

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NVA018002	Grade Level	8
Course Name	ENG08B Grade 8 Language Arts	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Throughout Grade 8 Language Arts, a tablet-ready course, students engage in literary analysis and close reading of short stories, poetry, drama, novels, and informational texts. The course focuses on interpretation of literary works, analysis of informational texts, and the development of oral and written communication skills in standard (formal) English. Students read “between the lines” to interpret literature and go beyond the text to discover how the culture in which a work of literature was created contributes to the theme and ideas it conveys. Analysis of the structure and elements of informational texts and media helps students develop the skills needed for academic success and the navigating the world. Students continue to acquire knowledge and skills in grammar, usage, mechanics, and vocabulary. Setting goals, self-monitoring progress, and reflecting on successes and challenges helps students become metacognitive learners. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1.a	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.1.b	b. Form and use verbs in the active and passive voice.
L.8.1.c	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.1.d	d. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2.a	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2.b	b. Use an ellipsis to indicate an omission.
L.8.2.c	c. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.a	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.
L.8.4.a	a. 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.8.4.b	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).
L.8.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5.a	a. Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5.b	b. Use the relationship between particular words to better understand each of the words.
L.8.5.c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).
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.
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.8.10	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.
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 comparisons, analogies, or categories).
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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.8.7	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.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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.8.8	(Not applicable to literature)
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.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
SL.8.1.a	a. 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.8.1.b	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1.c	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1.d	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1.a	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
W.8.1.b	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.c	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1.d	d. Establish and maintain a formal style.
W.8.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
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.
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.8.2.a	a. 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.8.2.b	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2.c	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.e	e. Establish and maintain a formal style.
W.8.2.f	f. 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.8.3.a	a. 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.8.3.b	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3.c	c. Use 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.
W.8.3.d	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3.e	e. 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
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.
W.8.9.a	a. Apply <i>grade 8 Reading standards</i> 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.8.9.b	b. Apply <i>grade 8 Reading standards</i> 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”).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p style="text-align: center;">Unit 1: The Power of Poetry Lesson</p> <p>1: The Power of Poetry 2: The Test of Time 3: Passionate Language 4: Do or Die 5: Ravages of War 6: You Are the Poet 7: Daring and Dauntless 8: Nevermore 9: Love Lost 10: Wandering 11: A Narrative Poem 12: Writing About Theme 13: Choose Your Poem 14: Draft Your Analysis 15: Voice and Tone 16: Create the Final Product 17: Unit Review/ Exam</p>	<p>L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6</p> <p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10</p> <p>RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10</p> <p>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6</p> <p>W.8.3, W.8.3.a-e, W.8.9, W.8.9.b, W.8.10</p>	<p>Compare and contrast literary selections.</p> <p>Explain the effect of an extended metaphor in a text.</p> <p>Identify characteristics of free verse poetry.</p> <p>Recognize motifs.</p> <p>Use examples from the text to demonstrate how lines or stanzas of poems contribute to theme or meaning.</p> <p>Use Tier 2 and Tier 3 vocabulary words correctly.</p> <p>Define and use words with Greek and Latin roots.</p> <p>Distinguish between independent and subordinate clauses in sentences.</p> <p>Identify and interpret symbolism.</p> <p>Identify and interpret the use of irony.</p> <p>Identify point of view.</p> <p>Identify the characteristics of a sonnet.</p> <p>Recognize the effect point of view has on literature.</p>

		<p>Identify adjective clauses in sentences.</p> <p>Identify and interpret the use of imagery.</p> <p>Identify prefixes and suffixes and how they change the meaning of root words.</p> <p>Identify various forms of poetry.</p> <p>Identify puns.</p> <p>Identify the word the adjective clause modifies.</p> <p>Identify theme.</p> <p>Interpret puns.</p> <p>Recognize use of language to convey mood.</p> <p>Analyze how characters' actions influence the resolution of the central conflict.</p> <p>Define and use words with Latin roots.</p> <p>Demonstrate knowledge of authors, characters, and events in works of literature.</p> <p>Identify characteristics of narrative poetry.</p> <p>Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action.</p> <p>Develop a clear sequence of events and smooth navigation through the events in a narrative essay or story or poem.</p> <p>Recognize and use language that appeals to the senses.</p> <p>Use figurative language to convey experiences and create emotion.</p> <p>Use the conditional mood to express uncertainty - if, would, could.</p>
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		<p>Write poetry in various forms.</p> <p>Infer meaning and themes of poems, using passages from the poems as evidence.</p> <p>Write a conclusion that summarizes the theme.</p> <p>Write an essay that analyzes the theme of a poem.</p> <p>Write an introduction that includes a thesis about the theme of the poem.</p> <p>Identify adjective clauses and the words they modify.</p> <p>Recognize correct use of relative pronouns in relative clauses.</p> <p>Revise for voice and language specific to the audience, purpose, or genre.</p> <p>Use an ellipsis to show a pause or an omission.</p> <p>Use consistent verb tenses in sentences.</p> <p>Use dashes and parentheses correctly.</p> <p>Write an essay that analyzes the theme of a poem.</p>
<p>Unit 2: Purposeful Persuasion Lesson</p> <p>1: Purposeful Persuasion 2: Persuasive Speaking 3: Persuasive Media 4: More Persuasive Media 5: Creative Genius 6: The Great Debate 7: What's in a Speech? 8: What Is an Argument? 9: Choose a Topic 10: Gather More Information 11: Conduct an Interview 12: Rhetorical and Logical Fallacies 13: Planning and Organizing 14: Draft It 15: Revise and Finalize 16: Oral Presentation</p>	<p>L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6</p> <p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10</p> <p>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6</p> <p>W.8.1, W.8.1.a-e, W.8.4, W.8.5, W.8.6, W.8.9, W.8.9.b, W.8.10</p>	<p>Use an appropriate pattern of organization and transitions to connect ideas.</p> <p>Determine evidence that supports each reason.</p> <p>Organize reasons logically to support claim.</p> <p>Express a clearly stated claim.</p> <p>Write a persuasive essay with a clear introduction that includes a hook and a strong thesis statement.</p>

<p>17: Unit Review/ Exam</p>		<p>Use Tier 2 and Tier 3 vocabulary words correctly.</p> <p>Make inferences and draw conclusions from a persuasive text citing examples from the text.</p> <p>Identify evidence from informational texts the develops the author's viewpoint.</p> <p>Make inferences and draw complex conclusions about the ideas and organizational patterns in expository text.</p> <p>Evaluate the logic of author's inferences.</p> <p>Examine how an author acknowledges and responds to conflicting evidence.</p> <p>Examine how an author acknowledges and responds to conflicting viewpoints.</p> <p>Analyze the effect of stylistic techniques such as aphorisms, anaphora, or epigraphs in speeches.</p> <p>Differentiate facts from common assertions and opinions.</p> <p>Take notes from an oral presentation.</p> <p>Identify subordinating conjunctions - e.g., while, because, although, if, since Distinguish main and subordinate clauses in a complex sentence.</p> <p>Accurately record interviewee's responses.</p> <p>Create and ask relevant questions for an interview.</p> <p>Evaluate interview for effectiveness: focus of questions, type of questions, follow-up questions.</p> <p>Organize information and publish interview.</p>
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		<p>Gather information about the topic chosen for writing an argument.</p> <p>Identify logical and emotional appeals.</p> <p>Identify rhetorical and logical fallacies e.g loaded terms, caricatures (straw man), leading questions, false assumptions, and incorrect premises in persuasive texts.</p> <p>Recognize the effect of logical fallacies and emotional appeals.</p> <p>Make an argument supporting position using anecdotes, analogies, or illustrations.</p> <p>Use appropriate verbal and nonverbal techniques for oral presentations.</p> <p>Speak clearly using appropriate vocabulary and tone for the audience, topic, and purpose.</p> <p>Incorporate text and media to support claims Make note cards of a speech Deliver an original speech using tone, pace, and emphasis effectively</p> <p>Compare the intent of media with its factual content.</p> <p>Evaluate persuasive techniques in nonprint media: television, radio, video, Internet.</p> <p>Differentiate fact and opinion.</p> <p>Identify rhetorical and logical fallacies e.g. loaded terms, caricatures (straw man), leading questions, false assumptions, and incorrect premises in persuasive texts.</p> <p>Identify concessions or refutations to counterclaims.</p> <p>Identify counterclaims.</p>
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		<p>Identify misconceptions, bias, viewpoint, or conflicting information in synthesized information.</p> <p>Incorporate counterclaims to strengthen argument.</p> <p>Organize information by theme to see connections to larger themes or ideas.</p> <p>Recognize opposing views.</p> <p>Use technology to organize information.</p> <p>Incorporate counterclaims to strengthen argument.</p> <p>Organize information by theme to see connections to larger themes or ideas.</p> <p>Recognize opposing views.</p> <p>Use technology to organize information.</p> <p>Write a thesis statement for an argument.</p>
<p>Unit 3: What a Character Lesson</p> <p>1: What a Character</p> <p>2: Stranded</p> <p>3: The Conflict Begins</p> <p>4: The Beast</p> <p>5: Order Breaks Down</p> <p>6: Savagery</p> <p>7: Confrontation</p> <p>8: The Bitter End</p> <p>9: How Did We Get Here?</p> <p>10: Literary Essay</p> <p>11: Unity and Coherence</p> <p>12: Character Study</p> <p>13: Gather Support</p> <p>14: Organization Is Key</p> <p>15: Bring It to a Close</p> <p>16: The Final Version</p> <p>17: Unit Review/ Exam</p>	<p>L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6</p> <p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10</p> <p>RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10</p> <p>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6</p> <p>W.8.2, W.8.2.a-f, W.8.4, W.8.5, W.8.6, W.8.9, W.8.9.b, W.8.10</p>	<p>Demonstrate knowledge of authors, characters, and events in works of literature.</p> <p>Identify defining characteristics of a novel.</p> <p>Use Tier 2 and Tier 3 vocabulary words correctly.</p> <p>Make inferences and draw conclusions.</p> <p>Determine what characters are like by what they say or do, or how the author portrays them through use of textual evidence.</p> <p>Identify foreshadowing.</p> <p>Recognize the effect of setting or culture on a literary work.</p>

		<p>Use a variety of context clues to help discover the meaning of unknown words.</p> <p>Explain the differences between multiple meanings of the same word, given various contexts.</p> <p>Distinguish between words' multiple meanings based on their use in written English.</p> <p>Draw conclusions and make inferences of explicit information using textual support as evidence.</p> <p>Explain the contributions of a character to the plot development in a literary work.</p> <p>Describe characters based on speech, actions, or interactions with others through use of textual evidence.</p> <p>Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.</p> <p>Use an incident from a story to demonstrate development of plot.</p> <p>Analyze relationships between and among words.</p> <p>Identify homographs.</p> <p>Draw conclusions and make inferences of implied information using textual support as evidence.</p> <p>Identify character traits and motivations based on speech, actions, or interactions with others.</p> <p>Demonstrate comprehension of text.</p> <p>Identify appositives and appositive phrases and the words they rename in sentences.</p>
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		<p>Make inferences and draw conclusions Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action.</p> <p>Punctuate appositives and appositive phrases correctly.</p> <p>Summarize text objectively including main idea and relevant details.</p> <p>Write a literary essay about a character.</p> <p>Use hyphens to divide words correctly.</p> <p>Identify the rules for dividing words with hyphens</p> <p>Select specific textual evidence to support a thesis about the character.</p> <p>Use exact words for quotations.</p> <p>Write a thesis statement about the character.</p> <p>Use hyphens correctly with adjectives.</p> <p>Use hyphens after certain prefixes and before the suffix -elect.</p> <p>Vary sentence structure.</p> <p>Determine what characters are like by what they say or do, or how the author portrays them through use of textual evidence.</p> <p>Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.</p> <p>Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action.</p>
<p>Unit 4: Timeless Literature Lesson 1: Timeless Literature</p>	<p>L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5,</p>	<p>Demonstrate knowledge of authors, characters, and events in works of literature.</p>

<p>2: Law of the Gods 3: Stormy Times 4: Father and Son 5: Responsibility 6: The Turning Point 7: The Structure of Drama 8: Compare Plays 9: Choose a Research Topic 10: Find What You Need 11: Gathering Information 12: Organizing Information 13: Write It Down 14: Come to a Conclusion 15: The Final Touches 16: Present Your Findings 17: Unit Review/ Exam</p>	<p>L.8.5.a-c, L.8.6</p> <p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10</p> <p>RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10</p> <p>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6</p> <p>W.8.3, W.8.3.a-e, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.9.b, W.8.10</p>	<p>Identify defining characteristics of drama.</p> <p>Identify elements of Greek drama and Greek dramatic conventions.</p> <p>Using evidence from the text, make inferences and draw conclusions about dramatic structure: exposition, rising action, turning point, falling action, conclusion.</p> <p>Using evidence from the text, make inferences and draw conclusions about theme in a drama.</p> <p>Demonstrate comprehension of the text.</p> <p>Evaluate or clarify the research question throughout the process and revise if necessary.</p> <p>Identify the correct number of compound pronoun objects.</p> <p>Write a research report that has an introductory paragraph with a strong thesis statement, body paragraphs that support the thesis, and a concluding paragraph.</p> <p>Identify purpose and audience, and determine appropriate tone for a research paper.</p> <p>Use words and sentences that demonstrate sequence.</p> <p>Use a variety of sentences when writing - simple, compound, and complex.</p> <p>Compare and contrast objective and subjective point of view.</p> <p>Present research in a written or oral format.</p> <p>Use appropriate pace, emphasis, and tone.</p>
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		<p>Use speech and style appropriate to audience.</p> <p>Determine appropriate level of formality, standard English vs.</p> <p>informal language, based on audience and purpose of oral presentation.</p> <p>Speak clearly using appropriate vocabulary and tone for the audience, topic, and purpose.</p> <p>Include multimedia or visual displays to enhance the presentation.</p> <p>Demonstrate comprehension of the text.</p> <p>Identify defining characteristics of drama.</p> <p>Identify elements of Greek drama and Greek dramatic conventions.</p> <p>Recognize the effect of setting or culture on a literary work.</p> <p>Using evidence from the text, make inferences and draw conclusions about the language of drama: dialogue, chorus.</p> <p>Analyze how conflict and resolution develop the plot or meaning</p> <p>Identify and interpret figurative language and allusions.</p> <p>Use structural analysis of roots and affixes to determine the meaning of an unknown word.</p> <p>Define and use words with Latin roots.</p> <p>Present research in a written or oral format.</p> <p>Use an outline or organization chart to create a research plan.</p> <p>Use appropriate pace, emphasis, and tone.</p>
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		<p>Use speech and style appropriate to audience.</p> <p>Determine appropriate level of formality, standard English vs. informal language, based on audience and purpose of oral presentation.</p> <p>Speak clearly using appropriate vocabulary and tone for the audience, topic, and purpose.</p> <p>Include multimedia or visual displays to enhance the presentation.</p> <p>Present research in a written or oral format.</p> <p>Evaluate sources and information uncovered, for research- based on: relevance, reliability, credibility.</p> <p>Explain why one source is more reliable or valid than another based on factors such as publication date, language, point of view, word choice.</p> <p>Identify and follow ethical and legal guideline for gathering and using information.</p> <p>Identify examples and non-examples of plagiarism.</p> <p>Identify single and compound objects in a prepositional phrase.</p> <p>Use technology to research.</p> <p>Distinguish between paraphrasing, summarizing and quoting in research.</p> <p>Use a variety of sources when conducting research: print, media, electronic databases etc.</p> <p>Use appropriate pace, emphasis, and tone.</p>
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		<p>Use speech and style appropriate to audience.</p> <p>Determine appropriate level of formality, standard English vs. informal language, based on audience and purpose of oral presentation.</p> <p>Speak clearly using appropriate vocabulary and tone for the audience, topic, and purpose.</p> <p>Include multimedia or visual displays to enhance the presentation.</p>
<p style="text-align: center;">Unit 5: Seasons of Life Lesson</p> <p>1: Seasons of Life 2: Summertime 3: Autumn 4: Winter 5: Beauty 6: Nature 7: Wonders 8: Descriptive Language 9: Where Will You Describe? 10: Descriptive Essay 11: World Myths 12: Afterlife Myths 13: Timelessness of Mythology 14: Prepare to Write 15: Mythology in Literature Essay 16: Unit Review/ Exam</p>	<p>L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6</p> <p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10</p> <p>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6</p> <p>W.8.3, W.8.3.a-e, W.8.4, W.8.5, W.8.6, W.8.9, W.8.9.b, W.8.10</p>	<p>Determine how voice and tone creates meaning in a fictional text.</p> <p>Identify and interpret allusion.</p> <p>Identify and interpret the use of imagery.</p> <p>Identify motif.</p> <p>Identify theme.</p> <p>Compare and contrast author's use of word choice in two or more texts.</p> <p>Determine how the structure of a poem develops the theme or meaning.</p> <p>Identify and interpret sensory language.</p> <p>Identify free verse.</p> <p>Identify refrain.</p> <p>Use cognates to determine the meaning of an unknown word.</p> <p>Use examples from the text to demonstrate how lines and stanzas contribute to the structure of a poem.</p> <p>Use synonyms and antonyms to determine the meaning of an unknown word.</p>

		<p>Using evidence from the text, analyze how language conveys tone.</p> <p>Determine connotative meaning based on a word or phrase's use in text.</p> <p>Using evidence from the text, determine how specific word choices convey meaning Demonstrate comprehension of text Use language that shows.</p> <p>Use technology to interact and collaborate with others.</p> <p>Use technology to interact and collaborate with others.</p> <p>Use descriptive language that includes comparative and superlative adverbs and adjectives.</p> <p>Write a descriptive essay about a place.</p> <p>Revise drafts for phrasing, word choice, or vivid images.</p> <p>Compare and contrast the purpose of myths from different cultures.</p> <p>Use textual evidence to compare and contrast similar themes or topics of texts in different forms or genres.</p> <p>Identify passages or qualities of a text that are representative of the text's genre.</p> <p>Revise writing while drafting: language usage, alignment to original thesis, and organization as needed.</p> <p>Compare a theme, pattern of events, or character type from a myth, traditional story, or religious work such as the Bible to a modern day work of fiction.</p> <p>Describe how a contemporary work of fiction creates an original theme,</p>
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		<p>character type, or pattern of events when drawing on a myth, traditional story, or religious work such as the Bible.</p> <p>Demonstrate comprehension of text.</p> <p>Identify details from the text and describe how they develop or support the theme or central idea.</p> <p>Determine a thesis statement.</p> <p>Use a pre-writing planning document to organize ideas and information.</p> <p>Write an analytical essay comparing a modern work of fiction with themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including a description of how the contemporary piece makes it.</p> <p>Organize ideas, concepts, or information broader categories e.g. main idea, most important to least important, chronological, etc.</p> <p>Brainstorm details on a descriptive topic.</p> <p>Choose a topic for a descriptive essay.</p> <p>Determine a pattern of organization.</p> <p>Determine purpose and audience for a descriptive essay.</p> <p>Develop details with descriptive language.</p> <p>Write an analytical essay applying relevant RL 8 standards.</p> <p>Provide examples and evidence from the selection to support the thesis.</p> <p>Write a concluding paragraph that summarizes main ideas or major points.</p> <p>Determine how voice and tone creates</p>
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		<p>meaning in a fictional text.</p> <p>Recognize universal themes and connect them across cultures.</p> <p>Using evidence from the text, analyze how an author uses metaphor to create meaning in a piece of literature or poetry.</p> <p>Identify and interpret the use of imagery, figurative, or sensory language.</p> <p>Use cognates and synonyms and antonyms to determine the meaning of an unknown word</p>
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