COURSE STANDARDS AND ANCHORS	
COURSE: English Language Arts	**GRADE: 8**
STRAND: Reading Informational Text	**TIME FRAME: Year-long**

PA COMMON CORE STANDARD

1.2 Reading Informational Text
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details
• **Main Idea**
    o <u>CC.1.2.8.A:</u> 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.
• **Text Analysis**
    o <u>CC1.2.8.B:</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
• **Analysis Development/Connections**
    o <u>CC1.2.8.C:</u> Analyze how a text makes connections among and between individuals, ideas, or events.

Craft and Structure
• **Point of View**
    o <u>CC1.2.8.D:</u> 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.
• **Text Structure**
    o <u>CC1.2.8 E:</u> Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
• **Vocabulary**
    o <u>CC1.2.8.F:</u> Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

Integration of Knowledge and Ideas
• **Diverse Media**
    o <u>CC1.2.8.G:</u> Evaluate the advantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
• **Evaluating Arguments**
    o <u>CC1.2.8.H:</u> Evaluate an author's argument, reasoning and specific claims for the soundness of the argument and relevance of the evidence.
• **Analysis Across Texts**
    o <u>CC1.2.8.I:</u> Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Vocabulary Acquisition and Use

o CC1.2.8.J: 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.

o CC1.2.8.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading

o CC1.2.8.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS

Key Ideas and Details
- E08.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.
  - o Reference:
    - CC.1.2.8.A
    - CC.1.2.8.B
    - CC.1.2.8.C

Craft and Structure
- E08.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.
- o Reference:
    - CC.1.2.8.D
    - CC.1.2.8.E
    - CC.1.2.8.F

Integration of Knowledge and Details
- E08.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.
- o Reference:
    - CC.1.2.8.H
    - CC.1.2.8.I

Vocabulary Acquisition and Use
- E08.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.
- o Reference:
    - CC.1.2.8.F
    - CC.1.2.8.J
    - CC.1.2.8.K

ELIGIBLE CONTENT OBJECTIVES

Key Ideas and Details
- E08.B-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- E08.B-K.1.1.2: 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.
- E07.8-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (*e.g., through comparisons, analogies, categories*).

Craft and Structure

- **E08.B-C.2.1.1:** 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.
- **E08.B-C.2.1.2:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and reefing a key concept.
- **E08.B-C.2.1.3:** Determine how the author uses the meaning of words or phrases, including figurative, connotative or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Details
- **E08.B-C.3.1.1:** 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.
- **E08.B-C.3.1.2:** 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.

Vocabulary Acquisition and Use
- **E08.B-V.4.1.1:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

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.

b. Use common, grade –appropriate Greek or Latin affixes and roots as clues to the meaning of a word (*e.g., belligerent, bellicose, rebel*).

c. Determine the meaning of technical words and phrases used in a text.
- **E08.B-V.4.1.2:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figures of speech (*e.g., verbal irony, puns*) in context.

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

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

COURSE: English Language Arts	GRADE: 8
STRAND: Reading Literature Text	TIME FRAME: Year-long

PA COMMON CORE STANDARD
1.3 Reading Literature **Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

ESSENTIAL CONTENT

Key Ideas and Details
- **Theme:**
  - CC.1.3.8.A 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.
- **Text Analysis:**
  - CC.1.3.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences and conclusions, and/or generalizations drawn from the text.
- **Literary Elements:**
  - CC.1.3.8.C: 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.
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Craft and Structure
- **Point of View**
  - CC.1.3.8.D: Determine an author's point of view or purpose in a text and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
- **Text Structure**
  - CC.1.3.8.E; Analyze the development of the meaning through the overall structure of the text.
- **Vocabulary**
  - CC.1.3.8.F: Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.

Integration of Knowledge and Ideas
- **Sources of Information**
  - CC.1.3.8.G: Analyze the extent to which filmed or live production representation of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
- **Text Analysis**
  - CC.1.3.8.H: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

Vocabulary Acquisition and Use
- **Strategies**
  - CC.1.3.8.I; Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

- ● CC.1.3.8.J: 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.

Range of Reading
- ● CC.1.3.8.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS

Key Ideas and Details
- • E08.A-K.1.1: Demonstrate understanding of key ideas and details in literature.
- o Reference:
  - ▪ CC.1.3.8.A
  - ▪ CC.1.3.8.B
  - ▪ CC.1.3.8.C

Craft and Structure
- • E08.A-C.2.1: Demonstrate understanding of craft and structure in literature.
- o Reference:
  - ▪ CC.1.3.8.D
  - ▪ CC.1.3.8.E
  - ▪ CC.1.3.8.F

Integration of Knowledge and Details
- • E08.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.
- o Reference:
  - ▪ CC.1.3.8.H

Vocabulary Acquisition and Use

- • E08.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.
- o References:
  - ▪ CC.1.3.8.F
  - ▪ CC.1.3.8.I
  - ▪ CC.1.3.8.J

ELIGIBLE CONTENT OBJECTIVES

Key Ideas and Details

• E08.A-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

• E08.A-K.1.1.2: 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.

• E08.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

• E08.A-C.2.1.1: 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.

• E08.A-C.2.1.2: 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.

• E08.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Details

• E08.A-C.3.1.1: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.

Note: "Stories" means narration of events told Through text types of stories, dramas, or poems.

Vocabulary Acquisition and Use

• E08.A-V.4.1.1: 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.

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.

b. Use common, grade appropriate Greek and Latin affixes and roots of a word (*e.g. precede, recede, and secede*).

• E08.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (verbal irony, puns) in context.

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

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

COURSE: English Language Arts	GRADE(S): 8

STRAND: Writing	**TIME FRAME: Year-Long**

PA COMMON CORE STANDARD
1.4 Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

ESSENTIAL CONTENT

Informative/Explanatory

<u>CC.1.4.8.A</u>: Write informative/ explanatory texts to examine a topic and convey ideas, and information clearly.
- o **Focus**
  - ▪ <u>CC.1.4.8.B</u>: Identify and introduce the topic clearly, including a preview of what is to follow.
- o **Content**
  - ▪ <u>CC.1.4.8.C</u>: Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- o **Organization**
  - ▪ <u>CC.1.4.8.D</u>: Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- o **Style**
  - ▪ <u>CC.1.4.8.E</u>: Write with an awareness of stylistic aspects of composition.
    - a. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - b. Use sentences of varying lengths and complexities.
    - c. Create tone and voice through precise language.
    - d. Establish and maintain a formal style.
- o **Conventions of Language**
  - ▪ <u>CC.1.4.8.F</u>: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

Opinion/Argumentative

<u>CC.1.4.8.G</u>: Write arguments to support claims.
- o **Focus**
  - ▪ <u>C.1.4.8.H</u>: Introduce and state an opinion on the topic.
- o **Content**
  - ▪ <u>CC.1.4.8.I</u>: Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- o **Organization**
  - ▪ <u>CC.1.4.8.J</u>: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- o **Style**
  - ▪ <u>CC.1.4.8.K</u>: Write with an awareness of the stylistic aspects of composition.
    - ● Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - ● Use sentences of varying lengths and complexities.
    - ● Create tone and voice through precise language.
    - ● Establish and maintain a formal style.

- o **Conventions of Language**
  - ▪ <u>CC.1.4.8.L</u>: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

Narrative
- ▪ <u>CC.1.4.8.M</u>: Write narratives to develop real or imagined experiences or events.
- o **Focus**
  - ▪ <u>CC.1.4.8.N</u>: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- o **Content**
  - ▪ <u>CC.1.4.8.O</u>: Use narrative techniques such as dialogue, description, reflection and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- o **Organization**
  - ▪ <u>CC.1.4.8.P</u>: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time-frame or setting to another and

ASSESSMENT ANCHORS

Writing

Text Types and Purposes

- E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.
- o Reference:
    - CC.1.4.8.H
    - CC.1.4.8.I
    - CC.1.4.8.J
    - CC.1.4.8.K
- E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- o Reference:
    - CC.1.4.8.B
    - CC.1.4.8.C
    - CC.1.4.8.D
    - CC.1.4.8.E
- E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured sequences.
- o Reference:
    - CC.1.4.8.N
    - CC.1.4.8.O
    - CC.1.4.8.P
    - CC.1.4.8.Q

Language
  Conventions of Standard
English
- E08.D.1.1: Demonstrate command of the conventions of Standard English grammar and usage.
- Reference:
  - CC.1.4.8.F
  - CC.1.4.8.L
  - CC.1.4.8.R

- E08.D.1.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.
- Reference:
  - CC.1.4.8.F
  - CC.1.4.8.L
  - CC.1.4.8.R

Knowledge of Language
- E08.D.2.1: Use knowledge of language and its conventions.
- Reference:
  - CC.1.4.8.E
  - CC.1.4.8.K
  - CC.1.4.8.Q

Evidence based analysis of text
- E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Reference:
  - CC.1.4.8.B
  - CC.1.4.8.C
  - CC.1.4.8.D
  - CC.1.4.8.E
  - CC.1.4.8.H
  - CC.1.4.8.I
  - CC.1.4.8.J
  - CC.1.4.8.K
  - CC.1.4.8.S

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

ELIGIBLE CONTENT

Writing
Text Types and Purposes
- E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.
- E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- E08.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- E08.C.1.1.4: Establish and maintain a formal style.
- E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.
- E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.
- E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details quotations, or other information and examples.
- E08.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- E08.C.1.2.4: Use precise language and domain- specific vocabulary to inform about or explain the topic.
- E08.C.1.2.5: Establish and maintain a formal style.
- E08.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.
- E08.C.1.3.1: 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 to support the writer's purpose; maintain a controlling point.
- E08.C.1.3.2: Use narrative techniques such as dialogue, pacing, description, and reflection, to develop experiences, events and/or characters.
- E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time-frame or setting to another, and to show the relationships among experiences and events.
- E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E08.C.1.3.5: Provide a conclusion that follows from and reflects on narrated experiences or events.

Language
Conventions of Standard English
- E08.D.1.1.1: Explain the function of verbal's (*i.e. gerunds, participles, infinitives*) in general and their functions in particular sentences.
- E08.D.1.1.2: Form and use in the active and passive voice.
- E08.D.1.1.3: Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- E08.D.1.1.4: Recognize and correct inappropriate shifts in verb voice and mood.*
- E08.D.1.1.5: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
  E08.D.1.1.6: Recognize and correct inappropriate shifts in pronoun number and person.*
- E08.D.1.1.7: Recognize and correct vague pronouns (*i.e., ones with unclear or ambiguous antecedents*).*
- E08.D.1.1.8: Recognize and correct inappropriate shifts in verb tense.*
- E08.D.1.1.9: Produce completed sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
- E08.D.1.1.10: Correctly use frequently confused words (*e.g., to, too, two; there, their, they're*).
- E08.D.1.1.11: Ensure subject-verb and pronoun- antecedent agreement.*
- E08.D.1.2.1: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- E08.D.1.2.2: Use an ellipsis to indicate and omission.

- E08.D.1.2.3: Spell correctly.
- E08.D.1.2.4: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- E08.D.1.2.5: Use punctuation to separate items in a series.*

Knowledge of Language
- E08.D.2.1.1: 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*).
- E08.D.2.1.2: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- E08.D.2.1.3: Vary sentence patterns for meaning, reader/listener, interest, and style.*
- E08.D.2.1.4: Maintain consistency in style and tone.*
- E08.D.2.1.5: Choose punctuation for effect.*
- E08.D.2.1.6: Choose words and phrases for effect.*

Text Dependent Analysis
Evidence-Based Analysis of Text
- E08.E.1.1.1: Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- E08.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).
- E08.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- E08.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E08.1.1.5: Establish and maintain a formal style.
- E08.1.1.6: Provide a concluding section that follows from the analysis presented.

COURSES: English Language Arts	GRADE(S): 8
STRAND: Speaking & Listening	TIME FRAME: Year Long

PA COMMON CORE STANDARD

1.5 Speaking and Listening
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ESSENTIAL CONTENT

Comprehension and Collaboration
- **Collaborative Discussion**
  - CC.1.5.8.A Engage effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **Evaluating Information**
  - CC.1.5.8.B Analyze for the purpose of information presented in diverse media or formats (*e.g. social, commercial, political*) behind its presentation.
- **Critical Listening**
  - CC.1.5.8.C Delineate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas
- **Purpose, Audience, and Task**
  - CC.1.5.8.D 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.
- **Context**
  - CC.1.5.8.E Adapt speech to a variety of contexts and tasks.
- **Multimedia**
  - CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

Conventions of Standard English
- CC.1.5.9-10.G Demonstrate command of the conventions of Standard English when speaking based on grade 8 level and content.

ASSESSMENT ANCHORS

- **Pending Creation of PDE document—Currently not a Keystone Exam module**

ELIGIBLE CONTENT

- **Pending Creation of PDE document—Currently not a Keystone Exam module**

Content Units
Order of Completion

MP 1/2- Suspense-Grade 8 Unit 1
MP 2/3- The Powers that Be & The Giver-Grade 7 Unit 2
MP 3- All for Love & Romeo and Juliet- Grade 9 Unit 4
MP 4- The Civil War- Grade 8 Unit 4

COURSE: ENGLISH LANGUAGE ARTS	GRADE(S): 8
UNIT: Suspense **UNIT OVERVIEW:** In this unit, students explore what attracts readers to suspense through literary elements such as theme, plot, point-of-view, author's purpose, etc. Students examine how text structures contribute to story development. They identify and explain the characteristics of different genres. Students work on citing textual evidence that reveals author's purpose and point of view. **UNIT DRIVING QUESTION:** Why do readers love suspense?	**TIME FRAME: September-November** Please note StudySync provides a starter unit to familiarize students with the format. It utilizes the short story "The Tell-Tale Heart" from this unit. **SyncStart Grade 8 – duration approx. 10 Days.**

UNIT OBJECTIVES

Introduction Blast
- Explore background information about the history of suspense, what creates and attracts people to suspense, and what are the best suspense stories.
- Analyze a range of literature and informational texts related to the theme of suspense, including essays, opinions, real-life accounts, drama, novel excerpts, short stories, and poetry.
- Research using hyperlinks to a range of information about suspense, including articles, an interview, and different perspectives.
- Use technology to produce and publish writing.

Unit Selections
- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context clues and related words, as well as common Latin roots and affixes, Greek prefixes.
- Learn the definition of
  - author's purpose and author's point of view
  - word meaning
  - theme
  - story elements
  - textual evidence
  - plot
  - character
  - poetic elements
  - Greek and Latin affixes and roots
- Complete a close reading of a passage of informational text, short story, or an excerpt from a work of literature.

- Practice using concrete strategies for identifying
  - elements of plot
  - textual evidence
  - author's purpose and author's point of view
  - theme
  - poetic elements
- Practice using concrete strategies for identifying and analyzing
  - author's purpose and author's point of view
  - theme
  - story elements
- Practice using concrete strategies for analyzing character in a literature selection.
- Practice and apply concrete strategies for using
  - context as a clue to the meaning of a word or phrase
  - Greek and Latin affixes and roots, as well as etymological information provided by a dictionary, as clues to the meanings of words
- Practice and apply concrete strategies for identifying
  - author's purpose and point of view in short stories, Point/Counterpoint texts, and informational texts
  - story elements
  - textual evidence to use in analysis and to explain the development of plot in a drama
  - textual evidence to support an analysis of an excerpt from a novel
- Practice and apply concrete strategies for analyzing
  - theme and character in an excerpt from a novel and a short story using textual evidence
  - poetic elements in a poem
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Terminology

Assessed Skills
- Poetic Structure
- Figurative Language
- Character
- Context Clues
- Author's Purpose
- Textual Evidence
- Mood
-

Key Reading Skills
- Author's Purpose and Author's Point of View
- Theme
- Story Elements
- Plot
- Textual Evidence
- Character
- Poetic Elements
- Word Meaning
- Greek and Latin Affixes and Roots

Key Grammar Skills
- Fragments
- Run-Ons
- Combining Sentences
- Frequently Confused Words
- First Read: Let 'Em Play God - The Suffixes -ible and –able
- Extended Writing Project: Draft - Adjective Suffixes
- First Read: Violence in Movies - Words Often Confused
- Commonly Confused Words - Affect, Effect
- Extended Writing Project: Publish - Commas and Compound Sentences
- First Read: Teaching History Through Fiction - Using Commas with Clauses

Key Writing Skills
- Organize Narrative Writing
- Introductions
- Narrative Techniques and Sequencing
- Descriptive Details
- Writing Dialogue
- Audience and Purpose
- Conclusions
- Transitions

Literary Texts

Novel (supplemental)
Fever 1793

Excerpts
A Night to Remember
Cujo
Lord of the Flies*

Drama
Sorry, Wrong Number

Non-Fiction
Let 'Em Play God*
Violence in the Movies: Real Suspense or Hollywood Gone Too Far?
Ten Days in a Mad-House

Short Story
> The Monkey's Paw
> A Night to Remember
> The Tell-Tale Heart

Poetry
> Annabel Lee
> The Bells
> The Raven

Media
➢ Tell-Tale Heart
(Tell-Tale Heart video animated film version available at http://www.youtube.com)

ACTIVITIES:
Formative Assessment
> Independent & Guided Practice
> Direct Instruction
> Discussion
> Question & Answer
> Short Answer Response

Summative Assessment
> Unit Assessment
> Passage Assessment
> Project Based Learning
> Text Dependent Analysis

RESOURCES:
StudySync- Grade 8 Unit 1
Quill
Turn It In
Achieve 3000
BrainPop
Discovery Education
Teacher Developed Resources
Teacher Developed Technology Resources

ASSESSMENTS:

- Written assignments
- Class and group participation
- Creative projects
- Group and individual presentations
- Completion of assigned tasks
- Benchmark assessments

REMEDIATION:

- One-on-one instruction
- Independent research
- Alternative evaluation
- As per student handbook

DIFFERENTIATION:

- Content based
- Process based
- Product based
- Learning environment

Content Units	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE(S): 8**
UNIT: The Powers that Be & Full Novel Study-The Giver **UNIT OVERVIEW:** This StudySync unit is built around the young-adult novel, *The Giver*, winner of the 1994 Newbery Medal. Lois Lowry's novel depicts a dystopian society in which security comes at the price of memory, individuality, and the lives of those who are deemed expendable. Humanity survives only through the passing of remembered emotions and experiences from the aged Giver to 12-year-old Jonas, the Receiver. **UNIT DRIVING QUESTION:** What should be the principles of a just society?	**TIME FRAME: November-December**

UNIT OBJECTIVES
Introduction Blast ● Explore background information about utopian societies with a focus on the Shakers. ● Research using the hyperlinks to learn more about the Shakers, other utopian societies, and also dystopian societies **Unit Selections** ● Perform a reading of a text and demonstrate comprehension by responding to short analysis and inference questions by citing textual evidence. ● Define unfamiliar vocabulary using context clues. ● Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. ● Learn the definition of point of view. ● Practice using concrete strategies for identifying and analyzing point of view. ● Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Terminology
Assessed Skills ● Informational Text Structure ● Character ● Author's Purpose ● Theme ● Textual Evidence **Key Reading Skills** ● Informational Text Structure ● Story Elements ● Point of View ● Theme ● Informational Text Elements

- Word Meanings
- Textual Evidence
- Media
- Connotation and Denotation
- Poetic Structure
- Figures of Speech
- Arguments and Claims
- Author's Purpose and Point of View
- Compare and Contrast

Key Grammar Skills
- Subject Verb Agreement
- Pronoun Antecedent Agreement
- Verb Tense Consistency
- Active Passive Voice
- First Read: The Giver - Types of Sentences
- First Read: The Wise Old Woman - Coordinate Adjectives
- First Read: Nothing to Envy - Adjective and Adverb Phrases and Clauses
- Extended Writing Project: Descriptive Details - Using Coordinate Adjectives
- Extended Writing Project: Revise - Omitting Needless Words
- Extended Writing Project: Publish - Words with Spellings from Other Languages

Key Writing Skills
- Relevant Information
- Organize Informative Writing
- Introductions
- Transitions
- Conclusions
- Audience and Purpose
- Style
- Sources and Citations

Literary Texts

Novel
The Giver by Lois Lowry

Supplemental/Comparative Texts
Gladiator
The Lottery
The Wise Old Woman
Nothing to Envy: Ordinary Lives in North Korea*
Feed
The Hunger Games
The Words We Live By: Your Annotated Guide to the Constitution

I, Too Sing America
Reality TV and Society*

ACTIVITIES:
Formative Assessment
      Independent & Guided Practice
      Direct Instruction
      Discussion
      Question & Answer
      Short Answer Response
Summative Assessment
      Unit Assessment
      Passage Assessment
      Project Based Learning
      Text Dependent Analysis

RESOURCES:

StudySync- Grade 7 Unit 2
Quill
Turn It In
Achieve 3000
BrainPop
Discovery Education
Teacher Developed Resources
Teacher Developed Technology Resources

ASSESSMENTS:

- Written assignments
- Class and group participation
- Creative projects
- Group and individual presentations
- Completion of assigned tasks
- Benchmark assessments

REMEDIATION:

- One-on-one instruction
- Independent research
- Alternative evaluation
- As per student handbook

DIFFERENTIATION:

- Content based
- Process based
- Product based
- Learning environment

Content Units	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE(S): 8**
UNIT: All for Love & Full-text Study-Romeo and Juliet **UNIT OVERVIEW:** In this unit, students read Romeo and Juliet by William Shakespeare and compare it to a film with a similar theme. They read and perform drama and poetry. While exploring the different genres, students analyze lines of dialogue, scenes, or words that are critical to the development of the story or message. They analyze how the use of foreshadowing can create a sense of suspense in the reader/listener. They pay special attention to diction and how connotation may be enhanced through tone and inflection. Additionally, this unit prompts students to explore the driving question and consider the complexities of love. How are we moved to act and create by romantic love? This unit opens with the narrative poem "The Tragical History of Romeus and Juliet," a different take on the classic Shakespearean love story. Other selections explore both the joy and the despair of love; nonfiction pieces argue about the importance of romantic love and inform students about the chemical and hormonal basis of love. Students will also explore the transformative and destructive powers of love. **UNIT DRIVING QUESTION:** How are we affected by the power of love?	**TIME FRAME: January - March**
UNIT OBJECTIVES	

Introduction Blast

- Explore background information about the rise of "romantic love" from a relatively insignificant concept to a dominant idea in the twenty-first century.
- Research using hyperlinks to a range of information about how love affects people.

Unit Selections

- Perform a reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.
- Learn the definition of compare and contrast.
- Practice using concrete strategies for comparing and contrasting a work of literature and its original background source.

Assessed Skills

- ● Story Elements
- ● Context Clues
- ● Figurative Language

Key Reading Skills
- ● Character
- ● Compare and Contrast
- ● Connotation and Denotation
- ● Poetic Structure
- ● Informational Text Structure
- ● Technical Language
- ● Theme
- ● Arguments and Claims
- ● Media
- ● Tone
- ● Informational Text Elements

Key Grammar Skills
- ● Misplaced and Dangling Modifiers
- ● Verbals
- ● Verb Moods
- ● Punctuation to Indicate a Pause or Break-- comma, ellipsis, dash
- ● Use ellipsis to indicate an omission
- ● Punctuation to set off parenthetical elements--commas, parentheses, dashes
- ● Commas to separate items in a series
- ● First Read: The Gift of the Magi - Sentence Fragments
- ● First Read: Is Romantic Love Real or Only a Myth? - Verb Phrases
- ● First Read: Angela's Ashes - Declarative and Imperative Sentences
- ● Extended Writing Project: Draft - Quotation Marks
- ● Extended Writing Project: Revise - Numbers and Numerals
- ● Extended Writing Project: Publish - Parallel Construction

Key Writing Skills
- ● Organizing Narrative Writing
- ● Introductions
- ● Narrative Techniques and Sequencing
- ● Descriptive Details
- ● Writing Dialogue
- ● Audience, Purpose, and Style
- ● Conclusions
- ● Transitions

Literary Texts

Drama
The Tragedy of Romeo and Juliet
Media
- ❏ Film Version of Romeo & Juliet

Supplemental/Comparative Texts
The Tragical History of Romeus and Juliet
Why We Love: The Nature and Chemistry of Romantic Love*
Romantic Love: Reality or Myth?*
West Side Story
Sonnet 73

ACTIVITIES:
Formative Assessment
      Independent & Guided Practice
      Direct Instruction
      Discussion
      Question & Answer
      Short Answer Response
Summative Assessment
      Unit Assessment
      Passage Assessment
      Project Based Learning
      Text Dependent Analysis

RESOURCES:

StudySync- Grade 9 Unit 4
Quill
Turn It In
Achieve 3000
BrainPop
Discovery Education
Teacher Developed Resources
Teacher Developed Technology Resources

ASSESSMENTS:

- Written assignments
- Class and group participation
- Creative projects
- Group and individual presentations
- Completion of assigned tasks
- Benchmark assessments

REMEDIATION:

- One-on-one instruction
- Independent research
- Alternative evaluation
- As per student handbook

DIFFERENTIATION:

- Content based
- Process based
- Product based
- Learning environment

Content Units	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE(S): 8**
UNIT: The Civil War **UNIT OVERVIEW:** This StudySync unit explores the Civil War (1861–1865) through fiction, journals, nonfiction narratives, speeches, letters, and poetry. The unit begins with an excerpt from the Newbery-award–winning novel *Across Five Aprils*, which lays out the main arguments for and against the war, and moves more deeply into the lives of characters who experience the war. Other selections share the words of President Abraham Lincoln, novelist Stephen Crane, activist Sojourner Truth, and poet Walt Whitman, as well as those of soldiers and other historical figures. Students will explore the impact of the Civil War from a variety of perspectives, as well as research the effects of civil conflicts around the world that continue to this day. **UNIT DRIVING QUESTION:** How did the War Between the States redefine America?	**TIME FRAME: April-June**
UNIT OBJECTIVES	

Introduction Blast
- Analyze ways that the War Between the States redefined America.
- Discuss the social and political issues that occurred and changed during the American Civil War.
- Explore the causes and results of the American Civil war—including states' rights, slavery, Reconstruction, and the perspective of soldiers and civilians on both sides—through different mediums such as articles, biographies, interviews, video, and audio recordings.
- Use technology to produce and publish writing.

Unit Selections

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context clues as well as common Greek and Latin roots and affixes.
- Learn the definition of
  - informational text structure/elements
  - figurative language
  - point of view
  - character
  - connotation and denotation
  - compare and contrast
  - media
  - personification
  - theme
  - argument and claim
  - central/main idea
  - textual evidence

- o connotation/denotation
- o poetic structure
- Provide students a usable framework for comparing and contrasting two versions of the same speech.
- Make inferences about the connotations of words in poetry.
- Introduce students to "Speech to the Ohio Women's Conference: And Ain't I a Woman" and help them through a cold read of the text.
- Explore vocabulary through context clues.
- Use concrete strategies for identifying personification.
- Complete a close reading of an informational text, passage of literature, and personal letter.
- Practice and apply concrete strategies for identifying
  - o text structure/elements analyzing the tone of an informational text
  - o figurative language
  - o point of view
  - o character
  - o theme and personification in an excerpt
  - o informational text structure in an excerpt
  - o the central idea and an argument
- Practice using concrete strategies for analyzing
  - o the tone and structure of an informational text
  - o media
- Practice using concrete strategies for identifying
  - o informational text structure/elements
  - o figurative language
  - o character
  - o point of view
  - o theme
  - o the way an argument is developed in a text
  - o the central or main idea of a passage
- Practice using concrete strategies for making inferences based on textual evidence in an informational text.
- Practice making inferences about the connotations of words in poetry.
- Practice identifying central ideas and textual evidence in an excerpt
- Practice and apply strategies for comparing and contrasting information in two texts on the same topic.
- Practice and apply concrete strategies for interpreting figurative language, word connotations, poetic structure.
- Practice and apply strategies for analyzing media
- Interpret examples and demonstrate understanding of figurative language/poetic structure in poetry.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Assessed Skills
- Main Idea
- Tone
- Figurative Language
- Textual Evidence
- Character

- Context Clues
- Compare and Contrast

Key Reading Skills

- Informational Text Structure
- Tone
- Figurative Language
- Informational Text Elements
- Compare/Contrast
- Central or Main Idea
- Argument and Claim
- Character
- Media
- Text Evidence
- Poetic Structure
- Point of View
- Theme
- Connotation and Denotation
- Figurative Language

Key Grammar Skills/Reinforcement

- First Read: House Divided Speech - Commas, Ellipses, and Dashes
- First Read: The Narrative of the Life of Frederick Douglass - Active and Passive Voice
- First Read: Red Badge of Courage - Verbals (Participles)
- Extended Writing Project: Draft - Verbals (Infinitives)
- Extended Writing Project: Revise - Active and Passive Voice
- Extended Writing Project: Publish - Commas and Compound Sentences

Additional Grammar Practice:

- Ellipses for Omission
- Ellipses for Pause or Separation
- Dashes
- Commas for Pause or Separation Active and Passive Voice
- Participles
- Infinitives
- Commas with Compound Sentences

Key Writing Skills

- Thesis Statement
- Audience and Purpose
- Organize Informative Writing
- Supporting Details
- Introduction
- Body Paragraphs and Transitions
- Conclusions
- Style

- Sources and Citations

Literary Texts

Speech

House Divided Speech
Speech to the Ohio Women's Conference: And Ain't I a Woman
Gettysburg Address

Autobiography

Narrative of the Life of Frederick Douglass: An American Slave*

Poetry

O Captain! My Captain!*
Paul Revere's Ride

Novel

Across Five Aprils
The Red Badge of Courage*

Journal

Civil War Journal

Letter

Sullivan Ballou Letter

Non-Fiction

Chasing Lincoln's Killer

ACTIVITIES:
Formative Assessment
    Independent & Guided Practice
    Direct Instruction
    Discussion
    Question & Answer
    Short Answer Response
Summative Assessment
    Unit Assessment
    Passage Assessment
    Project Based Learning
    Text Dependent Analysis

ASSESSMENTS:

- Written assignments
- Class and group participation
- Creative projects
- Group and individual presentations
- Completion of assigned tasks
- Benchmark assessments

REMEDIATION:

- One-on-one instruction
- Independent research
- Alternative evaluation

RESOURCES: StudySync- Grade 8 Unit 4 Quill Turn It In Achieve 3000 BrainPop Discovery Education Teacher Developed Resources Teacher Developed Technology Resources	• As per student handbook **DIFFERENTIATION:** • Content based • Process based • Product based • Learning environment

Content Units	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE(S): 8**
UNIT: In Time of War (supplemental) **UNIT OVERVIEW:** Students read historical speeches and then have an opportunity to listen to oral presentation via media sources. They will analyze how the reading and listening to a text can enhance a student's learning experience. Students will also evaluate author's techniques for grabbing reader attention through the analysis of memoirs and speeches. The need to belong is an essential human characteristic, but so, it seems, is the need to disparage those in a different competing group. In this unit, students will scrutinize the interaction between conflict and community, both in terms of events and the responses to those events, primarily by examining some noteworthy examples from World War II. Research links explore some of these topics in greater depth. **UNIT DRIVING QUESTION:** What does our response to conflict say about us?	**TIME FRAME: 45 days**
UNIT OBJECTIVES	

Introduction Blast
- Explore background information about conflicts in communities with a focus on the psychology of prejudice and in groups and outgroups.
- Research using hyperlinks to a range of information about community and conflict.

Unit Selections

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Practice using context clues to define vocabulary words.
- Learn the definition of
    - textual evidence
    - central or main idea
    - informational text elements/structure
    - dramatic elements
    - theme
    - argument and claim
    - compare and contrast
    - author's purpose
    - point of view
    - character
    - reasons and evidence

- o media
- Learn the elements of an informational text.
- Read two passages arguing opposite sides of an issue, make inferences, and analyze text elements, providing textual evidence to support responses.
- Read an excerpt from a nonfiction book and make inferences and analyze text elements, providing textual evidence to support responses.
- Complete a close reading of an informational passage/text, literature, two essays arguing opposing points of view on a contemporary issue, passage of information, informational text elements and analyzing reasons and evidence in a nonfiction text.
- Practice using concrete strategies for identifying
  - o textual evidence
  - o central or main idea
  - o point of view
  - o informational text structure/elements
  - o reasons and evidence
- Practice using concrete strategies for analyzing
  - o informational text elements in a piece of literature/nonfiction text
  - o understanding characters
  - o media
- Practice using concrete strategies for delineating and evaluating the argument in a nonfiction passage.
- Practice using concrete strategies for identifying and analyzing
  - o dramatic elements
  - o theme
  - o author's purpose and point of view
  - o author'spurpose and point of view and media in an excerpt
- Practice and apply concrete strategies for identifying
  - o textual evidence and the central or main idea in an informational text
  - o theme in an excerpt
- Practice and apply concrete strategies for identifying and analyzing
  - o dramatic elements
  - o theme and media in an excerpt
  - o informational text elements in an excerpt
- Practice and apply concrete strategies for comparing, contrasting, delineating, and evaluating arguments and claims in the two essays.
- Practice and apply concrete strategies for analyzing character and point of view in an excerpt.
- Watch a government newsreel on the same topic, and compare and contrast it to the passage.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Terminology

Key Reading Skills
- Textual Evidence
- Central or Main Idea
- Informational Text Elements
- Dramatic Elements

- Theme
- Media
- Point of View
- Character
- Argument and Claim
- Compare and Contrast
- Reasons and Evidence
- Author's Purpose and Point of View
- Informational Text Structure

Key Grammar Skills/Reinforcement
- First Read: Teaching History Through Fiction - Using Commas with Clauses
- First Read: Parallel Journeys - Active and Passive Voice
- First Read: Dear Miss Breed - Transitive and Intransitive Verbs
- Extended Writing Project: Draft - Using the Dash
- Extended Writing Project: Revise - Active and Passive Voice
- Extended Writing Project: Publish - Verb Moods

   Additional Grammar Practice:
- Adjective Clauses
- Adverb Clauses
- Active and Passive Voice
- Transitive and Intransitive Verbs
- Dashes
- Verb Moods

Key Writing Skills
- Audience, Purpose, and Style
- Research and Note-Taking
- Thesis Statement
- Organize Argumentative Writing
- Supporting Details
- Introductions and Conclusions
- Transitions
- Sources and Citations

Literary Texts

Speech
   Blood, Toil, Tears and Sweat
   Nobel Prize Acceptance Speech*
   Remarks in Memory of Victims of the Holocaust

Drama
   The Diary of Anne Frank: A Play*

Diary
   The Diary of Anne Frank

Novel

The Boy in the Striped Pajamas: A Fable*

Argument

Teaching History Through Fiction

Narrative Nonfiction

Hitler Youth: Growing Up in Hitler's Shadow
Parallel Journeys
Dear Miss Breed

ACTIVITIES:

Formative Assessment
   Independent & Guided Practice
   Direct Instruction
   Discussion
   Question & Answer
   Short Answer Response
Summative Assessment
   Unit Assessment
   Passage Assessment
   Project Based Learning
   Text Dependent Analysis

RESOURCES:

StudySync- Grade 8 Unit 2
Quill
Turn It In
Achieve 3000
BrainPop
Discovery Education
Teacher Developed Resources
Teacher Developed Technology Resources

ASSESSMENTS:

- Written assignments
- Class and group participation
- Creative projects
- Group and individual presentations
- Completion of assigned tasks
- Benchmark assessments

REMEDIATION:

- One-on-one instruction
- Independent research
- Alternative evaluation
- As per student handbook

DIFFERENTIATION:

- Content based
- Process based
- Product based
- Learning environment

SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grade 7	Grade 8
Ask research questions as an individual based on personal and/or academic interests.	Ask research questions as an individual based on personal and/or academic interests **and generate related research questions.**
Brainstorm sources and choose the best sources dependent on the topic.	Brainstorm sources and choose the best sources dependent on the topic.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access the library's online databases and perform keyword searches for research topics.	Access the library's online databases and perform keyword searches for research topics.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research. Formal written research paper should be 1-2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and **share with peers and the school community as appropriate.** Formal written research paper should be **at least 2 pages** in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grades 9-10	Grades 11-12
Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.	Ask research questions as an individual based on personal and academic interests and generate related research questions, and narrow or broaden those questions as a result of research to develop and refine a research plan.
Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.	Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources and revising searches.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.) according to an individualized research plan.
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.	Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information and address strengths and weaknesses of sources.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations, annotated works cited and final works cited page.

Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community as appropriate. Formal written research paper should be at least 3 pages in length and include at least 4 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community and larger communities when appropriate. Formal written research paper should be at least 3 pages in length and include at least 5 cited sources and a works cited page. Formal presentations should be at least 5 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

Literary Works for Grades 7-12

COURSE: English Language Arts	GRADE(S): 7

REQUIRED LITERARY WORKS
Walk Two Moons by Sharon Creech
Tom Sawyer by Mark Twain
SUPPLEMENTAL LITERARY WORKS

The Call of the Wild	*Hatchet*
My Brother Sam is Dead	*A Wrinkle in Time*
Among the Hidden (Shadow Children Series, #1)	*Dune*
Ender's Game	*Eva*
Fly by Night	*Nothing But the Truth*
George's Cosmic Treasure Hunt	*I Was a Rat!*
George's Secret Key to the Universe	*I, Robot*
Journey to the Center of the Earth (Enriched Classics)	*Crash*
My Favorite Science Fiction Story	*Bloomability*
The Collected Stories of Arthur C. Clarke	*The Wave, The Ear, the Eye and the Arm*
The Contender	
The Hitchhiker's Guide to the Galaxy	*The Skin I'm In*
The House of the Scorpion	*The Watcher*
The Invisible Man (H.G. Wells)	*Coraline*
The War of the Worlds	*Fallen Angels*
Jacob Have I Loved	*The Golden Compass*
The Time Machine	*Ransom*
The Sea Wolf	*The Cay*
The Secret Garden	*Cyrano de Bergerac*
Who Moved My Cheese	*Seedfolks*
A Christmas Carol	
P.S. Longer Letter Later	
Stargirl	
What Jamie Saw	
Wolf Rider	
The Hero and the Crown	
A Day No Pigs Would Die	

COURSE: English Language Arts	GRADE(S): 8

REQUIRED LITERARY WORKS
Romeo and Juliet by William Shakespeare
The Giver by Lois Lowry
Voice of the Holocaust
SUPPLEMENTAL LITERARY WORKS
At Night
Blackwater
Brian's Winter
Buried Onions
Dicey's Song
Fever 1793
Go Ask Alice
Holes
Homecoming
Night John
Scorpions
Slam!
Soldier X
Soldier's Heart
Supplemental Tens Novels
Swallowing Stones
The Diary of Anne Frank
The Red Badge of Courage
They Cage the Animals

COURSE: Introduction to Literature and Composition	GRADE(S): 9

REQUIRED LITERARY WORKS
Julius Caesar
Of Mice and Men
Night (honors summer reading)
The Odyssey
The Book Thief*
*Honors Required Reading
SUPPLEMENTAL LITERARY WORKS
The Color of Water
Can't Get There From Here
Kissing Doorknobs
Les Miserables
Life in the Fat Lane
Maus
Outsiders
The Battle of Jericho
The Freedom Writer's Diary
The Pearl
Travels with Charley
When She Was Good
What's in a Name?

COURSE: American Literature and Composition	GRADE(S): 10

REQUIRED LITERARY WORKS
The Catcher in the Rye
To Kill a Mockingbird
The Crucible
Into the Wild
The Great Gatsby

*The Scarlet Letter**
*The Grapes of Wrath**
*The Jungle**
**Honors Required Reading*
SUPPLEMENTAL LITERARY WORKS
A Farewell to Arms
Cat's Cradle
Fahrenheit 451
Famous Plays of the '40s
Great Tales (Poe)
Killing Mr. Griffin
Make Lemonade
Monster
Nightmares and Dreamscapes
Night Shift
One Flew Over the Cuckoo's Nest
Slaughterhouse Five
Speak
The House on Mango Street
The Watsons Go to Birmingham

COURSE: European Literature and Composition	GRADE(S): 11

REQUIRED LITERARY WORKS
Beowulf
The Canterbury Tales
Macbeth
Frankenstein/Frankenstein Adapted Text
The Lord of the Flies
*A Tale of Two Cities**
*Wuthering Heights**
**Honors Required Reading*
SUPPLEMENTARY LITERARY WORKS
1984
And Then There Were None
A Midsummer Night's Dream
Dracula
Grendel
Heart of Darkness
Hound of the Baskervilles
King Arthur and the Knights of the Round Table
The Once and Future King
Adventures in English Literature (Anthology)
The Strange Case of Dr. Jeckyll and Mr. Hyde

COURSE: World Literature and Composition	GRADE(S): 12

REQUIRED LITERARY WORKS
Sophocles-The Oedipus Cycle
All Quiet on the Western Front
Othello
Kite Runner
A Raisin in the Sun
*The Stranger**
*Inherit the Wind**
*Honors Required Reading
SUPPLEMENTAL LITERARY WORKS
Medea
Inherit the Wind
Crime and Punishment
Death of a Salesman
Henry IV
King Lear
Moby Dick
Odessa File
The Metamorphosis
The Stranger
The Things They Carried
Twelve Angry Men

COURSE: AP Language and Composition	**GRADE(S): 11/12**
REQUIRED LITERARY WORKS *A Tale of Two Cities* *Frankenstein* *In Cold Blood* *Invisible Man* *The Bedford Reader*	

COURSE: AP Literature and Composition	**GRADE(S): 12**
REQUIRED LITERARY WORKS *The Sound and the Fury* *Sophocles-The Oedipus Cycle* *All Quiet on the Western Front* *Othello* *A Doll's House* *A Raisin in the Sun* *The Stranger* *Kite Runner*	

SUPPLEMENTAL LITERARY WORKS
Medea
David Copperfield
Hamlet
Inherit the Wind
Crime and Punishment
Death of a Salesman
Henry IV
King Lear
Moby Dick
Odessa File
The Metamorphosis
The Things They Carried
Twelve Angry Men