Course Title:	Content Area:	Grade Level:	Credit (if applicable)
English 8	**ELA**	**8th**	

Course Description:

In 8th Grade ELA, students explore human nature through literature by studying characters who find themselves in challenging, oftentimes oppressive, situations. Through a diverse range of genres, ranging from science fiction to memoirs and graphic novels, students learn about literary conventions, techniques, and rhetorical devices. By studying a range of historical contexts, such as the Holocaust and the Russian Revolution, students build knowledge about the world while making personal connections to a wide range of characters. Students build on the writing skills introduced in earlier grades through embedded writing lessons tied to their reading.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*

Night, by Eli Weisel
Animal Farm, by George Orwell
Frankenstein, by Gris Grimly
	COMMUNICATION
	   • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
	   • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
	EMPATHY
	   • Demonstrating understanding of others perspectives and needs Listen with an open mind to understand others' situations.

Knowledge/Skill Dependent courses/Prerequisites:	Link to *Completed Equity Audit*
None	• 8ELA Equity Curriculum Review

Unit Links

Unit 1: Bad Behavior

Unit 2: Night

Unit 3: Animal Farm

Unit 4: Science Fiction

Unit 5: Frankenstein

Capstone

Standard Matrix

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
8.RL.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.	S	S	S	S	S
8.RL.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.	P	P	P	P	P
8.RL.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.		P	S	P	P
8.RL.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.	S	S	S	P	
8.RL.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.				S	P
8.RL.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.	P		P	P	P
8.RL.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.					
8.RL.8	(Not applicable to literature)					
8.RL.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.			S	S	P
8.RL.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	S	S	S	S	S

Standard	Description					
	proficiently.					
8.RI.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.		S			S
8.RI.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.		S		S	
8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	P	S			
8.RI.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.	P				
8.RI.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.		S			
8.RI.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.		P			
8.RI.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.					S
8.RI.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.		P	S		
8.RI.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.					
8.RI.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.	S	S	S	S	S
8.W.1	Write arguments to support claims with clear reasons and relevant evidence.		S	S	S	S
8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the	P	S	S	S	S

	selection, organization, and analysis of relevant content.					
8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		S	S		S
8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	P	P	P	P	P
8.W.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.	P	P	P	P	P
8.W.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.	S	S	S	S	S
8.W.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.					
8.W.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.					
8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	S	S	S	S	S
8.W.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.	S	S	S	S	S
8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	S	S	S	S	S
8.SL.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.					

8.SL.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.	S	S	S	S	S
8.SL.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.					
8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.					
8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.					
8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S	S
8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S	S
8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	S	S	S	S	S
8.L.4	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.	S	S	S	S	S
8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P	P	P	P	P
8.L.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.		P	P	P	P

Unit 1: Bad Behavior

Overview

Relevant Standards: Bold indicates priority

- 8.RL.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.
- 8.RL.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.
- 8.RI.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.
- 8.W.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8.L.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.

Overview

Students begin a yearlong examination of human nature by considering whether humans are good at heart, as well as different perspectives on what motivates us to do bad things. Throughout this short story unit, students will study how authors create suspense, how characters are influenced by their relationships and experiences. In doing so, students will begin to understand some of the reasons people can make questionable moral decisions, which they will continue to explore throughout the year. They will also learn about a prominent theory of moral development, and consider moral dilemmas posed by famous thought experiments to set the stage for other choices characters face in the literature over the course of the year. Writing instruction during this unit is focused reviewing lessons and skills from the prior years, such as organizing ideas in response to a prompt, as well as introducing quoted evidence.

Essential Question(s):

- Are human beings really good at heart?
- How do we know what is right?
- Why do people choose to do wrong?

Enduring Understanding(s):
● People are not simply good or bad, but often made up of different characteristics, conflicting motivations, and potentially different stages of moral development. People may be motivated to do bad things for a variety of reasons, and often seek to justify their actions to both themselves and others.

Demonstration of Learning:
Summative Writing Prompts ● What motivates people to do bad things? Use at least two of the following texts to support your answer: ○ "Ruthless" ○ "Button, Button" ○ "Lamb to the Slaughter"

Connections to Prior Units:	**Connections to Future Units:**
● Students will have opened each year of middle school ELA with a similar introductory unit featuring shorter, thematically related fiction and nonfictional texts.	● Students will continue to consider questions of human motivation, and examples of questionable moral decisions, in the literature they read throughout the course of the year. ● Students will again study the effects of different points of view when studying Frankenstein later in 8th grade.

Family Overview (link below)	**Pacing for Unit**
	● 21 days, 6 weeks

Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
● Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision	● Commonlit

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
●	●

Differentiation through _Universal Design for Learning_

UDL Indicator	Teacher Actions:

● CHECKPOINT 7.2 Optimize relevance, value, and authenticity	● Include supplemental texts so that the thematic focus of the year can be:
	  ○ Personalized and contextualized to learners' lives
	  ○ Culturally relevant and responsive
	● Provide tasks that allow for active participation, exploration and experimentation
	● Invite personal response, evaluation and self-reflection focused the themes that will be explored throughout the year

UDL Indicator ● CHECKPOINT 3.3 Guide information processing and visualization	**Teacher Actions** ● Give explicit prompts for each step in a sequential process, such as the read, write, discuss cycle, or a writing lesson ● Introduce graduated scaffolds that support information processing, such as questions to establish meaning and questions to analyze meaning ● Provide multiple entry points to a lesson by tailoring Do Now activities to the students and target ● Adjusting pathways through content by adjusting questions and reading cycles ● "Chunk" information or text into smaller elements by asking questions to establish meaning throughout a reading cycle ● Remove unnecessary distractions, activities, or questions that are not essential to the learning target for that lesson
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
● 6-8.3 An EL can speak and write about grade-appropriate complex literary and informational texts and topics.	● Level 1: I can name actions I consider to be right or wrong. ● Level 2: I can write a narrative of a time someone I know did something wrong that includes an action and a reason . ● Level 3: I can write a narrative that describes a specific event where someone I know did something wrong. ● Level 4: I can write an essay comparing how a time someone did something wrong to a character who did something wrong. ● Level 5: I can write an essay explaining why characters in literature do bad things.

Unit 1: Bad Behavior

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Unit Introduction	I can analyze the essential questions of our unit and take a stand on key topics in the unit.		
2	"Ruthless" by William DeMille	I can understand how DeMille uses situational irony to affect readers.	Ruthless Vindictive	Situational irony
3	*Writing Mini Lesson:* Reviewing Structure	I can review how to respond to a prompt, select relevant evidence, and structure an evidence-based response.		Argument Evidence Explanations
4	"How Do We Tell Right From Wrong?" by Anne-Marie Reidy	I can understand the stages of moral development to build an understanding of how people decide what is right and wrong.		Heinz's dilemma Pre-conventional stage Conventional stage Post-conventional stage
5	"Button, Button" by Richard Matheson	I can understand how Matheson builds suspense through different characters' points of view.	Immoral Intrigue Offensive	The Twilight Zone Suspense Point of view
6	*Writing Mini Lesson:* Reviewing Introducing Evidence	I can review how to provide context when introducing evidence in a constructed response.		Context
7	"Lamb to the Slaughter" by Roald Dahl	I can analyze how Dahl builds suspense through the use of dramatic irony and different points of view.		Suspense Dramatic irony Point of view
8	Lamb to the Slaughter: Narrative Writing	I can craft an alternate ending to "Lamb to the Slaughter."		Narrative Third person POV
9	"Lather and Nothing Else" by Hernando Téllez	I can analyze how Téllez uses internal conflict to develop a theme.		Internal conflict Theme

Course Name (BOE Approved Date)

10	*Unit 1 Brief Write CFA*	Given a prompt, break it down and write a complete paragraph with evidence.		
11	Related Media Exploration	I can analyze different moral dilemmas and how characters from our unit may respond in each scenario.		The Trolley problem
12	"The Tell-Tale Heart" by Edgar Allen Poe	I can analyze how Poe uses mood and tone in the "Tell Tale Heart" to create suspense within the reader.	Vehemently Audacity Supposition	Mood Tone Suspense
13	Seminar	I can take a clear position on a question and share evidence to support that point of view in a Socratic dialogue.		Socratic Seminar/Dialogue
14	Summative Writing	I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.		
15	Summative Writing	I can draft complete body paragraphs for my summative essay.		
16	Summative Writing	I can revise body paragraphs of my summative essay by ensuring I introduce evidence with context.		
17	Summative Writing	I can add a brief introduction and conclusion to the draft of my essay.		
18	Flex			
19	Flex			
20	Flex			
21	Flex			

Unit 2: Night

Overview

Overview

After studying fictional characters who make questionable moral choices, students read *Night*, the memoir of a young man who survives the moral catastrophe of the holocaust. Elie Wiesel (el-ee vee-ZEL) was a devout Jewish fifteen-year-old teenager living in Sighet, Hungary in 1944 when he and his family were deported to Auschwitz as part of the Nazi Party's "Final Solution." His memoir recounts the eleven months Weisel spent in a series of camps, accompanied by his father, and how those experiences changed him and his worldview. This text also serves as a call to action for future generations to take responsibility for human suffering and promote justice. Rather than a complete grounding in the history of the Holocaust, this unit is meant to lead students to appreciate Night's "literary qualities, its moral and ethical complexity, its heartbreak, and its humanity." Writing instruction in this unit builds on students' prior learning and is focused on improving the quality and complexity of thesis statements and introductions.

Essential Question(s):

- Are human beings really good at heart?
- How do human beings respond when subjected to unthinkable horror?
- Why is it important to tell and listen to stories about the Holocaust?

Enduring Understanding(s):

- Understanding Elie Wiesel's purpose in writing this memoir helps us to understand his choices throughout the text. As he explains in the Preface, Wiesel writes about his experiences in Auschwitz in order to ensure those murdered by the Nazis are remembered by future generations, to warn readers about the dangers of indifference, and to help the world understand the atrocities he and many others experienced in the concentration camps.
- Wiesel's understanding of faith, family, and humanity is profoundly shaped by the brutality and deprivation of the concentration camp. His experiences force him to make impossible choices in order to survive.
- By immersing ourselves in Wiesel's experience and perspective, we are able to more deeply empathize with him and see his memoir as an individual, human story within the devastating scope of the Holocaust.
- The Holocaust is one of the darkest chapters in human history. Fully understanding what happened during that time—through testimonies of those who lived through it—is a powerful way to prevent such tragedies from occurring again.

Demonstration of Learning:

Summative Writing Prompts
- Identify Wiesel's purpose in writing Night, and explain how he achieves that purpose through his choices as an author. Include evidence from the preface and/or '"The Perils of Indifference," as well as his memoir, in your response.
- Analyze Wiesel's attitude toward God and his Jewish faith throughout the memoir. Use specific examples to explain what causes the changes and when the changes occur.
- Analyze the relationships between fathers and sons in the book, including the relationship Elie has with his father. Make an argument as to why Wiesel returns to the motif of fathers and sons so often throughout his memoir.
- Consider a significant symbol from the text. Look carefully at all the ways/places in the text that the symbol appears and how it is described. Write an essay explaining how Wiesel uses this symbol.

Connections to Prior Units:	Connections to Future Units:
- Students will have been briefly introduced to the Holocaust in 6th grade during their study of Europe, situating this historical event in a larger pattern of European conflict and cooperation. - Students will have previously read Refugee in 6th grade, a work of historical fiction in which one protagonist and his family flee Nazi Germany on the St. Louis, but are ultimately refused entry to the United States. - Students will have read The Narrative of the Life of Frederick Douglass in 7th grade, another personal memoir of an individual who lives through a deeply oppressive historical context and also uses the written word as a form of witness and resistance.	- Students will continue their exploration of human nature through increasingly distant and/or abstract texts over the course of the year, including allegory in Animal Farm (8th) and the concept of nature vs nurture in Frankenstein (8th). - Students will again encounter an author who creates a narrative persona in order to communicate an inexpressibly traumatic reality as they read The Things They Carried (12th).

Family Overview (link below)	Pacing for Unit
●	● 30 lesson, 6 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
● Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision	● Reading Reconsidered Lessons
Differentiation through *Universal Design for Learning*	
UDL Indicator ● CHECKPOINT 8.1 Heighten salience of goals and objectives	**Teacher Actions:** ● Prompt or require learners to explicitly formulate or restate goals for reading or writing lessons ● Display the learning target in multiple ways ● Encourage division of long-term goals into short-term objectives by drawing connections between summative prompts, daily targets, and writing lessons ● Engage learners in discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests
Supporting Multilingual/English Learners	
Related *CELP standards:* ● 6-8.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	**Learning Targets:** ● I can identify Eli's friends and family members in the text. ● I can identify main events in a chapter or scene in Night. ● I can determine what Freak the Mighty says about faith. ● I can identify events/details in Freak the Mighty that develop the author's claim about faith. ● I can explain how key events/details in Freak the Mighty develop the author's claim about faith.

Unit 2: Night

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Night, pp. vii-x; xiv-xv Excerpt from All Rivers Run to the Sea	I can describe Elie Wiesel and his multiple purposes for writing Night.		rhetorical question motif memoir
2	Night, pp. 3-8	I can analyze Wiesel's choice to begin his memoir with the story of Moishe the Beadle.	Indifference Devout	Faith and Family in Night Destruction of the Temple
3	Writing Mini Lesson: Adding counterclaims to thesis	I can acknowledge opposing arguments by incorporating them into a complex thesis statement.		
4	Night, pp. 8-16	I can analyze the escalating persecution of Wiesel's community and how they respond.	Abstract Anguish	symbolism tone metaphor
5	Night, pp. 16-22 Excerpts from All Rivers Run to the Sea	I can analyze the language Wiesel uses to illustrate his family's deportation.	Surreptitious Surreal	Shabbat
6	Night, pp. 23-28	I can consider the impact of transport on the Jews of Sighet.		symbol motif theme memoir foreshadowing
7	Night, pp. 29-37	I can describe the process of selection and its impact on Wiesel.	Tumult Imperative	Dehumanization Selection ellipses rhetorical questions

8	Night, pp. 37-46	I can analyze the contrast between moments of dehumanization and humanity.	Remorse Humane	Forced Labor Serial Numbers irony memoir juxtaposition
9	Night, pp. 47-56	I can consider how morality and choice are impacted by life in the concentration camp.	Untenable Elude	Choiceless Choices Kapos symbolism juxtaposition irony
10	Night, pp. 56-65	I can consider the purpose and impact of four scenes of public punishment.		Resistance to Nazi Persecution irony parentheticals juxtaposition memoir
11	Writing Mini Lesson: Review/expand introductions	I can review how to write and expand an introduction paragraph.		
12	"The Perils of Indifference" (and video)	I can discuss the meaning and purpose of Wiesel's "The Perils of Indifference."		
13	Night, pp. 66-73 Excerpt from All Rivers Run to the Sea	I can consider the impact of Auschwitz on Wiesel's faith.		Rosh Hashanah Yom Kippur Tone
14	Night, pp. 72-84 Excerpt from *All Rivers Run to the Sea*	I can describe the impact of relationships and faith on survival.	Emaciated Liberate	tone rhetorical question memoir foreshadowing
15	*Brief Write CFA*	Connect to prompt 2 about faith -		

		Given 2-3 paragraphs, one of which is focused on a counterclaim, write an introduction that incorporates/addresses counterclaims		
16	Night, pp. 85-95	I can consider the struggle between death and life during the forced march.	Transcend Poignant	Forced Marches personification theme juxtaposition
17	Night, pp. 95-103	I can analyze motifs developing in the memoir.		motif theme juxtaposition
18	Night, pp. 104-112	I can examine the relationship between Wiesel and his father.		Pre-war Sighet (images) Dysentery foreshadowing
19	Night, pp. 113-115	I can analyze how Wiesel describes his liberation from Buchenwald.		Tone
20	Night, pp. 117-120 "First, they came for the Socialists…" (Martin Niemöller)	I can analyze Wiesel's message and purpose in his Nobel Prize acceptance speech.		The Nobel Peace Prize paradox
21	Seminar	I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts.		
22	Unit Assessment			
23	Summative Writing	I can plan my essay by organizing my ideas, choosing the most relevant evidence to support them, and identifying opposing claims.		
24	Summative Writing	I can draft complete body paragraphs for my summative essay.		
25	Summative Writing	I can revise body paragraphs of my summative essay by ensuring I introduce evidence with context.		

26	Summative Writing	I can add an expanded introduction and conclusion to the draft of my essay.		
27	Flex			
28	Flex			
29	Flex			
30	Flex			

Unit 3: Animal Farm

Overview

Relevant Standards: Bold indicates priority

- 8.RL.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.
- 8.RL.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.
- 8.RI.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.
- 8.W.1 Write arguments to support claims with clear reasons and relevant evidence.
    - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8.L.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.

Overview

After reading a work of nonfiction, students turn their attention to an allegorical novel the author describes as a fairy tale. Animal Farm, on the surface, is exactly what its title suggests: a group of farm animals take collective ownership of a farm after running its owner, Mr. Jones, and all human workers off of the property. The animals create a set of Commandments to live by, share the work of the farm, and share the fruits of their labor. Over time, however, the pigs eventually emerge as a clearly dominant class, while the other animals work under increasingly oppressive conditions. What emerges, in the end, is not a story about farms or animals at all, but rather a powerful fable about how power corrupts and greed inhibits equality, a political allegory about the failed promise of communism in the Soviet Union, and a powerful work of satire that criticizes hypocrisy and ignorance at all levels.Writing instruction in this unit builds on students' prior learning and is focused on improving the quality and complexity of students analysis of quoted evidence.

Essential Question(s):

- Does power inherently corrupt humans' best intentions?
- How can language be used to oppress, and to resist?
- How does literature reflect, and influence, history?

Enduring Understanding(s):

- Communism was born out of the shortcomings of capitalism and monarchy, and it promised its participants equality. However, due to hypocrisies among communist leadership, people living and working in communist countries did not receive the equality they were promised.
- George Orwell was a disillusioned socialist and journalist who was deeply disappointed by the failures of communism in eastern Europe and the West's unwillingness to see these failures for the threats they were. As such, he adopted a cynical view of government and politics that he communicates, in Animal Farm, through allegory rather than direct attack.
- Language is inherently political and can be weaponized. While language can be used to motivate and inspire, it can also be used to manipulate and oppress.
- Fable, allegory, and satire are genres that permit writers to indirectly share a political or moral message or to criticize hypocrisies and injustices.

Demonstration of Learning:

Summative Writing Prompts
- Explain the political allegory present in Chapter 10 of Animal Farm. What people, events, or ideas is Orwell critiquing? How has he used the genres of allegory and political satire to convey that message?
- Read Orwell's Essay "The Atom Bomb and You." Explain what Orwell is critiquing about society and the government in that essay, and compare and contrast its criticism to the critiques Orwell leverages in Animal Farm.
- How might Animal Farm have gone differently if a character who chose to remain silent had found his or her voice? Select a scene of oppression in Animal Farm that you believe became a critical turning point. Imagine one character decides to speak out against the injustice. Write a 1-2 paragraph speech that this character delivers, employing rhetorical strategies and, if desired, propaganda techniques.
- Recall that Orwell subtitled Animal Farm "A Fairy Story." Select a well-known fairy tale and adapt the plot events to create a modern-day political or social allegory critiquing an injustice you see in the world today.

Connections to Prior Units:	Connections to Future Units:
- The first anchor text of 8th grade, Night, focuses on how individuals respond when subjected to inhumane and dangerous situations during the Holocaust. This unit builds on a closely related historical context, but examines how populations can be manipulated into following despotic leaders in the first place. - In their study of The Giver (6th), students will have examined a dystopia which seeks to control society through careful manipulation of language and memory. - Students will have previously studied rhetorical appeals in Narrative of the Life of Frederick Douglass (7th), examining the ways in which Douglass appeals to ethos, pathos, and logos to argue against the institution of slavery. - Students will have studied the Russian Revolution and the collapse of the USSR in 6th grade Social Studies.	- In 9th grade, students will study the Trujillo dictatorship when reading In the Time of the Butterflies, another oppressive regime that uses fear and propaganda to maintain power in the Dominican Republic, but is eventually overthrown due in part to the courage of the Mirabal sisters. - Students will read Fahrenheit 451 in 10th grade, another dystopia in which social control is maintained through the use of fear and manipulation of information.

Family Overview (link below)	Pacing for Unit
●	● 34 lessons, 7 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
● Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision	● Reading Reconsidered Lessons
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
●	●

Differentiation through *Universal Design for Learning*

UDL Indicator ● CHECKPOINT 3.2 Highlight patterns, critical features, big ideas, and relationships	**Teacher Actions:** ● Highlight or emphasize key elements in the text. ● Use outlines and/or graphic organizers to emphasize key ideas and relationships between student's responses to exit tickets, writing lessons, and summative essays ● Use multiple examples and non-examples to emphasize critical features of writing focus areas ● Highlight previously learned writing skills that can be used to solve unfamiliar summative prompts

Supporting Multilingual/English Learners

Related *CELP standards:* ● 6-8.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	**Learning Targets:** ● Level 1: I can participate in short conversational exchanges about rules. ● Level 2: I can participate in short conversational exchanges about Animal Farm by answering wh questions about the text. ● Level 3: I can participate in discussions about Animal Farm by asking and answering relevant questions. ● Level 4: I can participate in discussions about Animal Farm by asking and answering relevant questions and rephrasing key ideas expressed by others. ● Level 5: I can participate in discussions about the topic of propaganda and manipulation by adding relevant evidence from Animal Farm.

Unit 3: Animal Farm

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Animal Farm Chapter 1, pp. 3-7	I can describe how the word "comrade" is used among the anthropomorphized animals in the Animal Farm fable.	benevolent cynical laborious	Fable "Comrade" Anthropomorphism Irony
2	Animal Farm, Chapter 1, pp. 7-11	I can examine Old Major's speech rhetorically.	tyranny dissent resolution	Rhetorical triangle Logos Ethos pathos
3	Excerpts from "Ukrainian Preface" Excerpts from The Communist Manifesto	I can examine parallels between Old Major's speech and The Communist Manifesto.	complicit commodity oppress	Capitalism Communism Socialism Bourgeoisie/Proletariat Rhetorical triangle Allusion
4	*Writing Mini Lesson:* Review reasoned and relevant analysis	I can review how to write reasoned and relevant analysis in a constructed response.		
5	Animal Farm, Chapter 1, pp. 12-13, "Beasts of England" "The Internationale"	I can examine the role of anthems in society.		Parallelism Irony
6	Animal Farm, Chapter 2, pp. 15-22	I can analyze the animals' Rebellion and its allegorical connections to the Russian February Revolution.		Allusion vs. Allegory Czar Nicholas II February Revolution

				Allegory Allusion
7	Animal Farm, Chapter 2, pp. 22-26	I can examine how the animals conform to Animal Farm's Seven Commandments.	reproach unanimous	Exodus 20 Passive Voice Allusion Irony
8	Animal Farm, Chapter 3, pp. 27-32	I can analyze Orwell's creation of dramatic irony through use of the village voice and allegorical representations.		Trotsky and Stalin village voice dramatic irony passive voice allusion allegory
9	Animal Farm, Chapter 3, pp. 32-36	I can analyze how the pigs use rhetoric and propaganda to manipulate the other animals.	maxim manipulation conform	Herd Behavior Propaganda Logical Fallacies - equivocation - slippery slope Rhetorical triangle
10	*Writing Mini Lesson:* Adding competing interpretations to analysis	I can analyze and address competing interpretations of the text.		
11	Animal Farm, Chapter 4, pp. 37-44	I can examine how historical allusions in Chapter 4 contribute to Animal Farm's allegory of the Russian Revolution.		The October Revolution Vladimir Lenin Allusion allegory iron

12	Animal Farm, Chapter 5, pp. 45-51	I can contrast how Napoleon and Snowball persuade their comrades to follow their plans.	manifest unintelligible indifferent	Napoleon Julius Caesar Irony Passive voice Logos
13	Animal Farm, Chapter 5, pp. 51-58	I can analyze how Napoleon uses force and propaganda to consolidate power.		NKVD and the Soviet Press The Windmill and the Trotsky-Stalin Conflict Allegory Ethos Pathos Slippery slope
14	Animal Farm, Chapter 6, pp. 59-66	I can analyze how Napoleon and Squealer use propaganda to convince the animals to accept new resolutions.	vain shrewd reconcile	Propaganda and "Smite the Lazy Worker" How Propaganda Calls "Truth" into Question **Literary Terms:** ● village voice ● equivocation ● allegory ● euphemism ● pathos ● dramatic irony
15	*Unit 3* Brief Write CFA	Given intro and 1-2 paragraphs, with possible facts/quotes, write a paragraph that includes multiple specific interpretations of those facts/quotes.		
16	Animal Farm, Chapter 6, pp. 66-71	I can explain how Orwell satirizes human conformity to propaganda.		Strawman Fallacy Scapegoating Satire Euphemism

				Village voice Passive voice Dramatic irony
17	Animal Farm, Chapter 7, pp. 73-79	I can analyze how dissent is handled on Animal Farm.	ambition pretext menacing	Collectivization and Famine Village voice Dramatic irony Allegory Parallelism
18	Animal Farm, Chapter 7, pp. 79-87; HW: 87-89 Excerpt from "Kolyma Tales," fiction set in the Gulags	I can examine how false memories and false confessions create terror on Animal Farm.		False Memory Stalin's Great Purges Carpenters village voice
19	Animal Farm, Chapter 8, pp. 87-100	I can describe the parallels between Napoleon's actions and the historical actions of Joseph Stalin.		Mr. Frederick as Hitler The Non-Aggression Pact "Stalin's Epigram" Allusion
20	Animal Farm, Chapter 8, pp. 100-109 "Stalin's Address to the People"	I can analyze the irony of the animals' "victory" in the Battle of the Windmill.	ignorant lamentation	Hitler Breaks the Non-Aggression Pact ● irony ● dramatic irony ● ethos ● passive voice ● allegory ● allusion
21	Animal Farm, Chapter 9, pp. 111-118	I can analyze how and why Orwell establishes the hypocrisy of Napoleon's regime.		Stalin's Election in 1937 Moses and The Russian Orthodox Church
22	Animal Farm, Chapter 9, pp. 118-126	I can examine Boxer's "retirement" through literal, allegorical, and analytical lenses.	suppress subversive	Benjamin as Orwell Allegory

				Dramatic irony Pathos
23	Animal Farm, Chapter 10, pp. 127-135	I can analyze the ironies of life on Animal Farm after the Rebellion and consider allegorical implications.		Euphemism Irony Satire Village voice Anthropomorphism Allegory
24	Animal Farm, Chapter 10, pp. 135-141	I can analyze the conclusion of Animal Farm.		The Tehran Conference The Cold War Fable Allegory Satire Ethos Euphemism Equivocation Passive voice
25	Seminar	I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts.		Socratic Seminar/Dialogue
26	Unit Assessment			
27	Summative Writing	I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them..		
28	Summative Writing	I can draft complete body paragraphs for my summative essay.		
29	Summative Writing	I can revise body paragraphs of my summative essay by adding multiple or competing interpretations of my quoted evidence.		
30	Summative Writing	I can write an introduction and brief conclusion to the draft of my essay.		

31	Flex			
32	Flex			
33	Flex			
34	Flex			

Course Name (BOE Approved Date)

Unit 4: Science Fiction

Overview

Relevant Standards: Bold indicates priority

- 8.RL.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.
- 8.RL.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.
- 8.RL.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.
- 8.W.1 Write arguments to support claims with clear reasons and relevant evidence.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - e. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8.L.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.

Overview

After considering human nature through the lens of a satirical fairy tale, students read stories of friendly robots, post-apocalyptic mechanical houses, civilization on Venus, and experimental surgeries. Despite differences in plot and style, however, these stories share common themes and reflect the concerns of their authors and time periods. Throughout this unit, students consider different representations of the relationship between people and technology, the impact of nature on humanity, and the role of an individual within society. By studying the historical context surrounding each story, students reflect on the way science fiction as a genre functions as social commentary, using tales of futuristic, dystopian, or fantastical worlds to teach us more about our own. Teachers may, with consultation of their supervisors, elect to substitute another similar text of their choosing to anchor this unit. Writing instruction in this unit builds on students' prior learning and is focused on improving the quality and complexity of conclusions.

Essential Question(s):

- Is technology a blessing or a curse?
- Why write stories about worlds that don't exist?
- How do personal experiences shape the stories we tell?

Enduring Understanding(s):	
<td colspan="2"> - Authors may write science fiction to critique or comment on the world in which they live; by creating speculative worlds, authors can experiment with themes, connections, and possibilities that allow readers to reflect on their own world in a new way. - Examining the interaction between people, technology, and nature in fiction may help readers consider implications of scientific innovation on people and communities. - Readers of science fiction can use historical context and an author's biography to better understand the themes and critiques of a piece of science fiction. </td>	

Demonstration of Learning:	
<td colspan="2">Summative Writing Prompts - Choose one story from the unit and explain how it can be read as social commentary. - Compare and contrast the role of technology as it is developed in at least 2 stories from the unit. - Research the biography of one of the authors studied in this unit and write an essay explaining how the author's experiences may have shaped their writing. </td>	

Connections to Prior Units:	**Connections to Future Units:**
- Students will have previously been introduced to characteristics of science fiction when reading The Giver in 6th grade. - Multiple stories in this unit are responding to the historical contexts of World War II and the Cold War. Students will have previously studied both of these historical periods briefly in 6th and 7th grade social studies, as well as in earlier units focused on Night and Animal Farm.	- In the next 8th grade unit, students will read a foundational early work of science fiction in Mary Shelley's Frankenstein, as well as a longer work of Science fiction by Ray Bradbury when reading Fahrenheit 451 in 10th grade. - Students will again encounter epistolary stories when reading Frankenstein (8th) and In the Time of the Butterflies (10th).

Family Overview (link below)	**Pacing for Unit**
	33 days, 7 weeks

Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision	Reading Reconsidered Lessons

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

•	•

Differentiation through *Universal Design for Learning*

UDL Indicator	**Teacher Actions:**
• CHECKPOINT 8.4 Increase mastery-oriented feedback	• Provide feedback on writing lessons/CFAs that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge • Provide feedback on writing lessons/CFAs that emphasizes improvement and achieving a standard rather than on relative performance • Use Show Call to provide feedback that is frequent, timely, specific • Use Show Call and/or Whole Class feedback to identify patterns of errors and wrong answers, and generate positive strategies for future success

Supporting Multilingual/English Learners

Related *CELP standards:*	**Learning Targets:**
• 6-8.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.	• Level 1: I can verbally or nonverbally express an opinion about a familiar topic (technology) using a limited number of acquired words and phrases. • Level 2: I can construct a claim about a familiar topic (technology) and give a reason to support it. • Level 3: I can construct a claim about technology in the text and provide several supporting reasons. • Level 4: I can construct claims about technology in the text, provide several supporting reasons, and acknowledge opposing ideas • Level 5: I can construct claims about technology in the text, provide several supporting reasons, and address the counterargument.

Unit 4: Science Fiction

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	"Robbie" pp. 1-4	I can analyze Asimov's depiction of relationships between technology and humanity.	theorize disconsolate	setting genre narrative distance stock plot
2	"Robbie" pp. 5-11	I can examine different characters' perspectives on whether machines can be human.	precipitously prosaic	irony
3	"Robbie" pp. 19-23 "A Conversation with Isaac Asimov"	I can consider how Asimov's views on science fiction influence his narrative choices.	dislocation	Isaac Asimov Labor unions twist ending juxtaposition
4	"There Will Come Soft Rains"	I can analyze Bradbury's depiction of relationships between technology and humanity.	manifest sublime	The Cold War and Nuclear Anxiety Nuclear Shadows Personification Anthropomorphism Irony
5	"There Will Come Soft Rains"	I can analyze the poem "There Will Come Soft Rains" and consider the relationship between nature and humanity.		Sara Teasdale Teasdale and Bradbury mood personification alliteration symbolism juxtaposition imagery irony
6	"There Will Come Soft Rains"	I can examine Bradbury's use of figurative language in representing nature and technology.		Pablo Picasso Henri Matisse irony

				extended metaphor personification symbolism motif theme
7	*Writing Mini Lesson:* Reviewing/expanding Conclusions	I can review how to write and expand a conclusion paragraph.		
8	"All Summer in a Day"	I can describe the setting of the story and consider its impact on characters.	vital tumultuously	setting attribution symbolism motif
9	"All Summer in a Day" Summative Writing	I can analyze Bradbury's use of color to develop theme.	civilization savagely	imagery theme motif
10	"Flowers for Algernon" (March 5-March 29)	I can describe the story's narrator and the way in which the story is told.		Personality Testing Epistolary stories irony reliability
11	"Flowers for Algernon" (April 3-April 25)	I can analyze changes in Charlie and his relationships.	conscious subconscious	Measuring Intelligence Robinson Crusoe irony reliability parallel episode
12	"Flowers for Algernon" (April 30-May 31) Summative Writing	I can consider multiple perspectives on knowledge and analyze how knowledge affects Charlie.	naivete regression	The Fall of Man Allegory of the Cave allusion epistolary epigraph theme foreshadowing
13	"Flowers for Algernon" (June 4-July 28)	I can analyze Keyes's use of parallel episodes in the closing of the story.	sensational practical	Paradise Lost foreshadowing

				tone parallel episode allusion symbolism irony
14	*Unit 4 Brief Write CFA*	Use science fiction summative writing: Given a essay, write an expanded conclusion - social commentary		
15	"Harrison Bergeron"	I can analyze the setting of the story and consider how the setting impacts characters.		Declaration of Independence Utopias and Dystopias Handicapping tone setting absurdity irony
16	"Harrison Bergeron" Excerpt from A Man Without a Country	I can analyze Vonnegut's use of humor and its effect on the reader.		narration tone absurdity irony satire idiom
17	"Harrison Bergeron" "A Consistent Pessimist"	I can analyze satire and explore multiple interpretations of "Harrison Bergeron."		McCarthyism The Sirens of Titan allusion satire irony incongruity
18	"The Ones Who Walk Away from Omelas"	I can analyze the city of Omelas and the choices of its citizens.	banal idyllic	Utopias in Literature paradox setting narrator
19	"The Ones Who Walk Away from Omelas"	I can analyze the role of the relationship between narrator and reader.	credible magnanimous	inverted syntax ambiguity narration

20	"The Ones Who Walk Away from Omelas"	I can understand the history of the story's moral questions.		Utilitarianism Variation on a Theme by William James motif
21	"Mazes"	I can analyze this story's narrator and conflict.	aesthetic disoriented	Aliens in Science Fiction Research into Animal Learning anthropomorphism
22	"Mazes"	I can consider the relationship between the alien and the narrator.	transcend ascribe	Animals in Science Fiction ambiguity anthropomorphism irony motif
23	"The Great Silence"	I can analyze the story's narrator and message to readers.		The Arecibo Observatory paradox
24	Seminar	I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts.		Socratic Seminar/Dialogue
25	Unit Assessment			
26	Summative Writing	I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.		
27	Summative Writing	I can draft complete body paragraphs for my summative essay.		
28	Summative Writing	I can revise body paragraphs of my summative essay by adding multiple or competing interpretations of my quoted evidence.		
29	Summative Writing	I can add a brief introduction and expanded conclusion to the draft of my essay.		
30	Flex			

31	Flex			
32	Flex			
33	Flex			

Course Name (BOE Approved Date)

Unit 5: Frankenstein

Overview

Relevant Standards: Bold indicates priority

- 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.
- 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.8.5 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.8.9 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.
- 8.W.1 Write arguments to support claims with clear reasons and relevant evidence.
    - b.   Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8.L.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.

Overview

After reading a range of science fiction in the previous unit, students read Gris Grimly's graphic novel adaptation of Mary Shelley's Frankenstein, arguably the first work of science fiction in Western literature. Students conclude their yearlong examination of human nature by reading about Victor Frankenstein and his "inhuman" creation. Students will explore each character's need to belong, how each is impacted by their isolation from others, and the ways in which both Shelley and Grimly emphasize characters' perspectives through narrative choices. Throughout the unit, students will also study how authors draw upon and transform and reinterpret source material, specifically how Grimly interprets Shelley's text through his artistic and editorial choices, as well as how others have reinterpreted Shelley's work in film.

Essential Question(s):

- What makes us human?
- What makes us inhuman?
- Why are some stories told, and retold, over time?

Enduring Understanding(s):
- Because humans are naturally social beings who crave a sense of belonging, isolation can be destructive and dangerous. Although they are alone in different ways, and for different reasons, physical and emotional isolation draws out the worst in both Victor and his creation, transforming them both into something monstrous or inhuman.   - By using framed, retrospective narration throughout the novel, Mary Shelley emphasizes the emotional state of each narrator, humanizes Frankenstein's creation, and extends a cautionary tale beyond these individual characters.   - Mary Shelley draws on classical and biblical allusions to tell her story, which has itself been transformed into multiple editions, graphic novels, and cultural references. Each act of these transformative acts both preserves and reinterprets the source material to varying degrees; each author or artist makes choices that emphasize some aspects of the original while cutting others and adding ideas of their own.

Demonstration of Learning:
Summative Writing Prompts   - What claims does Mary Shelley make about human nature? Belonging? How does she use characters, setting, or plot to develop that theme?   - Over the course of the novel, Mary Shelley uses three different narrators: Walton, Victor Frankenstein, and the monster. Choose one (or more) of these narrators, and explain how including their narrative perspective contributes to our understanding of character and theme.   - Analyze an example of literary adaptation/transformation we have studied in this unit, which could include any of those listed below. Regardless of which example you choose, be sure to explain what changes, what remains the same, and why those changes/similarities matter.   b. Shelley's adaptation of the Prometheus myth   c. Grimly's adaptation of Mary Shelley's novel (choose a scene to focus on)   d. Other artists interpretations of Shelly's novel compared to Grimly's.

Connections to Prior Units:	**Connections to Future Units:**
- Students will have studied retrospective and unreliable narration in Freak the Mighty (6th). - Students will have previously encountered archaic, mid 19th century language in their study of the Narrative of the Life of Frederick Douglass (7th). - Students will have encountered symbolic use of light, fire, and darkness in their study of Night (8th).	- Students will analyze more challenging, 16th century language when studying Romeo and Juliet (9th) and Macbeth (12th). - Students will again consider how authors draw upon/transform prior literary works when studying how Octavia Butler draws upon the conventions of slave narratives in Kindred (10th) - Students will again encounter multiple (sometimes retrospective) narrative perspectives when studying In the Time of the Butterflies (9th). - Students will again consider retrospective, unreliable narration in their study of The Great Gatsby (11th).

Family Overview (link below)	**Pacing for Unit**
	32 days, 6 weeks

Course Name (BOE Approved Date)

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
● Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision	●
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
●	●

Differentiation through *Universal Design for Learning*	
UDL Indicator ● CHECKPOINT 6.4 Enhance capacity for monitoring progress	**Teacher Actions:** ● Ask questions to guide self-monitoring and reflection relative to writing focus areas over the course of the year ● Show representations of progress, such as early written work compared to written work demonstrating growth in focus areas ● Prompt learners to identify the type of feedback or advice that they are seeking ● Use templates that guide self-reflection on quality and completeness ● Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples
Supporting Multilingual/English Learners	
Related *CELP standards:* ● 6-8.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.	**Learning Targets:** ● Level 1: I can recognize and use a small number of frequently occurring nouns, noun phrases, and verbs. ● Level 2: I can produce simple and compound sentences. ● Level 3: I can produce and expand simple, compound, and a few complex sentences. ● Level 4: I can produce and expand simple, compound, and complex ● sentences. ● Level 5: I can place phrases and clauses within a sentence.

Unit 5: Frankenstein

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	[What is a Graphic Novel How to Read a Comic Book](#)	I can Explain the basic features of a graphic novel, approaches to reading a graphic novel, and how structure contributes to meaning.		Panel Frame Speech bubble Gutter
2	Dedication/Epigraph Forward, by	I can make informed predictions about how Gris Grimly will tell his adaptation of Mary Shelley's Frankenstein.	Adapt Abandon	Tone Epigraph
3	Grimly's Frankenstein, pp. 1-7	I can evaluate differences between Waltons perspective and the readers.		
4	*Writing Mini lesson:* Continue adding counterclaims to thesis/intro	I can address varying perspectives about Walton's motivations - connects to prompt 2.		
5	Grimly's Frankenstein, pp. 8-13	I can analyze how the relationship between Walton and Victor conveys aspects of human nature.		Foreshadowing Suspense
6	Grimly's Frankenstein, pp. 14-24	I can describe how Victor is shaped by his childhood and his family.	Deficiency Distinguished	
7	Grimly's Frankenstein, pp. 25-32	I can analyze how Victor is impacted by his mothers death and his pursuit of knowledge.	Solitude Conducted	Foreshadowing
8	Grimly's Frankenstein, pp. 33-40	I can evaluate how Grimly's adaptations impact our understanding of Victor's character.	Degraded Recourse	Tone
9	*Writing Mini Lesson:* Continue adding interpretations to analysis	Interpret different quotations from Victor about his motivations for his work - connects to prompt 2.		

Course Name (BOE Approved Date)

10	Grimly's Frankenstein, pp. 41-54 1931 Film Adaptation	I can compare/contrast various interpretations of the moment when Victor's creation comes to life. (CCSS)	Wretch Wretched	Tone Mood Imagery
11	Grimly's Frankenstein, pp. 55-62 (Optional)	I can evaluate Victor's response to William's death.		
12	Grimly's Frankenstein, pp. 72-85	I can compare/contrast Victor's perspective with that of his creation when they first meet.		Friendships: Enrich your life and improve your health
13	Grimly's Frankenstein, pp. 86-94 Understanding Comics, Ch. 2 Shelley's Frankenstein, pp. 88, 90, 91	I can evaluate the artistic choices Grimly makes when adapting the monster's story.	Disconsolate Allure Inclement	Concrete Abstract
14	Grimly's Frankenstein, pp. 95-114	I can explain how Victor's creation is shaped by his interactions with society.		Paradise Lost Allusion Symbolism
15	Grimly's Frankenstein, pp. 115-135	I can evaluate Victor's decision to agree to the monster's request.		
16	Grimly's Frankenstein, pp. 136-147 A Different Perspective: From Grimly's blog	I can explain how Grimly's artistic choices reinforce Victor's (limited) perspective.		The Grim Reaper Suspense Dramatic irony
17	*Unit 5 Brief Write CFA*	Analyze why Victor says he agrees, and why we think he agrees - connects to prompt 2. Given intro and 1-2 paragraphs with a collection of notes, expand the intro and write the next paragraph		

18	Grimly's Frankenstein, pp. 148-155	I can evaluate Victor's decision to agree to the monster's request.	Countenance Agony	Foreshadowing Dramatic irony
19	Grimly's Frankenstein, pp. 156-163 (Optional)	I can evaluate Victor's decision to marry Elizabeth.		
20	Grimly's Frankenstein, pp. 164-168	I can explain how Grimly's choices develop a theme in the original text.		Suspense Irony
21	Grimly's Frankenstein, pp. 169-180 The Writing on the Tree: From Grimly's blog	I can compare the ways Victor and his creation respond to their previous losses.		
22	Grimly's Frankenstein, pp. 181-193 I Saw Your Vessel Riding at Anchor: From Grimly's blog	I can compare the motivations of Victor, Walton, and the monster at the end of Grimly's adaptation.		
23	Afterward/Seminar	I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts.		
24	Unit 5 EOU Assessment			
25	Summative Writing	I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.		
26	Summative Writing	I can draft complete body paragraphs for my summative essay.		
27	Summative Writing	I can revise body paragraphs of my summative essay by adding multiple or competing interpretations of my quoted evidence.		
28	Summative Writing	I can add a brief introduction and expanded conclusion to the draft of my essay.		

29	Flex			
30	Flex			
31	Flex			
32	Flex			

Capstone

Overview

Relevant Standards: Bold indicates priority

- 8.RL.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.
- 8.RI.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.
- 8.W.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.
- 8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Overview

In this culminating unit, teachers are encouraged to design units and lessons that conclude students' yearlong examination of human nature. These lessons should draw upon the knowledge and skills students have gained over the course of the year and push them to apply their learning to new content, historical contexts, and texts. Activities may include research projects, books circles, or additional whole class texts of the teachers choosing that are thematically or contextually related to others studied over the course of the year.

Essential Question(s):

- Are human beings really good at heart?
- How and why do we choose right from wrong?
- Can writing change the world?

Enduring Understanding(s):

- Authors across time and space have explored various aspects of human nature in a wide range of contexts. In the process, they have revealed humanity's capacity for both good and evil, compassion and cruelty. Many of these authors used literature as a means of critiquing aspects of human nature or society in an attempt to improve the world around them.

Demonstration of Learning:	
● To be designed by teachers, based on the content of their capstone.	

Connections to Prior Units:	Connections to Future Units:
● Texts and lessons should focus on drawing connections to prior units throughout the unit.	●

Family Overview (link below)	Pacing for Unit
●	● Approximately 30 lessons, 6 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
● Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision	●

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
●	●

Differentiation through *Universal Design for Learning*	
UDL Indicator ● CHECKPOINT 7.1 Optimize individual choice and autonomy	**Teacher Actions:** ● Provide learners with as much discretion and autonomy as possible during the capstone unit by possible by providing choices in such things as: ○ The level of perceived challenge ○ The type of rewards or recognition available ○ The content or texts used to apply knowledge gained over the course of the year ○ The tools used for information gathering or production ○ The sequence or timing for completion of subcomponents of tasks ● Allow learners to participate in the design of classroom activities and academic tasks by potentially choosing texts to explore. ● Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals.

Course Name (BOE Approved Date)

UDL Indicator	Teacher Actions:
• CHECKPOINT 3.4 Maximize transfer and generalization	• Provide scaffolds that connect new information/texts to prior knowledge and anchor texts studied over the course of the year • Embed new ideas/texts in familiar ideas and contexts studied throughout the year. • Provide explicit, supported opportunities to generalize learning to new situations by reflecting on essential questions over the duration of the course. • Offer opportunities over time to revisit key ideas and linkages between texts.

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
• 6-8.6 An EL can analyze and critique the arguments of others orally and in writing.	• Level 1: I can identify a point an author or a classmate makes. • Level 2: I can identify the main argument an author or a classmate makes, as well as a reason they give to support their argument. • Level 3: I can explain the argument an author or a classmate makes, and identify claims that are supported by evidence and those that are not. • Level 4: I can determine whether the evidence is sufficient to support the claims an author or classmate is making. • Level 5: I can determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.