



<b>Teacher:</b>	<b>Team: ELA 8</b>	<b>Grade Level: 8</b>		
<b>Quarter: 4</b>  <b>Dates: March 31- June 12</b>	<b>Unit(s)/Topic(s):</b>  <b>Unit 6- Comparative Literature and Multimodal Project</b>  <b>Unit 7- Multigenre Research Project</b>	<b>Subject ELA</b>		
<b>Standard(s)/ Learning Targets</b> <i>*to be covered this quarter*</i>  <b>8.3 The student will analyze, develop, and produce creative or informational media messages.</b> c) Use media and visual literacy skills to create products to express new understandings. e) Utilize multimedia to clarify information and emphasize differing points of view. <b>8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</b> a) Identify and analyze the construction and impact of an author’s use of figurative language. <b>8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</b> f) Identify and analyze characteristics within a variety of genres g) Compare/contrast details in literary and informational nonfiction texts i) Compare and contrast authors’ styles. <b>8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.</b> k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. <b>8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</b> a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. b) Correctly use pronouns in prepositional phrases with compound objects.		<b>Resource(s)/ Material(s):</b>	<b>Formative Assessment(s)</b> <i>*feedback will be provided to students*</i>  <b>Unit 6</b>  <b>P1</b> Students will analyze their core text for: <ul style="list-style-type: none"> <li>• author’s voice (tone, word choice, imagery, etc.);</li> <li>• elements of narrative structure (including setting, character development, plot, symbolism, theme, and types of internal or external conflict); and</li> <li>• How voice and structure influence each other and contribute to the theme.</li> </ul> <b>Unit 7</b>  <b>P1</b> Students will compose a “Dear Reader” letter	



## Quarter at a Glance

<p>c) Use a variety of sentence structures to infuse sentence variety in writing. d) Maintain consistent verb tense across paragraphs.</p> <p>g) Use correct spelling for frequently used words.</p> <p><b>8.9 The student will find, evaluate, and select appropriate resources to create a research product.</b></p> <p>d) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.</p> <p>f) Quote, summarize, and paraphrase research findings.</p> <p>g) Publish findings and respond to feedback.</p> <p>h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p> <p>i) Demonstrate ethical use of the Internet.</p>		<p style="text-align: center;"><b>Summative Assessment(s)</b></p> <p><b>Unit 6</b></p> <p><b>P2</b> Students will use research skills to generate a text set based around their book club or novel selection.</p> <p><b>P3</b> This analysis can be presented and interacted with in a variety of different formats</p> <p><b>Unit 7</b></p> <p><b>P2</b> Students will explore their focus through creation of a multi-genre research project which uses at least <i>four</i> genres to offer insight into the big ideas the want to communicate.</p> <p><b>P3</b> Students will give credit to the website, title, or author of outside sources used to research their focus and genre for each artifact and provide commentary for each source</p>
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