

English 8

Course Overview for Administrators



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A+ College Ready ABOUT THE PROGRAM

A+ College Ready, a program of A+ Education Partnership, holds the unshakeable belief **ALL** students can achieve at high levels. As such, it opens the door for middle and high school students in Alabama to reach their academic potential through access to Advanced Placement (AP) and other challenging coursework. This proven program partners with middle and high schools to develop a diverse pipeline of students prepared for success in college, career, and life. A+ College Ready's high-quality, content-specific teacher training and rigorous curricula are fully aligned to the Alabama Courses of Study and the College Board's AP requirements. We support 48 total courses in math, science, English, social studies, computer science, art, and Spanish, comprised of 29 non-AP courses and 19 AP courses. We accomplish our goals by:

Centering students
*to ensure their needs guide
our actions*

Expecting excellence
*of ourselves, our students,
and our schools*

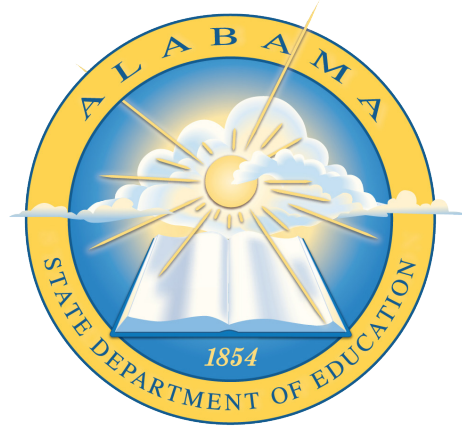
Prioritizing equity
so every student can succeed



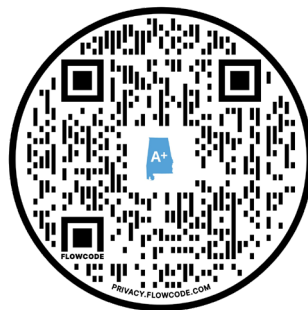
Creating High Expectations for All

Participating schools create cultures of high academic expectations for all students, teachers, and administrators by:

- ▶ Increasing the number of students engaged in rigorous curricula that promote access to higher-level academic classes and prepare them for success in college, career, and life.
- ▶ Improving student academic achievement through training, supporting, and equipping teachers with research-based teaching strategies, deeper content knowledge, and classroom resources.
- ▶ Supporting student success by empowering administrators to serve as strong instructional leaders at their schools.



**A+ College Ready is a partnership
between A+ Education Partnership and the
Alabama State Department of Education**



Learn more: aplusala.org/college-ready



EQUIP. EMPOWER. EXPECT MORE.

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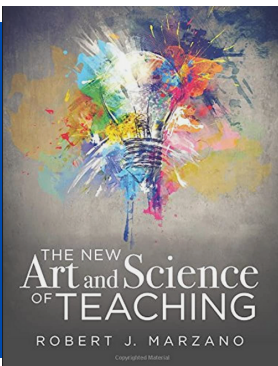
In version 1.0 of A+ College Ready materials and training, English, math, and science teachers were trained in middle and high school grade bands using the National Math and Science Initiative (NMSI) Laying the Foundation (LTF) materials.

In version 2.0, A+ College Ready collaborated with master teachers from Alabama to strategically integrate the LTF English, math, and science lessons, strategies, and assessments into subject-specific curricular frameworks based on the Alabama Courses of Study.

In version 3.0, A+ College Ready led the development of training and curricular materials for social studies and computer science modeled after the English, math, and science frameworks.

A+ College Ready continuously improves and updates all curricular materials and training plans, especially when significant changes and/or revisions to the Alabama Courses of Study exist.

EVERY SUBJECT-SPECIFIC training experience now includes a focus on instructional elements from Robert Marzano's *The New Art and Science of Teaching*.



"This title is a greatly expanded volume of the original *Art and Science of Teaching*, offering a framework for substantive change based on Marzano's 50 years of education research. Instead of focusing on teacher outcomes, the new version focuses on student outcomes. Throughout the book, Marzano details the elements of three overarching categories of teaching that define what must happen to optimize student learning."

In summer 2024, every teacher (math, science, English, social studies, and computer science) who attends E3 training will not only receive outstanding curricular materials and content-specific training but also will be strategically and explicitly introduced to Marzano's pedagogical teaching elements. Based on proven instructional practices for student learning and success, these common training components will provide a framework for school-wide focus and improvement initiatives. The following page depicts A+ College Ready's three-year plan for embedding the 43 teaching elements into the A+ College Ready E3 training progression.

THE NEW ART AND SCIENCE OF TEACHING

FEEDBACK	CONTENT	CONTEXT
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success <p>Assessment</p> <ol style="list-style-type: none"> 4. Informal Assessments of the Whole Class 5. Formal Assessments of Individual Students <p>A+ CR Instructional Model</p> <p>Year 1 Year 2 Year 3 Model in Training School Responsibility Spice Rack</p>	<p>Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking Content 7. Processing Content 8. Recording and Representing Content <p>Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning <p>Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims <p>Strategies That Appear in <u>All</u> Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing 16. Highlighting Critical Information 17. Reviewing Content 18. Revising Knowledge 19. Reflecting on Learning 20. Purposeful Homework 21. Elaborating on Information 22. Organizing Students to Interact 	<p>Engagement</p> <ol style="list-style-type: none"> 23. Noticing When Students Are Not Engaged and Reacting 24. Increasing Response Rates 25. Using Physical Movement 26. Maintaining a Lively Pace 27. Demonstrating Intensity and Enthusiasm 28. Presenting Unusual Information 29. Using Friendly Controversy 30. Using Academic Games 31. Providing Opportunities for Students to Talk About Themselves 32. Motivating and Inspiring Students <p>Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing Rules and Procedures 34. Organizing the Physical Layout of the Classroom 35. Demonstrating "Withitness" 36. Acknowledging Adherence to Rules and Procedures 37. Acknowledging Lack of Adherence to Rules and Procedures <p>Relationships</p> <ol style="list-style-type: none"> 38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 39. Understanding Students' Backgrounds and Interests 40. Displaying Objectivity and Control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions of Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners

1ST 9-WEEKS

Thematic Idea: Discovery

Guiding Questions/Ideas: Rites of Passage

Skills Focus:

Reading: Literary Analysis

Writing: Expository Writing

Text Selections:

Primary Text: The Looking Glass Wars by Frank Beddor

Nonfiction: “The Cutting of My Long Hair” by Zitkala-Sa and “Fish Cheeks” by Amy Tan

Poetry: “Where I’m From” by George Ella Lyon, “The Road Not Taken” by Robert Frost, and “Jabberwocky” by Lewis Carroll

Fiction: “Edna’s Ruthie” from The House on Mango Street by Sandra Cisneros

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher’s discretion.*

2ND 9-WEEKS

Thematic Idea: Discovery

Guiding Questions/Ideas: Mystery and Suspense

Skills Focus:

Literary Analysis

Text Selections:

Primary Text: Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

Fiction: Excerpts from The Old Man and the Sea by Ernest Hemingway and The First Betrayal by Patricia Bray

Poetry: “The Highwayman” by Alfred Noyes and “The Shark” by E.J. Pratt

Nonfiction: Excerpt from Unbroken: A World War II Story of Survival, Resilience, and Redemption by Laura Hillenbrand

Songs: “The Highwayman” by Loreenna McKennet and “Everywhere” by Fleetwood Mac

Painting: Watson and the Shark by John Singleton Copley

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher’s discretion.*

3RD 9-WEEKS

Thematic Idea: Discovery

Guiding Questions/Ideas: Challenges and Choices

Skills Focus:

Argument and Characterization

Text Selections:

Primary Text: *Genesis Begins Again* by Alicia D. Williams

Short Story: "Harrison Bergeron" by Kurt Vonnegut

Nonfiction: "Dancing to Connect to a Global Tribe" by Matt Harding; "Ain't I a Woman" by Sojourner Truth

Nonfiction: Excerpts from *Seabiscuit* by Laura Hillenbrand

Music: Select songs as referenced in *Genesis Begins Again*

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher's discretion.*

4TH 9-WEEKS

Thematic Idea: Discovery

Guiding Questions/Ideas: Nothing New Under the Sun

Skills Focus:

Drama and Allusions

Text Selections:

Primary Text: *A Midsummer Night's Dream* by William Shakespeare

Poetry: "When icicles hang by the wall" by William Shakespeare; "Blue Flag" by Elizabeth Brewster

Short Story: "A Midsummer Night's Dream" adapted by Charles and Mary Lamb

Nonfiction: "Shakespeare's Other World" by Kim Zarins, COMMONLIT

Video: *Why Shakespeare?* By Lawrence Bridges, National Endowment for the Arts

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher's discretion.*

STANDARDS CHECKLIST				
ALCOS	1ST 9-WEEKS	2ND 9-WEEKS	3RD 9-WEEKS	4TH 9-WEEKS
1	X	X	X	X
2	X	X	X	X
3	X	X	X	X
4	X	X	X	X
5	X	X	X	X
6	X	X	X	
7	X	X	X	
8	X	X	X	X
8a.		X		
8b.	X	X	X	X
8c.			X	
9			X	X
10	X	X	X	X
11		X	X	X
12		X	X	X
13				X
14			X	X
15				X
16	X	X	X	X
16a.	X	X	X	X
16b.			X	
16c.			X	
17	X	X	X	X
17a.	X		X	
18	X	X	X	X
19	X	X	X	X

STANDARDS CHECKLIST				
ALCOS	1ST 9-WEEKS	2ND 9-WEEKS	3RD 9-WEEKS	4TH 9-WEEKS
20	X	X	X	X
20a.	X	X		X
20b.			X	
20c.	X	X	X	X
20d.	X	X	X	X
20e.		X		
20f.	X	X	X	X
21	X	X	X	X
22		X	X	X
23	X	X	X	X
24		X	X	X
25		X	X	X
26	X	X	X	X
27		X	X	X
28	X	X	X	X
29	X	X	X	
30	X	X	X	X
31	X	X	X	X
32	X	X	X	X

UNIT NAME:

Discovery:

Rites of Passage

RECOMMENDED TIME FRAME:

First Nine Weeks

UNIT OVERVIEW

In preparation for their transition to high school, eighth grade students hone their analytical reading and writing skills. They deepen their understanding of literary strategies by first reviewing them and then examining the author's purposeful use of them. Since identifying theme is often a challenging task for middle school students to master, each nine is designed with a different thematic focus. While the themes may differ, the skills taught within each nine weeks scaffold toward the final quarter of the year and culminate with students independently evaluating an author's use of literary strategies in a complex text. Beginning with the end task in mind, this nine-weeks uses relatively simple texts so that students can focus on complex tasks without becoming bogged down by basic comprehension.

Texts for Study:

Primary Text: *The Looking Glass Wars* by Frank Beddor

Other Texts:

Nonfiction: "The Cutting of My Long Hair" by Zitkala-Sa and "Fish Cheeks" by Amy Tan

Poetry: "Where I'm From" by George Ella Lyon, "The Road Not Taken" by Robert Frost, and "Jabberwocky" by Lewis Carroll

Fiction: "Edna's Ruthie" from *The House on Mango Street* by Sandra Cisneros

STANDARDS

ALCOS for English Language Arts: Recurring Standards, Grades 6-8

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ALCOS for English Language Arts: Literacies, Grades 6-8

Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.

Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

Student Unit Progress Monitoring Document (coming in 2025)

Proficiency Scale(s) - found in Canvas resources

Sample Summative Assessment(s) [ALSDE ACAP and ACT Resources](#)

Vocabulary:

Teachers are encouraged to use the provided vocabulary resources; these research-based recommendations offer a comprehensive approach to instruction, including word acquisition, study techniques, sample assessments, and assessment-building suggestions. Module 1 contains an overview of the entire vocabulary component; all other vocabulary resources are located in the Canvas resources.

Grammar:

Teachers are encouraged to use the research-based grammar program Daily Grammar Practice as part of their daily instruction. In conjunction with this program, A+CR provides an additional sentence list with weekly templates. A+CR sentence content complements the grade-level texts while mirroring the grammatical structure of sentences found in the original version of Daily Grammar Practice for this grade level*. Module 1 contains an overview of DGP, including suggestions for implementation. A+CR DGP sentence lists and optional templates are located in the Canvas resources; all other resources and answer keys needed to implement this program are found in the original grade-level teacher guide**.

*Grade 11 uses the 7th grade second edition only; Grade 12 uses the 8th grade second edition only.

**A teacher resource book is given to each participant as part of the grade-level training. If additional grade level books are needed, those may be purchased at www.dgppublishing.com.

UNIT 1: Discovery
Rites of Passage

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> "Where I'm From" 	<ul style="list-style-type: none"> "Where I'm From" 	<ul style="list-style-type: none"> Intro and LGW Prologue 	<ul style="list-style-type: none"> Using Alyss's Conflicts for Literary Analysis
WEEK 2	<ul style="list-style-type: none"> Vocabulary Ch. 1-9 	<ul style="list-style-type: none"> Prepositional Practice 	<ul style="list-style-type: none"> Jabberwocky Mad Libs 	<ul style="list-style-type: none"> Infinitive Practice 	<ul style="list-style-type: none"> Identifying and Writing Infinitive Phrases
WEEK 3	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> LGW Discussion Ch. 1-9 	<ul style="list-style-type: none"> Close Reading Activities Part 1 Ch. 1-9 	<ul style="list-style-type: none"> Close Reading activities Part 1 Ch. 1-9 	<ul style="list-style-type: none"> Close Reading activities Part 1 Ch. 1-9
WEEK 4	<ul style="list-style-type: none"> Vocabulary Ch. 10-18 w/ close reading activities 	<ul style="list-style-type: none"> How to Incorporate Quotations 	<ul style="list-style-type: none"> How to Incorporate Quotations 	<ul style="list-style-type: none"> Annotation w/ "The Road Not Taken" 	<ul style="list-style-type: none"> Annotation w/ "The Road Not Taken"
WEEK 5	<ul style="list-style-type: none"> Vocabulary Ch. 19-30 w/ close reading activities 	<ul style="list-style-type: none"> LGW Discussion Ch. 10-18 	<ul style="list-style-type: none"> Levels of Questioning 	<ul style="list-style-type: none"> Levels of Questioning 	<ul style="list-style-type: none"> Writing Effective Thesis Statements for Literary Analysis
WEEK 6	<ul style="list-style-type: none"> Vocabulary Ch. 31-45 w/ close reading activities 	<ul style="list-style-type: none"> LGW Discussion Ch. 19-30 	<ul style="list-style-type: none"> Writing Effective Topic Sentences for Literary Analysis 	<ul style="list-style-type: none"> Guided Style Analysis using "Fish Cheeks" 	<ul style="list-style-type: none"> Guided Style Analysis using "Fish Cheeks"
WEEK 7	<ul style="list-style-type: none"> Vocabulary Ch. 46-56 w/ close reading activities 	<ul style="list-style-type: none"> LGW Discussion Ch. 31-45 	<ul style="list-style-type: none"> Using Textual Evidence Effectively 	<ul style="list-style-type: none"> Literary Analysis for "Fish Cheeks" 	<ul style="list-style-type: none"> Literary Analysis for "Fish Cheeks"
WEEK 8	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> LGW Discussion Ch. 46-56 	<ul style="list-style-type: none"> Literary Analysis for LGW 	<ul style="list-style-type: none"> Literary Analysis for LGW 	<ul style="list-style-type: none"> Literary Analysis for LGW
WEEK 9	<ul style="list-style-type: none"> Literary Analysis for LGW 	<ul style="list-style-type: none"> Character Analysis "Edna's Ruthie" 	<ul style="list-style-type: none"> Character Analysis "Edna's Ruthie" 	<ul style="list-style-type: none"> Character Analysis "Edna's Ruthie" 	<ul style="list-style-type: none"> Flex Day

Note: Teachers must allot time for discussing assigned readings and developing assessments as needed.

UNIT NAME:

Discovery:

Mystery and Suspense

RECOMMENDED TIME FRAME:

Second Nine Weeks

UNIT OVERVIEW

In preparation for their transition to high school, eighth grade students continue to hone their analytical reading and writing skills. Since eighth graders are expected to master how an author creates suspense, this nine-weeks focuses on a theme of mystery and suspense. Students begin with an easily accessible lesson on mood, explore suspense in multiple texts from various genres, and then progress to the more complex skill of analyzing tone.

Texts for Study:

Primary Text: *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson

Other Texts:

Fiction: Excerpts from *The Old Man and the Sea* by Ernest Hemingway and *The First Betrayal* by Patricia Bray

Poetry: “The Highwayman” by Alfred Noyes and “The Shark” by E.J. Pratt

Nonfiction: Excerpt from *Unbroken: A World War II Story of Survival, Resilience, and Redemption* by Laura Hillenbrand

Songs: “The Highwayman” by Loreena McKennitt and “Everywhere” by Fleetwood Mac

Painting: *Watson and the Shark* by John Singleton Copley

STANDARDS

ALCOS for English Language Arts: Recurring Standards, Grades 6-8

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.

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Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

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Proficiency Scale(s) - found in Canvas resources

Sample Summative Assessment(s) [ALSDE ACAP and ACT Resources](#)

Vocabulary:

Teachers are encouraged to use the provided vocabulary resources; these research-based recommendations offer a comprehensive approach to instruction, including word acquisition, study techniques, sample assessments, and assessment-building suggestions. Module 1 contains an overview of the entire vocabulary component; all other vocabulary resources are located in the Canvas resources.

Grammar:

Teachers are encouraged to use the research-based grammar program Daily Grammar Practice as part of their daily instruction. In conjunction with this program, A+CR provides an additional sentence list with weekly templates. A+CR sentence content complements the grade-level texts while mirroring the grammatical structure of sentences found in the original version of Daily Grammar Practice for this grade level*. Module 1 contains an overview of DGP, including suggestions for implementation. A+CR DGP sentence lists and optional templates are located in the Canvas resources; all other resources and answer keys needed to implement this program are found in the original grade-level teacher guide**.

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UNIT 2: Discovery
Mystery and Suspense

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Determining Mood Through Music 	<ul style="list-style-type: none"> Determining Mood Through Music 	<ul style="list-style-type: none"> “First Betrayal” Writing Commentary 	<ul style="list-style-type: none"> “First Betrayal” Writing Commentary
WEEK 2	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Participle Practice 	<ul style="list-style-type: none"> Intro to <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> Ch. 1-2 	<ul style="list-style-type: none"> Using Annotations to Complete DJs 	<ul style="list-style-type: none"> Read Like a Detective
WEEK 3	<ul style="list-style-type: none"> Vocabulary Assign Ch. 3-4 	<ul style="list-style-type: none"> “First Betrayal” Using Participles 	<ul style="list-style-type: none"> Creating Suspense in Fiction and Nonfiction 	<ul style="list-style-type: none"> Creating Suspense in Fiction and Nonfiction 	<ul style="list-style-type: none"> Creating Suspense in Fiction and Nonfiction
WEEK 4	<ul style="list-style-type: none"> Vocabulary Assign Ch. 5-6 	<ul style="list-style-type: none"> DJs, Read Like a Detective, and Reflections for Ch. 3-4 	<ul style="list-style-type: none"> “The Highwayman” 	<ul style="list-style-type: none"> “The Highwayman” 	<ul style="list-style-type: none"> “The Highwayman”
WEEK 5	<ul style="list-style-type: none"> Vocabulary Assign Ch. 7-8 	<ul style="list-style-type: none"> DJs, Read Like a Detective, and Reflections for Ch. 5-6 	<ul style="list-style-type: none"> Gerund Notes and Practice 	<ul style="list-style-type: none"> The Poetry of Phrases 	<ul style="list-style-type: none"> Syntax Lesson
WEEK 6	<ul style="list-style-type: none"> Vocabulary Assign Ch. 9-10 	<ul style="list-style-type: none"> DJs, Read Like a Detective, and Reflections for Ch. 7-8 	<ul style="list-style-type: none"> Visual Analysis using <i>DJMH</i> 	<ul style="list-style-type: none"> Visual Analysis using <i>DJMH</i> 	<ul style="list-style-type: none"> Newspaper Project
WEEK 7	<ul style="list-style-type: none"> Vocabulary Character Analysis: “Two-Face Project” 	<ul style="list-style-type: none"> DJs, Read Like a Detective, and Reflections for Ch. 9-10 	<ul style="list-style-type: none"> Newspaper Project 	<ul style="list-style-type: none"> Tone Analysis “The Tell-Tale Heart” 	<ul style="list-style-type: none"> Tone Analysis “The Tell-Tale Heart”
WEEK 8	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Tone Analysis “The Tell-Tale Heart” 	<ul style="list-style-type: none"> Essay using <i>DJMH</i> 	<ul style="list-style-type: none"> Essay using <i>DJMH</i> 	<ul style="list-style-type: none"> Essay using <i>DJMH</i>
WEEK 9	<ul style="list-style-type: none"> Character Analysis: Two-Face Project 	<ul style="list-style-type: none"> Character Analysis: Two-Face Project 	<ul style="list-style-type: none"> Verb Moods 	<ul style="list-style-type: none"> Flex Day 	<ul style="list-style-type: none"> Flex Day

Note: Teachers must allot time for discussing assigned readings and developing assessments as needed.

UNIT NAME:

Discovery:

Challenges and Choices

RECOMMENDED TIME FRAME:

Third Nine Weeks

UNIT OVERVIEW

In preparation for the transition to high school, eighth graders continue to hone their analytical reading skills while progressing from expository to argumentative writing. Students are exposed to many forms of argument. Before writing their own arguments, students study appeals and practice recognizing them in various mediums. The argumentative texts are scaffolded so that students have the opportunity to build this challenging skill. First, students analyze advertisements before moving to nonfiction and fiction and, finally, to social arguments. With each text, students engage in discussions requiring them to make claims and support them; then they write their analysis. The nine weeks culminates with an argumentative essay and a student debate. Within the nine weeks, grammatical skills are layered with the study of SAT vocabulary from the novel. Students are introduced to active and passive voice, and they quickly move into exploring its purposeful use. Other grammatical skills, such as subject-verb agreement, capitalization, and spelling, are refined throughout the nine weeks. A number of standardized test practices are embedded within the curriculum, so summative test preparation becomes a comfortable routine.

Texts for Study:

Primary Text: *Genesis Begins Again* by Alicia D. Williams

Other Texts:

Short Story: "Harrison Bergeron" by Kurt Vonnegut

Nonfiction: "Dancing to Connect to a Global Tribe" by Matt Harding; "Ain't I a Woman" by Sojourner Truth

Nonfiction: Excerpts from *Seabiscuit* by Laura Hillenbrand

Music: Select songs as referenced in *Genesis Begins Again*

STANDARDS

ALCOS for English Language Arts: Recurring Standards, Grades 6-8

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

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R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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RESOURCES

Student Unit Progress Monitoring Document (coming in 2025)

Proficiency Scale(s) - found in Canvas resources

Sample Summative Assessment(s) [ALSDE ACAP and ACT Resources](#)

Vocabulary:

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Grammar:

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**UNIT 3: Discovery
Challenges and Choices**

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Analyzing Appeals in Advertisement 	<ul style="list-style-type: none"> Analyzing Appeals in Advertisement 	<ul style="list-style-type: none"> Dancing to Connect 	<ul style="list-style-type: none"> Dancing to Connect
WEEK 2	<ul style="list-style-type: none"> Vocabulary Ch. 1-6 	<ul style="list-style-type: none"> Subject/Verb 	<ul style="list-style-type: none"> Intro to <i>Genesis Begins Again</i> 	<ul style="list-style-type: none"> Intro to <i>Genesis Begins Again</i> Begin reading the novel 	<ul style="list-style-type: none"> Visual Analysis of Book Cover
WEEK 3	<ul style="list-style-type: none"> Vocabulary Ch. 7-13 	<ul style="list-style-type: none"> Class Discussion Ch. 1-10 	<ul style="list-style-type: none"> Types of Irony 	<ul style="list-style-type: none"> Characterization/Relationship Review Scaffolded Charts 	<ul style="list-style-type: none"> Characterization/Relationship
WEEK 4	<ul style="list-style-type: none"> Vocabulary Ch. 14-21 	<ul style="list-style-type: none"> Class Discussion Ch. 10-20 	<ul style="list-style-type: none"> Active and Passive Voice Review Scaffolded Charts 	<ul style="list-style-type: none"> Analyzing Music 	<ul style="list-style-type: none"> Conflict and Theme Novel Pages 146-155
WEEK 5	<ul style="list-style-type: none"> Vocabulary Ch. 22-33 	<ul style="list-style-type: none"> Class Discussion Ch. 20-33 	<ul style="list-style-type: none"> LTF Conflict and Theme Novel Pages 209-211 and 236-239 	<ul style="list-style-type: none"> Introduce One-Pager Activity Review Scaffolded Charts 	<ul style="list-style-type: none"> LTF Conflict and Theme Novel Pages 309-311
WEEK 6	<ul style="list-style-type: none"> Vocabulary "Seabiscuit" 	<ul style="list-style-type: none"> "Seabiscuit" 	<ul style="list-style-type: none"> "Seabiscuit" 	<ul style="list-style-type: none"> One-Pager Activity due 	<ul style="list-style-type: none"> <i>Genesis Begins Again</i> Conformity Paragraph
WEEK 7	<ul style="list-style-type: none"> Vocabulary Sojourner 	<ul style="list-style-type: none"> Sojourner Truth 	<ul style="list-style-type: none"> Sojourner Truth 	<ul style="list-style-type: none"> Essay Steps 1 and 2 with foldable 	<ul style="list-style-type: none"> Concessions and Counter-arguments
WEEK 8	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Essay Steps 3 and 4 	<ul style="list-style-type: none"> Essay Step 5 Rough Draft 	<ul style="list-style-type: none"> Essay Step 6 Edit and Revise 	<ul style="list-style-type: none"> Essay Step 7 Final Draft
WEEK 9	<ul style="list-style-type: none"> "Harrison Bergeron" 	<ul style="list-style-type: none"> "Harrison Bergeron" 	<ul style="list-style-type: none"> Conformity Lesson 	<ul style="list-style-type: none"> Flex Day 	<ul style="list-style-type: none"> Flex Day

Note: Teachers must allot time for discussing assigned readings and developing assessments as needed.

UNIT NAME:

Discovery:

Nothing New Under the Sun

RECOMMENDED TIME FRAME:

Fourth Nine Weeks

UNIT OVERVIEW

In preparation for the transition to high school, eighth graders continue to hone their analytical reading skills while progressing to more complex literary analysis. Summative test preparation is a comfortable routine by this point. This nine weeks' big idea is that there is nothing new under the sun, which emphasizes that literature is timeless. Students learn about allusions throughout the nine weeks; however, they first encounter them in advertisements that serve as approachable texts, much like last nine weeks' approach to argument. Then students research allusions, create presentations, and teach their classmates, while simultaneously identifying allusions in the drama. The main text for this nine-weeks is Shakespeare's *A Midsummer Night's Dream*. Although this drama seems ambitious for 8th grade, the short story version serves as a scaffold to the drama; since the plot is no longer a barrier, students will more readily grasp the language. The culminating assessment of the drama is an essay analyzing how the play remains relevant to readers today. A nonfiction article on dreaming enhances students' understanding of the drama and reaffirms the play's relevance. Since students have written multiple essays this year, they are given more freedom in topic choice. An in-depth analysis of "Blue Flag" and multiple -hoice practice serve as a review for the entire year, covering phrases, syntax, and close reading.

Texts for Study:

Primary Text: *A Midsummer Night's Dream* by William Shakespeare

Other Texts:

Poetry: "When icicles hang by the wall" by William Shakespeare; "Blue Flag" by Elizabeth Brewster

Short Story: "A Midsummer Night's Dream" adapted by Charles and Mary Lamb

Nonfiction: "Shakespeare's Other World" by Kim Zarins, COMMONLIT

Video: *Why Shakespeare?* By Lawrence Bridges, National Endowment for the Arts

STANDARDS

ALCOS for English Language Arts: Recurring Standards, Grades 6-8

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ALCOS for English Language Arts: Literacies, Grades 6-8

Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.

Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

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UNIT 4: Discovery
Nothing New Under the Sun

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Analyzing Allusions 	<ul style="list-style-type: none"> Effect of Allusions 	<ul style="list-style-type: none"> Allusions in Advertising 	<ul style="list-style-type: none"> Why Shakespeare?
WEEK 2	<ul style="list-style-type: none"> Vocabulary Sentence Variation 	<ul style="list-style-type: none"> Shakespeare in Six 	<ul style="list-style-type: none"> Shakespeare in Six 	<ul style="list-style-type: none"> Shakespeare in Six 	<ul style="list-style-type: none"> Shakespeare in Six
WEEK 3	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Allusion Project 	<ul style="list-style-type: none"> Allusion Project 	<ul style="list-style-type: none"> Understanding Shakespeare 	<ul style="list-style-type: none"> Understanding Shakespeare
WEEK 4	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Allusion Project 	<ul style="list-style-type: none"> <i>MND</i> a Romantic Comedy 	<ul style="list-style-type: none"> <i>MND</i> a Romantic Comedy 	<ul style="list-style-type: none"> <i>MND</i> Act I
WEEK 5	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> <i>MND</i> Act I 	<ul style="list-style-type: none"> <i>MND</i> Act II 	<ul style="list-style-type: none"> <i>MND</i> Act III 	<ul style="list-style-type: none"> <i>MND</i> Act IV
WEEK 6	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> <i>MND</i> Act V 	<ul style="list-style-type: none"> Inverted Sentences Summary of Acts not used 	<ul style="list-style-type: none"> "Shakespeare's Other World" 	<ul style="list-style-type: none"> Three Levels of Reading
WEEK 7	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Three Levels of Reading 	<ul style="list-style-type: none"> Post Mortem of a Protagonist 	<ul style="list-style-type: none"> Post Mortem of a Protagonist 	<ul style="list-style-type: none"> Post Mortem of a Protagonist
WEEK 8	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> PBL: "Blue Flag" 	<ul style="list-style-type: none"> PBL: "Blue Flag" 	<ul style="list-style-type: none"> PBL: "Blue Flag" 	<ul style="list-style-type: none"> PBL: "Blue Flag"
WEEK 9	<ul style="list-style-type: none"> Final Exams 	<ul style="list-style-type: none"> Final Exams 	<ul style="list-style-type: none"> Final Exams 	<ul style="list-style-type: none"> Final Exams 	<ul style="list-style-type: none"> Final Exams

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