

English 08 A&B and English 08 A&B Honors Syllabus (17-18)

School Year: 2017-2018

Certificated Teacher:

Desired Results

Course Title: English 08 A&B and English 08 A&B Honors Syllabus (17-18)

Credit: ____ one semester (.5) ___x___ two semesters (1.0)

Prerequisites and/or recommended preparation (example: Completion of Algebra 1):

Recommended: Springboard Level 1 & 2

Estimate of hours per week engaged in learning activities:

5 hours of class work per week per 18 week semester

Instructional Materials:

All learning activities (resources, assignments, assessments) are contained within or referenced in the student's online course. The online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website.

Other resources required/Resource Costs:

- Access to technology to visually record yourself
- Utilize your local library, SVL office, or Amazon.com for the following books:
 - *The Giver*, by Lowis Lowry OR *Fahrenheit 451*, by Ray Bradbury
 - *Terrible Things*, by Eve Bunting
 - Need one of the following novels on the Holocaust: *Milkweed*, by Jerry Spinelli, *Night*, by Elie Weisel (**for honors students only**), *Daniel's Story*, by Carol Matas, *Escape from Warsaw*, by Ian Serraillier, *I Have Lived a Thousand Years: Growing Up in the Holocaust*, by Livia Britton-Jackson, *The Upstairs Room*, by Johanna Reiss, and *Number the Stars*, by Lois Lowry

Course Description:

We will explore the concept of challenges throughout this course. There are four units:

Semester 1: Units 1 & 2

Semester 2: Units 3 & 4

Unit 1 : The Challenge of Heroism

This unit focuses on the challenge of "heroism" by examining heroes: in our personal lives, in literary work, and in the world at large. You will research, read, and write to develop a deeper understanding of this important concept. After exploring heroism, you will then examine the challenges of society as you encounter texts in which individuals take great risks as they struggle to do what they think is right.

Unit 2: The Challenge of Utopia

As life continues to grow more complex and challenging, you will need to continue to develop your critical thinking skills. In this unit you will examine what makes a perfect life and an ideal society. You will read, write, and engage in various types of discussions to explore these topics. You will then learn how to ask insightful questions, to develop clear and logical arguments, and to express those arguments in both written and oral texts. It will also equip you with the tools to unlock other people's arguments, to evaluate their positions clearly, and to support or oppose other views in an appropriate manner.

Unit 3: The Challenge to Make a Difference

The world has dark pages in its history, and at times the challenge of righting such immeasurable wrongs seems impossible. A study of narratives about the Holocaust, whether nonfiction accounts or fictionalized accounts based on true events, will reveal the worst in human behavior. And yet, as Anne Frank, the most famous young victim of the Holocaust, wrote in her diary, "How wonderful it is that nobody need wait a single moment before starting to improve the world." In this unit, you will apply the lessons of the Holocaust and learn how to take action about a challenging issue in your school, in your community, or in the world.

Unit 4: The Challenge of Comedy

If laughter is truly the best medicine, then a study of challenges would not be complete without a close examination of the unique elements of comedy. Overcoming challenges is often easier when we are able to look at the humorous side of life. However, finding humor is not always easy; it can be a challenge in itself. This unit explores the common elements found in humorous writing, as well as the difficulties encountered when attempting to write or perform comedy. This unit defines common features of humorous texts through short stories, play excerpts, anecdotes, essays, poems, comic strips, and film clips. You will use a variety of learning strategies to focus on the characteristics and specific challenges of comedy as you read, write, view, analyze, and perform humorous texts.

Enduring Understandings for Course (Performance Objectives):

What will students understand (about what big ideas) as a result of the course?

- Create an original illustrated narrative based on the Hero's Journey Archetype
- Analyze and synthesize a variety of texts to develop an original definition of hero
- Analyze and evaluate expository texts for ideas, structure, and language
- Develop expository texts using strategies of definition
- To analyze a novel for archetype and theme
- To analyze and evaluate a variety of expository and argumentative texts for ideas, structure, and language
- To develop informative/explanatory texts using the comparison/contrast organizational structure
- To understand the use of active voice and passive voice
- To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect
- To engage effectively in a range of collaborative discussions
- To analyze the development of theme or central idea of a text
- To research an issue of national or global significance
- To create an informative and persuasive multimedia presentation
- To strengthen writing through the effective use of voice and mood
- To create an original illustrated narrative based on the Hero's Journey Archetype
- To analyze and synthesize a variety of texts to develop an original definition of hero
- To analyze and evaluate expository texts for ideas, structure, and language
- To develop expository texts using strategies of definition

Course Learning Goals (including WA State Standards, Common Core Standards, National Standards):

What is the key knowledge and skill needed to develop the desired understandings?

Unit: 1

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading Literary Text

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: 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 of the text.

RL.8.3: 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.

RL.8.4: 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 or allusions to other texts.

Reading Informational Text

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2: 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 of the text.

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparison, analogies, or categories).

RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e: Establish and maintain a formal style.

W.8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.8.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.8.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5: 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.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

W.8.9b: Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Speaking and Listening

SL.8.1b: Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.4: 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.

Language

L.8.5b: Use the relationship between particular words to better understand each of the words.

L.8.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6: 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.

Unit: 2

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading Literary Text

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: 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 of the text.

RL.8.3: 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.

RL.8.4: 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 or allusions to other texts.

RL.8.6: 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.

RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Reading Informational Text

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparison, analogies, or categories).

RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6: 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.

RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Writing

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

W.8.1a: Introduce claim(s), acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d: Establish and maintain a formal style.

W.8.1e: Provide a concluding statement or section that follows from and supports the arguments presented.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e: Establish and maintain a formal style.

W.8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.7: 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.

W.8.8: 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.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Speaking and Listening

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.)

SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b: Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d: Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4: 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.

Language

L.8.6: 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.

Unit: 3

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading Literary Text

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: 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 of the text.

RL.8.3: 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.

RL.8.5: Compare and contrast the structures of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Reading Informational Text

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2: 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 of the text.

RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Writing

W.8.1a: Introduce claim(s), acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6: 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.

W.8.7: 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.

W.8.8: 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.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Speaking and Listening

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.)

SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b: Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4: 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.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.8.1.b: Form and use verbs in the active and passive voice.

L.8.6: 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.

Unit: 4

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading Literary Text

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: 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 of the text.

RL.8.3: 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.

RL.8.4: 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 or allusions to other texts.

RL.8.6: 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.

RL.8.7: 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 the director or actors.

RL.8.10: By the end of the year, read and comprehend literature, including stories, drama and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Informational Text

RI.8.2: 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 of the text.

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparison, analogies, or categories).

Writing

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e: Establish and maintain a formal style.

W.8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.7: 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.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b: Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.4: 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.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

- L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a:** Interpret figures of speech (e.g., verbal irony, puns) in context.
- L.8.5b:** Use the relationship between particular words to better understand each of the words.
- L.8.5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- L.8.6:** 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.

Evidence of Assessment

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, and assessments]

Performance Tasks:

Unit 1

Assessment 1: Writing a Hero's Journey Narrative

Assessment 2: Writing a Definition Essay

Unit 2

Assessment 1: Writing an Expository Essay

Assessment 2: Writing an Argumentative Essay

Unit 3

Assessment 1: Presenting Voices of the Holocaust

Assessment 2: Presenting a Multimedia Campaign

Unit 4

Assessment 1: Writing an Analysis of a Humorous Text

Assessment 2: Performing Shakespearean Comedy

Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):

Blogs, Journals, Work Samples, Informal Conversations with Students, Online Multiple Choice Tests (1 per unit)

Types of Learning Activities

Indicate from the table below all applicable learning strategies that may be used in the course.

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input checked="" type="checkbox"/> Structured Overview <input type="checkbox"/> <input checked="" type="checkbox"/> Mini presentation <input type="checkbox"/> <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> <input type="checkbox"/> Demonstrations <input type="checkbox"/> <input type="checkbox"/> Other (List)	<input type="checkbox"/> <input type="checkbox"/> Problem-based <input type="checkbox"/> <input type="checkbox"/> Case Studies <input type="checkbox"/> <input type="checkbox"/> Inquiry <input type="checkbox"/> <input checked="" type="checkbox"/> Reflective Practice <input type="checkbox"/> <input checked="" type="checkbox"/> Project <input type="checkbox"/> <input checked="" type="checkbox"/> Paper <input type="checkbox"/> <input type="checkbox"/> Concept Mapping <input type="checkbox"/> <input type="checkbox"/> Other (List)	<input type="checkbox"/> <input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> <input type="checkbox"/> Experiments <input type="checkbox"/> <input type="checkbox"/> Simulations <input type="checkbox"/> <input type="checkbox"/> Games <input type="checkbox"/> <input type="checkbox"/> Field Observ. <input checked="" type="checkbox"/> <input type="checkbox"/> Role-playing <input type="checkbox"/> <input type="checkbox"/> Model Bldg. <input type="checkbox"/> <input type="checkbox"/> Surveys <input type="checkbox"/> <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> <input type="checkbox"/> Essays <input checked="" type="checkbox"/> <input type="checkbox"/> Self-paced computer <input type="checkbox"/> <input type="checkbox"/> Journals <input checked="" type="checkbox"/> <input type="checkbox"/> Learning Logs <input type="checkbox"/> <input type="checkbox"/> Reports <input type="checkbox"/> <input type="checkbox"/> Directed Study <input checked="" type="checkbox"/> <input type="checkbox"/> Research Projects <input type="checkbox"/> <input type="checkbox"/> Other (List)	<input type="checkbox"/> <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> <input type="checkbox"/> Debates <input type="checkbox"/> <input type="checkbox"/> Role Playing <input type="checkbox"/> <input type="checkbox"/> Panels <input type="checkbox"/> <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> <input type="checkbox"/> Project team <input type="checkbox"/> <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> <input type="checkbox"/> Interviewing <input type="checkbox"/> <input type="checkbox"/> Conferencing <input type="checkbox"/> <input type="checkbox"/> Other (List)
Other: Click here to enter text.				

Learning Activities

Learning activities (as provided in the student friendly course schedule posted in online course) and contains the scope and sequence of performance tasks, activities and assessments by semester, unit, and weeks.

These learning activities are aligned with the successful completion of the course learning goals and progress towards these learning activities will be reported monthly on a progress report.

1st Semester English 8A Learning Activities

Unit 1: The Challenge of Heroism

Duration: [Link to Pacing Guide pg. 1b and 1c](#)

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

What defines a hero?

How does the Hero's Journey archetype appear in stories throughout time?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To create an original illustrated narrative based on the Hero's Journey Archetype
- To analyze and synthesize a variety of texts to develop an original definition of *hero*
- To analyze and evaluate expository texts for ideas, structure, and language
- To develop expository texts using strategies of definition

Learning Activities:

First Contact: Welcome

- 1.1 Previewing the Unit
- 1.2 Understanding Challenges
- 1.3 Opening with Imagery
- 1.4 Visual Techniques
- 1.5 Understanding the Hero's Journey Archetype
- 1.6 The Departure
- 1.7 The Initiation
- 1.8 Language and Writer's Craft: Revising and Editing
- 1.9 The Return

Embedded Assessment 1: Writing a Hero's Journey Narrative

- 1.10 Previewing Embedded Assessment 2 and the Definition Essay
- 1.11 The Nuance of Tone
- 1.12 Physical and Emotional Challenges
- 1.13 Definition Strategies
- 1.14 Historical Heroes: Examples
- 1.15 Language and Writer's Craft: Transitions and Quotations
- 1.16 Negation Strategy of Definition
- 1.17 Expository Writing Focus: Organization

Embedded Assessment 2: Writing a Definition Essay

Unit 2: The Challenge of Utopia

Duration: [Link to Pacing Guide pg. 89b, 89c, 89d](#)

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

To what extent can a perfect or ideal society exist?
What makes an argument effective?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To analyze a novel for archetype and theme
- To analyze and evaluate a variety of expository and argumentative texts for ideas, structure, and language
- To develop informative/explanatory texts using the comparison/contrast organizational structure
- To understand the use of active voice and passive voice
- To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect

Learning Activities:

- 2.1 Previewing the Unit
- 2.2 Expository Writing: Comparison/Contrast
- 2.3 Utopian Ideals and Dystopian Reality
- 2.4 Understanding a Society's Way of Life
- 2.5 Contemplating Conflicting Perspectives
- 2.6 Questioning Society
- 2.7 A Shift in Perspective: Beginning the Adventure
- 2.8 Navigating the Road of Trials
- 2.9 The End of the Journey

Embedded Assessment 1: Writing an Expository Essay

- 2.10 Previewing Embedded Assessment 2 and Effective Argumentation
 - 2.11 Understanding Elements of Argumentation
 - 2.12 Don't Hate—Debate!
 - 2.13 Highlighting Logos
 - 2.14 Forming and Supporting a Debatable Claim
 - 2.15 Conducting Effective Research
 - 2.16 Gathering and Citing Evidence
 - 2.17 Organizing and Revising Your Argument
- Embedded Assessment 2: Writing an Argumentative Essay**

2nd Semester English 8B Learning Activities

Unit 3: The Challenge to Make a Difference

Duration: [Link to Pacing Guide pg. 159b, 159c, 159d](#)

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

Why is it important to learn about the Holocaust?
How can one person make a difference?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To engage effectively in a range of collaborative discussions
- To analyze the development of theme or central idea of a text
- To research an issue of national or global significance
- To create an informative and persuasive multimedia presentation
- To strengthen writing through the effective use of voice and mood

Learning Activities:

First Contact: Welcome

- 3.1 Previewing the Unit
 - 3.2 Collaborating to Preview Holocaust Narratives
 - 3.3 Understanding Literature Circle Discussions
 - 3.4 Making Thematic Connections
 - 3.5 Analyzing an Allegory
 - 3.6 Dangerous Diction
 - 3.7 Exploring the Museum
 - 3.8 Presenting Voices
 - 3.9 Finding Light in Film
 - 3.10 Dramatic Tone Shifts
 - 3.11 The Wrong Side of the Fence
 - 3.12 Creating a Memorable Opening
- Embedded Assessment 1: Presenting Voices of the Holocaust**
- 3.13 Previewing Embedded Assessment 2 and Looking at Multimedia
 - 3.14 Making a Difference
 - 3.15 Never Forget, Never Again
 - 3.16 Students Taking Action
 - 3.17 From Vision to Action
 - 3.18 Examining Media Campaigns
 - 3.19 Raising Awareness

Embedded Assessment 2: Presenting a Multimedia Campaign

Unit 4: The Challenge of Comedy

Duration: [Link to Pacing Guide pg. 229b, 229c, 229d](#)

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

How do writers and speakers use humor to convey truth?
What makes an effective performance of a Shakespearean comedy?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To analyze how a variety of authors create humor in print and nonprint text
- To analyze how humor is used to reveal a universal truth (theme)
- To write a well-developed analysis of humorous text
- To analyze and perform a scene from a Shakespearean comedy
- To understand verbals and how they are used in writing

Learning Activities:

- 4.1 Previewing the Unit
- 4.2 Understanding the Complexity of Humor
- 4.3 Classifying Comedy
- 4.4 Humorous Anecdotes
- 4.5 Finding Truth in Comedy
- 4.6 Satirical Humor
- 4.7 Elements of Humor: Comic Characters and Caricatures
- 4.8 Elements of Humor: Comic Situations
- 4.9 Elements of Humor: Hyperbole
- 4.10 Elements of Humor: Comic Wordplay
- 4.11 Planning and Revising an Analysis of a Humorous Text
- Embedded Assessment 1: Analysis an of a Humorous Text**
- 4.12 Previewing Embedded Assessment 2
- 4.13 Creating Context for Shakespearean Comedy
- 4.14 Insulting Language
- 4.15 Close Reading of a Scene
- 4.16 Acting Companies and Collaborative Close Reading
- 4.17 Facing the Challenge of Performance
- 4.18 Working with Acting Companies and Focus Groups
- 4.19 Same Text, Different Text
- 4.20 Dress Rehearsal

Embedded Assessment 2: Performing a Shakespearean Comedy