

# HALF HOLLOW HILLS GRADE 8 CURRICULUM CALENDAR

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Unit/Time Frame	Essential Question(s)/ Enduring Understandings	Summative Assessments: How will students demonstrate their understandings?	Formative Assessments: How will the teacher monitor student understanding?	Reading Focus/Foci (Standards)	Writing Focus/Foci (Standards)	Instructional Resources/Texts
Q1/Unit 1	<p><b>How does conflict shape one's identity?</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>analyze the relationship between gender and identity.</li> <li>explore how authors either overtly or subtly incorporate gender stereotypes.</li> <li>understand the significance of cultural influences on individual conflicts.</li> <li>assess the impact that family has on one's life—morally, socially, or emotionally.</li> <li>discuss how setting initiates conflict.</li> <li>consider how age affects what one treasures.</li> <li>determine how author's draw upon real-life experiences to write works of fiction.</li> </ul>	<p><b>READING, WRITING AND SPEAKING:</b> (ALL STUDENTS)  <b>Identity box project</b>            -Students collect objects and images to create an Identity Box. This project will ask students to choose objects and images that represent the students' values, lifestyle, etc. The outside of the box will reflect how the external world sees them; the inside will reflect how they view themselves. Learners will write or orally present a reflection on the items and images they include. (S8R 1.3, 1.7; S8W 3.1, 4.1; S8S 1.1, 1.4, 4.2)            ~OR~  <b>READING AND WRITING:</b> (ALL STUDENTS)  <b>Vignette Writing Project</b>            -Students will write a collection of vignettes based on personal experiences that shaped their lives. The vignettes will incorporate literary devices, based on those used in Cisneros' novel. (S8R 2.4, 2.5; S8W 1.4, 2.1A, 2.1C, 4.3, 4.5)  <b>READING AND WRITING:</b> (HONORS)  <b>Author study</b>            -In groups, learners will be assigned one of the five authors and conduct research on this individual's personal life. Students will bring this research to class, and share and discuss their findings. Cohorts will consider how the author's life experiences influenced the writing of their assigned text. Then, groups will connect the author's life to a specific character or characters, the plot, or the overarching theme of the text read in class to prove this thesis: <i>Authors create works of fiction by drawing upon their real-life experiences.</i> On chart paper using a graphic organizer, groups will note its findings and prepare a presentation.</p>	<p>(HONORS) <i>First summer reading essay</i> – Using their prior knowledge of the formal essay and the aforementioned essential question, students will write an expository essay on one of the their summer reading texts. (S8W 1.6, 1.8, 1.10; S8R 1.12, 2.2, 2.8, 3.2, 4.2)  <b>Comprehension quizzes</b>  <b>Accountable talk</b>  <b>Homework</b>  <b>Vocabulary in context/ prefixes and suffixes/ word roots</b>  <b>Grammar pre-test/ grammar quizzes</b> <ul style="list-style-type: none"> <li>8 parts of speech</li> <li>punctuation (inc. quotation marks)</li> <li>capitalization</li> <li>sentence structure (subject, predicate, fragments)</li> <li>subject-verb agreement</li> <li>commonly misspelled and misused words</li> </ul> <b>Unit one examination</b></p>	<p>-Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment (1.3)            -Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent (2.4)            -Recognize how the author's use of language creates images or feelings (2.5)            -Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text (2.8)            -Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, Consider the background and qualifications of the writer (3.1)            -Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, question the writer's assumptions, beliefs, intentions, and</p>	<p>Write original literary texts to develop a narrative, using an organizational plan such as chronology or flashback (2.1)            Explain connections between and among texts to extend the meaning of each individual text (3.4)            Compare and contrast the use of literary elements in more than one genre, by more than one author (3.5)            Respect the age, gender, social position, and cultural traditions of the recipient (4.2)            Develop a personal voice that enables the reader to get to know the writer (4.3)            Write personal reactions to experiences, events, and observations, using a form of communication (4.4)</p>	<p><b>Required Texts</b>            "The Lie"            –Kurt Vonnegut              "A Mother in Mannville"            – Marjorie Kinnan Rawlings              "The Dinner Party"            -- Mona Gardner    <u>The House on Mango Street</u>            –Sandra Cisneros            *the entire text or selected vignettes    <b>Honors Only</b>            "The Oddity of Suburbia"            –Alice Sebold  <b>*the above essay corresponds with the summative assessment</b> (HONORS)              "The Sun Goes Down on Summer"            -Steve Lawhead    <b>Supplemental Texts</b>            "There's a Hole in My Sidewalk"            -Portia Nelson              "The Best of What's Around"            -Dave Matthews Band              "Cat's in the Cradle"            –Harry Chapin            "Ironic"            –Alanis Morissette</p>