

Young Scholars of Western Pennsylvania Charter School

8th Grade ELA

- Topics

The Reader's Journey 8th Grade Curriculum Book

Big Idea(s)

Unit 1: Is truth the same for everyone? (Genre focus- Fiction & Non-Fiction)

Estimated Duration

Approximately 5 weeks

Materials

The Reader's Journey Student Handbook. Various worksheets, the student's class novel, and the class notebook.

PA Common Core Standards

CC.1.2.8.A

CC.1.2.8.B

CC.1.2.8.C

E08.B-K.1.1.1-3

CC1.2.8.K

E08.B-V.4.1.1-2

CC.1.3.8.D

CC.1.3.8.F

E08.A-C.2.1.1-3

CC.1.4.8.N

CC.W.1.4.8.O

CC.W.1.4.8.P

CC.W.1.4.8.Q

EC.1.3.1-5

CC.1.4.8.R

E08.D.1.1.2-11

CC.1.4.8.R

E08.D.1.2.1-5

CC.1.4.8.Q

E08.D2.1.1-6

CC.1.4.8.S

E08.E.1.1.1-6

Vocabulary

anticipate, modify, verify, misinterpret, inflame, self-sufficiency, supercilious, pensively, dispelled, fainted, savagery convince, establish, achieve, kerchiefs, aghast, emblazoned, tantalizing, kindled, preserves, momentary, swanky, truce

Reading Skills

story elements, theme, point of view, types of nonfiction, making predictions, analyzing informational text, conflict (external and internal), understanding plot, authors purpose, setting, mood, theme,

Grammar Skills

Prefixes and Suffixes, Review of common and proper nouns, appositive, concrete, abstract, possessive nouns, plural nouns, pronouns, reflexive pronoun, nominative, objective and possessive pronouns, antecedent, indefinite pronouns

4 types of sentences: declarative, interrogative, imperative and exclamatory

Writing

Descriptive Essay- reflect on a person who has an important influence on your life.

Personal Narrative- write about an event that had an effect on your attitude or helped you see the world differently.

Who Needs a Vacation?- Create a travel brochure that identifies and advertises important locations in your novel.

- Topics

The Reader's Journey 8th Grade Curriculum Book

Big Idea(s)

Unit 2: Can all conflicts be resolved? (Genre Focus- The Novel)

Estimated Duration

Approximately 5 weeks

Materials

Student copies of The Reader's Journey, student class notebook, student class novel, various worksheets (teacher made)

PA Common Core Standards

CC.1.3.8.A
CC.1.3.8.B
CC1.3.8.C
E08.A-K.1.1.1-3
CC.1.3.8.E
E08.A-C.2.1.1.-3
CC.1.3.8.I
CC1.3.8.J
E08.A-V.4.1.1
CC.1.2.8.D
CC.1.2.8.E
E08.B-C.2.1.1-2

Vocabulary

infer, indicated, deduce, billowed, careen, sullenly, imminent, infallibility, precariously, examine, differentiate, signify, distinctions, refugees, melancholy, acute, distinctness, ceased, derision

Reading Skills

flashback, foreshadowing, character (major, minor, protagonist, antagonist, dynamic and static, round and flat), characterization (direct & indirect), character traits, irony, point of view, making inferences, compare and

contrast

Grammar Skills

Root words and word origins, action verbs, linking verbs, verb tenses (present, past, past participle), irregular verbs, subject/verb agreement, simple/compound sentences, point of view

Writing

Narration: Short Story- choose a genre of fiction to write a story

Exposition: Compare and Contrast Essay

Be the Bad Guy!- Students will choose a villain from their novel and write a 1st person narrative in which the antagonist (villain) explains why he or she is not "bad" just misunderstood.

- Topics

The Reader's Journey 8th Grade Curriculum Book

Big Idea(s)

Unit 3: How much information is enough? (Genre Focus-Types of Non-fiction)

Estimated Duration

Approximately 5 weeks

Materials

Student copies of The Reader's Journey, teacher made worksheets, student class novel, student notebook

PA Common Core Standards

CC.1.3.8.H

E08.A-C.3.1

CC.1.3.8.F

CC.1.2.8.F

CC.1.2.8.H

CC.1.2.8.I

E08.B-C.3.1

CC.1.2.8.F

C.C.1.2.8.J

CC.1.4.8.B

CC.1.4.8.C

CC.1.4.8.D

CC.1.4.8.E

E08.C.1.2.1-6

E08.C.1.1.1-5

Vocabulary

suggest, imply, support, database, genetic, cells, diverts, usurps, august, pervading, cite, justify, bias, depravity, pious, prudence, recurring, obsession, symbols, irony, diction, tone, abolitionist, biography, autobiography

Reading Skills

elements of nonfiction, authors purpose, identifying main idea and details, literary analysis, persuasion and position, propaganda, understanding tone, diction, fact vs opinion, biography vs autobiography, authors perspective, authors style

Grammar Skills

Synonyms and Antonyms, articles, adjectives and adverbs, comparative & superlative form of adjectives and adverbs, modifiers, prepositions and prepositional phrases, conjunctions, coordinating conjunctions, subordinating conjunctions, homophones,

Writing

Exposition: Cause and Effect Essay- choose a topic that interests you and how one or more events or situations resulted in another event or situation

Persuasive Essay: Write an essay (positive/negative) on the impact of non-print media, such as talk radio or the Internet, on modern society

Create an Ad Campaign: Create an advertising campaign designed to persuade people to change a habit, try a new product, or look at an issue in a different way. Pick something based on the novel you have been reading.

- Topics

The Reader's Journey 8th Grade Curriculum Book

Big Idea(s)

Unit 4: What is the secret to reading someone with words? (Genre Focus- Prose and Poetry)

Estimated Duration

Approximately 5 weeks

Materials

Student copy of *The Reader's Journey*, student class novel, student class notebook, various worksheets (teacher made)

PA Common Core Standards

E08.D.1.2.1-5

CC.1.4.8.E

CC.1.4.8.K

CC.1.4.8.Q

CC.1.4.8.F

E08.D.1.2

E08.B-V.4.1.1-2

Vocabulary

prose, poetry, repetition, alliteration, rhyme, rhythm, convey, emphasize, adapt, imagery, diction, visualize, diminutive, plagued, teetered, scouted, diverged, abash, barren, quake, confirm, clarify, restate, consecrate, hallow, insignia, labyrinth, lyric, brazen, wretched

Reading Skills

prose and poetry, paraphrasing, imagery, diction, symbolism, figurative language, figures of speech, metaphor (direct, implied, extended), using context to determine meaning, sound devices, forms of poetry, active vs passive voice

Grammar Skills

Figurative Language (simile, metaphor, personification, hyperbole, analogy), active vs passive voice, base words and suffix review, sentence structure (compound, complex, compound-complex)

Writing

Critical Review: Write a critical review of two or more works of literature that are similar in theme or topic.

Exposition: Writing for Assessment- write an essay about a technique that an author uses in writing (standardized testing practice)

Create a Poetry Anthology Mini-Book: Using your novel, create 5 poems using 5 of the following types of poetry forms- epic poem, elegy, ballad, haiku, concrete poem, dramatic poem, found poem, sonnet, and ode

• Topics

The Reader's Journey 8th Grade Curriculum Book

Big Idea(s)

Unit 5: Is it our differences or our similarities that matter most? (Genre Focus- Drama)

Estimated Duration

Approximately 5 weeks

Materials

Student copy of The Reader's Journey, teacher made worksheets, student class novel, student notebook

PA Common Core Standards

E08.A-C.3.1

E08.A-K.1.1-3

CC.1.4.7.B

CC.1.4.8.C

CC.1.4.8.D

CC.1.4.8.E

CC.1.4.8.H

E08.E.1.1.1-6

Vocabulary

perceive, impact, influence, frail, contact, presentable, barren, assume, evaluate, conclude, tinder, exasperation, smoldered, gratified, sacred, pestering, shriveled, pursuit, shrivel, sentimental transaction, hysterical

Reading Skills

drama elements, comedy and tragedy, cause and effect, dialogue and stage directions, character motivation, drawing conclusions, suspense, foreshadowing, dramatic irony, story elements, staging (drama), dramatization, dramatic speeches, monologue, soliloquy, aside

Grammar Skills

Participles and Participle phrases (present and past participles), gerunds, independent and subordinate clauses, subordinating conjunctions, noun clause, adjective clause, adverb clause,

Writing

Exposition: Manual- choose a topic- sports, activities, things I can repair, things I can cook, crafts, etc.

Be a Critic: watch a media presentation- film, video, television show, or theatrical production, and write a newspaper review of that media presentation

Create a Storyboard: create a storyboard (cartoon strip) with at least 15 squares to show one scene from your novel. Under each square write a brief caption that uses dialogue and describes the actions .

• Topics

The Reader's Journey 8th Grade Curriculum Book

Big Idea(s)

Unit 6: Are yesterday's heroes and events important today? (Genre Focus- The Research Process

Estimated Duration

Approximately 5 weeks

Materials

Student copy of the Reader's Journey, teacher made worksheets, student class novel, student notebook

PA Common Core Standards

CC.1.4.8.B

CC.1.4.8.C

CC.1.4.8.D

CC.1.4.8.E

C08.C.1.2.1-6

Vocabulary

critique, skim, revise, treaty, retreat, misrepresentation, transcript, sequence, pertinent, determine

Reading Skills

setting a purpose for reading, the research process, finding reliable sources, plagiarism, note-taking, primary and secondary sources, analyzing informational text, summarizing, main idea and details, analyzing media messages

Grammar Skills

Run-on sentences, sentence fragments, using quotations, capitalization, commas, semicolons, and colons

Writing

Research paper- mythology topics

- Topics

Dystopian Novel Unit: Unwind and/or Legend

Big Idea(s)

Students will be able to understand the concepts of a Dystopia and be able to create a Dystopian society themselves.

Students will also determine the theme of the dystopia and analyze the criticisms of the society vs the society they currently live in.

Students will compare and contrast the elements of society through different time periods.

Students will determine their own opinions, views and beliefs on society.

Estimated Duration

Students should complete this novel unit in the 1st trimester (about 8-12 weeks) It will be interspersed between grammar lessons and The Reader's Journey.

Materials

Copies of the book for each student (one per student with extras to keep in the classroom).

Teacher created materials for test, study guides, worksheets and handouts.

PA Common Core Standards

CC.1.3.8.A

CC.1.3.8.B

CC.1.3.8.C

E08.A-K.1.1.1-3

CC.1.3.8.D

CC.1.3.8.E

CC.1.3.8.F

E08.A-C.2.1.1-3

CC.1.3.8.H

E08.A-C.3.1.1

CC.1.2.8.C

CC.1.2.8.B

CC.1.2.8.A

E08.B-K.1.1

Vocabulary

TBA- Teacher Decision

Reading Skills

story elements (character, setting, plot, etc.), character development, theme, comprehension, decoding, summarizing, prediction, text structure, inferencing, sensory language for visualizing, making connections, identifying main ideas, indentifying text structure, story mapping, drawing conclusions

Grammar Skills

N/A

Writing

Create an ad campaign choosing a topic that appears in your book.

- Topics

Shakespeare Novel Unit: Macbeth and or A Midsummer Night's Dream

Big Idea(s)

Students will briefly study the time period of Shakespeare. They will focus on the Globe Theater along with the The Plague (Black Death). They will also focus on the following big ideas:

1. Things are not always as they appear.
2. People in the past have relied on superstition and still do today.
3. Our perceptions and interpretations are based on a variety of factors.
4. How does power corrupt people?
5. How does superstition influence peoples behavior?
6. How does blind ambition impact political behavior?

Estimated Duration

Students should complete this novel unit in the 2nd trimester approximately (6-8 weeks). This novel study will be interspersed with the use of The Reader's Journey and other various grammar and writing activities.

Materials

Copies of the book for each student (1 per student, pluse extras to keep in the classroom). Teacher created materials for tests, quizzes, study guides, worksheets and handouts.

PA Common Core Standards

CC.1.3.8.A

CC.1.3.8.B

CC.1.3.8.C

E08.A-K.1.1.1-3

CC.1.3.8.D

CC.1.3.8.E

CC.1.3.8.F

E08.A-C.2.1.1-3

CC.1.3.8.H

E08.A-C.3.1.1

CC.1.2.8.C

CC.1.2.8.B

CC.1.2.8.A

E08.B-K.1.1

Vocabulary

Reading Skills

story elements (character, setting, plot, etc.), character development, theme, comprehension, decoding, summarizing, prediction, text structure, inferencing, sensory language for visualizing, making connections, identifying main ideas, indentifying text structure, story mapping, drawing conclusions

Grammar Skills

N/A

Writing

Create a storyboard depicting a scene from your book.

- Topics

Mythology Novel Unit: The Lost Hero and Various Greek Myths

Big Idea(s)

Whether passed down orally or retold in a literary format, myths follow identifiable patterns and contain common motifs.

Myths are stories which provide an understanding of the world around us.

Myths straddle the line between folklore, religion, fiction, and science.

The purpose of myths is to explain the unexplainable, to amuse, to unite, and to educate.

1) Why study mythology?

2)What are the common patterns and motifs found in myths?

3) How does the Greek culture explain the beginning of the world, the origin of man, or natural phenomenon? How is it explained that each continues to function?

4) How do different peoples explain how man was created?

5) What are the similarities and differences in creation myths from around the world?

6) What unique cultural traits are revealed in myths?

Estimated Duration

Students should complete this novel unit in the 3rd trimester (approximately 8-12 weeks). This novel study will be interspersed with The Reader's Journey and grammar and writing activities.

Materials

Copies of the book for each student (1 book per student, plus extras to keep in the classroom). Teacher created materials for tests, quizzes, study guides, handouts, and worksheets.

PA Common Core Standards

CC.1.3.8.A

CC.1.3.8.B

CC.1.3.8.C

E08.A-K.1.1.1-3

CC.1.3.8.D

CC.1.3.8.E

CC.1.3.8.F

E08.A-C.2.1.1-3

CC.1.3.8.H

E08.A-C.3.1.1

CC.1.2.8.C

CC.1.2.8.B

CC.1.2.8.A

E08.B-K.1.1

Vocabulary

TBD- teacher decision

Reading Skills

story elements (character, setting, plot, etc.), character development, theme, comprehension, decoding, summarizing, prediction, text structure, inferencing, sensory language for visualizing, making connections, identifying main ideas, indentifying text structure, story mapping, drawing conclusions

Grammar Skills

N/A

Writing

Mythology Research Project

