

ELA 8

24-25 CURRICULUM GUIDE

| 1ST 9 WEEKS | | | | |
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| WEEK | UNIT | STANDARD/SKILLS | STUDENT FOCUSED OBJECTIVE | RESOURCES/SUGGESTED ACTIVITIES |
| 1 | B A C K T O S C H O O L | ELA21.8.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. | I can demonstrate active listening skills during discussion and conversation in pairs, small groups, or whole-class settings. I can converse in pairs, small groups, and large groups. | |
| 2 | | ELA21.8.R2 Use context clues to determine meanings of unfamiliar spoken or written words. | I can practice the agreed-upon rules for participation. I can use context clues to determine the meanings of unfamiliar words in speech. I can use context clues to determine the meanings of unfamiliar words in text. | |
| | | ELA21.8.R3 Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. | I can engage in safe and ethical behavior when using digital and electronic tools individually and collaboratively. | |
| | | ELA21.8.R4 Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. | I can assess the formality of occasions. In formal occasions, I can speak and write with a formal language and tone. In informal occasions, I can speak and write with a casual language and tone. | |
| | | ELA21.8.R5 Assess the formality of occasions in order to speak or write using appropriate language and tone. | I can adapt speech to a variety of contexts and tasks. I can demonstrate command of formal spoken English when appropriate. | |
| | | ELA21.8.R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | I can create and revise a digital text to ensure a clear subject. I can create and revise a digital text for an intended audience and occasion. I can create and revise a digital text to achieve a particular tone and purpose. | |
| | | ELA21.8.13 Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone. | I can use digital tools or products, such as hashtags, videos, slide presentations, audio clips, GIFS, memes, and clips from social media, to strategically enhance the meaning of digital texts. | |
| | | ELA21.8.14 Utilize digital tools and/or products to enhance meaning. | | |
| | | ELA21.8.15 Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. | | |

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| | | | <p>I can deliver a particular idea in a digital format. Ensure that a clear subject and occasion are evident in digital writing. Appeal to a particular digital audience. Achieve an intended purpose and tone in a digital text.</p> | |
| 3 | I N F O R M A T I V E | ELA21.8.1 Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas. | <p>I can identify informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings. I can analyze how specific informational and graphic text elements develop the central and supporting ideas in a text.</p> | <p>“The Lottery” by Shirley Jackson <i>The Hunger Games</i> by Suzanne Collins</p> |
| 4 | | ELA21.8.5 Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints. | | |
| 5 | | ELA21.8.8b Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary. | <p>I can compare and contrast perspectives in fiction, nonfiction, informational, digital, and multimodal texts. I can compare and contrast diverse historical, cultural, and global viewpoints demonstrated in a variety of texts.</p> | |
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| 2ND 9 WEEKS | | | | |
| 10 | G O T H I C | ELA21.8.3 Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support. | <p>I can identify the setting, plot, characters, theme, internal and external conflict, dialogue, and point of view in literary text. I can analyze how literary elements contribute to the meaning and purpose of literary text. I can support my analysis of literary elements with textual evidence.</p> | <p><i>Over the Garden Wall</i></p> |
| 11 | | ELA21.8.4 Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis. | | |
| 12 | | ELA21.8.8a Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently. | <p>I can identify literary devices in literary texts, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion. I can analyze how an author’s use of literary devices supports an interpretation of the text. I can cite evidence from the text to support their analysis.</p> | <p>“The Monkey’s Paw” W.W. Jacobs</p> |
| 13 | | | | <p>“Lamb to the Slaughter” Roald Dahl</p> |
| 14 | | | <p>Write a narrative with a coherent sequence of plot events and a clear</p> | |

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| | | | purpose. Incorporate narrative techniques in their narrative writing, including dialogue, pacing, description, and reflection. | |
| 15 | A R G U M E N T A T I V E | ELA21.8.8c Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources. | I can write an argument to defend a position. I can gather evidence from accurate and credible sources to support the claim. I can include a claim and relevant evidence in argumentative writing. I can acknowledge alternate or opposing claims in argumentative writing. Present counterclaims and supporting reasons in argumentative writing. | <i>Night</i> by Elie Wiesel |
| 16 | | | | |
| 17 | | ELA21.8.9 Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources. | I can engage in a collaborative discussion about arguments. I can evaluate claims, findings, reasoning, relevance, and evidence to support their discussion. I can synthesize information from multiple sources to support collaborative discussions. | |
| 18 | | | | |
| 3RD 9 WEEKS | | | | |
| 19 | HERO'S J O U R N E Y | ELA21.8.22 Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources. ELA21.8.23 Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts ELA21.8.24 Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position. ELA21.8.25 Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames. ELA21.8.26 Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices. | | <i>The Odyssey</i> |
| 20 | | | | Hero's Journey Assignment |
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| 24 | R E | ELA21.8.27 Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language. | I can create and revise a digital text to ensure a clear subject. I can create and revise a digital text for an intended audience and occasion. I can create and revise a digital text to achieve a particular tone and | Transitioning into High School |
| 25 | | | | HS prep and 4-year plans series |

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| 26 | S E A R C H | ELA21.8.11 Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility. | purpose. | |
| 27 | | ELA21.8.12 Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources. ELA21.8.13 Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone. ELA21.8.14 Utilize digital tools and/or products to enhance meaning. ELA21.8.15 Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. | I can use digital tools or products, such as hashtags, videos, slide presentations, audio clips, GIFS, memes, and clips from social media, to strategically enhance the meaning of digital texts. I can deliver a particular idea in a digital format. Ensure that a clear subject and occasion are evident in digital writing. Appeal to a particular digital audience. Achieve an intended purpose and tone in a digital text. | |
| 4TH 9 WEEKS | | | | |
| 28 | A C A P | | I CAN | |
| 29 | | | | |
| 30 | | | | ACAP Testing--no assignments |
| 31 | N A R R A T I V E | | I CAN | <i>The Crossover</i> by Kwame Alexander Dear Basketball by Kobe Bryant |
| 32 | | | | Creative Writing Story Starters Interview Challenge Activity |
| 33 | | | | |
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