knowledge and Ideas/Multimedia: CC.1.5.8.F – Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. ▪ Conventions of standard English: CC.1.5.8.G – Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ▪ Plays are powerful literary tools that enable the past to be experienced in the present. (CC.1.4.8.O, CC.1.4.8.PCC.1.4.8.Q, CC.1.4.8.R) ▪ Drama portrays how people’s interactions with others and society influence situations and outcomes. (CC.1.5.8.E) ▪ Drama originated in ancient Greece and has changed much over time due to both its purpose and society’s view of what drama should be. (CC.1.5.8.E) ▪ Orally reading a play enables an individual to interpret and express the emotions and perspectives of the characters. (CC.1.5.8.A, CC.1.5.8.C, CC.1.5.8.E, CC.1.5.8.F, CC.1.5.8.G) 	<p>Essential Question(s):</p> <p>Why study drama?</p> <ul style="list-style-type: none"> ▪ How can an understanding of drama give us an appreciation for history and various cultures? ▪ What can be gained by practicing the elements of drama? ▪ To what extent has drama changed since theater developed as a form of entertainment?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The definition of drama ▪ The literary elements (drama, staging, <i>deus machina</i>, foreshadowing, flashback, conflict, characterization, stage left/right, Thespians, monologue, dialogue) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Effectively use tone and inflection to portray the emotions and dialogue in a given conversation ▪ Analyze the development of the characters and their personalities through their interactions with others both orally and in writing ▪ Explain how foreshadowing and flashbacks are used in a piece of literature
<p>Dates: March</p>	<p>Unit Plan/Theme: Poetry</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core Standard(s)/Assessment Anchors Addressed: 1.3 Reading Literature, 1.4 Writing Students read and respond to works of literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <ul style="list-style-type: none"> ▪ Key Ideas and Details/Theme: CC.1.3.8.A: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the character, setting, and plot; provide an objective summary of the text. 	

<ul style="list-style-type: none"> ▪ Key Ideas and Details/Literary Elements: 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, or provoke a decision. ▪ Craft and Structure/Text Structure: 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. ▪ Craft and Structure/Vocabulary: CC.1.3.8.F: Analyze the influences of the words and phrases in a text including figurative and connotative meaning and how they shape meaning and tone. ▪ Production and Distribution of Writing/Writing Process: CC.1.3.8.T: 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. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ▪ Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others.(CC.1.3.8A, CC.1.3.8.C ▪ Poetry is an imaginative response to experience through the unique use of language.(CC.1.3.8.E, CC.1.3.8.F ▪ Poetry promotes creative and in-depth thought.(CC.1.3.8.F ▪ Literature provides insight into the human condition.(CC.1.3.C, CC.1.3.8.F) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why study poetry? ▪ To what extent can the appreciation and understanding of the elements of poetry help us understand the author's meaning and purpose?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The definition of the following terms: <ul style="list-style-type: none"> ○ Literal language ○ Figurative language ○ Simile ○ Metaphor ○ Alliteration ○ Hyperbole ○ Personification ○ Repetition ○ Allegory ○ Anaphora ○ Anadiplosis ○ Stanza ○ Couplet ○ Tercet ○ Quatrain ○ Quintet ○ End-rhyme ○ Rhyme scheme ○ Mood ○ Style ○ Concrete poem ○ Narrative poem ○ Symbolism ▪ How to write poems using any of the aforementioned literary terms 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Read poems aloud with correct rhyme, meter, and inflection. ▪ Write original poetry using some of the elements of literature such as similes, metaphors, hyperbole, personification, alliteration, etc. ▪ Determine the meaning of the author's work. ▪ Discuss the style and tone of the poetic work through examining the poetic elements and word choice within the poem. ▪ Recite a poem to the class that uses correct diction, eye contact, posture, and inflection.

<ul style="list-style-type: none"> ▪ The appropriate way to read a poem based on its punctuation, and how to properly punctuate an original poem 	
Dates: March – April	Unit Plan/Theme: The Writing Process, Appositive Phrases
Stage 1 – Desired Results	
<p>PA Core Standard(s)/Assessment Anchors Addressed: CC 1.5.8.G, E08.D.1, E08.D.2</p> <p>Conventions of standard English – Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content</p> <ul style="list-style-type: none"> ▪ Use of Knowledge of Language and its Conventions - E08.D.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling ▪ Use of Knowledge of Language and its Conventions - E08.D.2.1.5 - Choose punctuation for effect. ▪ Use of Knowledge of Language and its Conventions – E08.D.2.1.6 – Choose words and phrases for effect ▪ Use of Knowledge of Language and its Conventions - E08.D.2.1.3: Vary sentence patterns for meaning, reader/listener interest, and style. 	
<p>Understanding(s): <i>The students will understand...</i></p> <ul style="list-style-type: none"> ▪ The conventions of languages are the tools of an effective writer (CC 1.5.8.G, E08.D.1.2) ▪ An appositive or appositive phrase varies sentence structure (E08.D.2.1.5, E08.D.2.1.6, E08.D.2.1.3). ▪ Appositive phrases add meaning to a sentence in a compact way (E08.D.2.1.6, E08.D.2.1.3). ▪ Appositive phrases allow writers to combine sentences (E08.D.2.1.3) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent do the conventions of language make a difference? ▪ Why is it important to vary the structure of our writing? ▪ To what extent can appositives and appositive phrases enhance the meaning to a sentence? ▪ How can appositive phrases be used to improve sentence structure?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The punctuation marks required to offset an appositive or appositive phrase ▪ How appositives and appositive phrases enhance writing ▪ How to correctly form an appositive phrase based on the position of the subject ▪ How to use an appositive phrase at the end of a sentence to add supplemental information 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Write a sentence that contains an appositive that requires no punctuation. ▪ Write a sentence that contains an appositive and an appositive phrase that must be offset by commas. ▪ Combine two sentences into one using an appositive phrase. ▪ Effectively use appositive phrases to add meaning. ▪ Write a short essay using appositive phrases appropriately
Dates: March – May	Unit Plan/Theme: Reading Literature/Novels
Stage 1 – Desired Results	
PA Core Standard(s)/Assessment Anchors Addressed: 1.3 Reading Literature	

Students read and respond to works of literature-with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- **Key Ideas and Details/Theme: CC.1.3.8.A** – 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.
- **Key Ideas and Details/Text Analysis: CC.1.3.8.B** – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, an/or generalizations drawn from the text.
- **Key Ideas and Details/Literary Elements: 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, or provoke a decision.
- **Craft and Structure/Point of View: CC.1.3.8.D** – 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.
- **Craft and Structure/Text Structure: 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.
- **Craft and Structure/Vocabulary: CC.1.3.6.F** – Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
- **Integration of Knowledge and Ideas/Sources of Information: CC.1.3.8.G** – 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 directors or actors.
- **Integration of Knowledge and Ideas: 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.
- **Vocabulary and Acquisitions and Use: CC.1.3.8.I** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- **Vocabulary Acquisition and Use: CC.1.3.8.J** – 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 of expression.
- **Range of Reading; CC.1.3.8.K** – Read and comprehend literary fiction on grade level, reading independently and proficiently.
- **Response to Literature: CC 1.4.8.S** – Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Novels are developed stories that delve deep into characters’ personalities, problems, and struggles. (CC.1.3.8.A, CC.1.3.8.D, CC.1.3.8.F) 2. Novels encompass multiple conflicts that relate to one another. (CC.1.3.8.B) 3. Novels provide insight into various cultures and customs. (CC.1.3.8.C) 4. Novels tell the story of change over a long period of time. (CC.1.3.8.E, CC.1.3.8.G, CC.1.3.8.H, CC.1.3.8.K) 5. Novels introduce and develop new vocabulary when considering words or phrases important to comprehension of expression. (CC.1.3.8.I, CC.1.3.8J) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent can novel studies help the reader understand people and world in which they live? ▪ How can novels help us understand the relationship between multiple conflicts? ▪ To what extent do literary characters change over a period of time?
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<p>6. Novels can be based on historical events with the plot varying based on the author's viewpoint and sources (CC 1.4.8.S)</p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The definition of the novel ▪ Definitions of the following terms: chapter, main character, minor character, vignette, allegory, characterization, internal conflict, external conflict ▪ Knowledge of the form and terms present in short stories can help readers understand the complexity of the novel. ▪ A novel presents multiple conflicts, both large and small, that may pertain to the overall meaning of the story, or may simply be introduced to add flavor and provoke thought. ▪ Conflicts in novels can be simple or complex, and will not necessarily be resolved. ▪ Understanding and examining how characters grow and change over time can help us see that our own lives can change slowly or rapidly and be influenced by many small events as well as larger issues. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define the literary terms associated with the novel. ▪ Analyze the internal and external conflicts present throughout the plot. ▪ Discuss and identify the changes in characters' personalities and beliefs from the beginning of the story to the end. ▪ Locate the minor conflicts in the plot that influence the major conflict and development of the story. ▪ Write about the various cultural customs present in the novel. ▪ Identify various themes present and how those themes culminate into one central purpose. ▪ Make judgments about characters' actions in both the beginning and end of the novel. ▪ Develop vocabulary that is important to comprehension.
<p>Dates: April - May</p>	<p>Unit Plan/Theme: Communication</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core Standard(s)/Assessment Anchors Addressed: 1.3 Reading Literature</p> <p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in a group</p> <ul style="list-style-type: none"> ▪ Comprehension and Collaboration – Collaborative Discussion: 1.5.8.A – Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing ideas clearly ▪ Presentation of Knowledge and Ideas – Purpose, Audience, and Task: 1.5.8.D – 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 ▪ Presentation of Knowledge and Ideas – Content: 1.5.8.E – Adapt speech to a variety of contexts and tasks ▪ Integration of Knowledge and Ideas – Multimedia: 1.5.8.F – Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence 	

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none">1. Strong communication skills promote efficiency and effectiveness (CC 1.5.8.A, 1.5.8.E).2. Effective communication skills are key in solving conflicts (CC 1.5.8.D).3. Speaking in formal situations that instills self-confidence and requires thoughts and ideas to be presented in a way that will be respected by the audience (1.5.8.E).4. Understanding personal space and the communication customs of different cultures helps to develop and maintain positive relationships (1.5.8.A).5. Multimedia can enhance communication (1.5.8.F)	<p>Essential Question(s):</p> <ul style="list-style-type: none">▪ Why should we learn about communication skills?▪ To what extent is the ability to give an effective formal speech important?▪ Why should we learn about personal space and how people around the world communicate with one another?
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