

**SCOPE AND SEQUENCE – GRADE 8 ELA**  
**White Brook Middle School, Easthampton, MA**  
**School year 2014-2015**

**OVERVIEW**

**Unit 1:**

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| <b>Title:</b> Personal Narrative: Biography, Autobiography, and Fiction  |  |
| <b>Duration:</b> 10 weeks  |  |
| <b>Core Course Objectives:</b><br>RL 8.1, RL 8.5,<br>RI 8.1, RI 8.3, RI 8.5  | <b>Major Writing Goals:</b><br>Narrative writing- autobiography W 8.3a-e<br>Biographical writing- based on research W 8.2a-f |
| <b>Other Important Tasks:</b><br>Research project W 8.7, W 8.8 with<br>presentation S/L 8.4, S/L 8.5<br>Summer Reading Project (should relate<br>to/enhance content of<br>Unit 1)  | <b>Common Assessment/s:</b><br>DDM (pre/post test covering Units 1 and 2)  |
| <b>Text Types:</b><br><b>Extended text:</b> Appropriate grade level biography, autobiography, or memoir<br><br><b>Shorter texts:</b> a selection of excerpts or shorter examples of biography, autobiography, and fiction that demonstrate genre differences between the different types of texts. |  |

**Unit 2:**

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| <b>Title:</b> Modern Fiction/Ancient Stories  | <b>Duration:</b> 8 weeks  |
| <b>Core Course Objectives:</b><br>RL 8.9, RL MA 8.3.A, RL 8.2, RL 8.4   | <b>Major Writing Goals:</b><br>Essay: analysis of traditional themes, stories,<br>etc. as used in modern work of fiction W 8.9a,<br>W 8.1a-e<br>Short fiction- parody and/or irony W MA 8.3.A |
| <b>Other Important Tasks:</b><br>TBD  | <b>Common Assessment/s:</b><br>DDM (pre/post test covering Units 1 and 2)   |
| <b>Text Types:</b><br><b>Extended text:</b> Work of 21 <sup>st</sup> or 20 <sup>th</sup> century fiction that draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.<br><br><b>Shorter texts:</b> a selection of shorter texts that are examples of parody and irony. |   |

**Unit 3:**

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| <b>Title:</b> Writing and Reading History  |  |
| <b>Duration:</b> 10 weeks  |  |
| <b>Core Course Objectives:</b><br>RI 8.6, RI 8.8, RI 8.9   | <b>Major Writing Goals:</b><br>Explanatory writing based on multiple sources<br>W 8.2a-f<br>Analysis of a secondary source<br>W 8.1a-e, W 8.9b |
| <b>Other Important Tasks:</b><br>Support research paper for Science Fair<br>Research project W 8.6, W 8.7,<br>W 8.8  | <b>Common Assessment/s:</b><br>TBD   |
| <b>Text Types:</b><br>A selection of texts including primary and secondary sources related to and stemming from a particular time in history. Time period chosen should preferably align with 8 <sup>th</sup> grade Social Studies curriculum. |  |

## Unit 4:

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| <b>Title:</b> Drama: From Page to Stage  |   |
| <b>Duration:</b> 8 weeks   |   |
| <b>Core Course Objectives:</b><br>RL 8.7, RL 8.6, RL 8.3   | <b>Major Writing Goals:</b><br>Analysis of differences between script/live performance W 8.1a-e, W 8.9a |
| <b>Other Important Tasks:</b><br>Suggested task: students prepare and perform a scene, monologue, or other excerpt   | <b>Common Assessment/s:</b><br>TBD  |
| <b>Text Types:</b><br><b>Extended text:</b> Appropriate grade level drama. Live or filmed version must be available.<br><br><b>Shorter texts:</b> a selection of shorter nonfiction text that support understanding of the time period in a which the play is set and/or written; a selection of shorter nonfiction texts that support understanding of decisions actors/directors make in staging a play. |   |

## Year-long:

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| <b>Title:</b> Vocabulary Building: Greek and Latin Roots |
| <b>Duration:</b> ongoing- year-long                      |
| <b>Core Course Objectives:</b><br>L 8.4, L 8.4b, L 8.6   |

## Notes:

**These are important! Please read:**

- Order of Units 1 and 2 may be switched. DDM pre-and-post test covers BOTH units.
- Order of Units 3 and 4 may be switched.

-If teachers plan to attend live performances of plays, this should be taken into account in decision regarding order of units—there is flexibility around order of units (however, teachers should remember that the DDM will cover units 1 and 2 and plan accordingly

-Teachers may choose to incorporate focus on irony and parody in Unit 4 instead of Unit 2

-If teachers choose to teach a Shakespeare play, they are encouraged to also focus on standard RL 8.9 in the plays unit (for example, if “Twelfth Night” is taught there is modern-day movie version of the play that students could watch).

*Note: **Bold** and \* in following Scope/Sequence denotes Core Course Objective*

## Resources:

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### Model Unit Plans, Suggested Texts, and Other Resources

#### Unit #1:

- WBMS Unit Plan: We All Need Someone To Lean On

#### Unit #2:

- WBMS Unit Plan:
- Suggested texts: Shakespeare “Much Ado About Nothing” or “Twelfth Night”  
Note: If teachers are interested in teaching other Shakespeare plays, they should check with high school to see what plays are taught in HS)
- Alternate suggested text: play version of *Anne Frank: Diary of a Young Girl*

#### Unit #3:

- Suggested texts include: Mark Twain *A Connecticut Yankee in King Arthur’s Court* and other books based on the Arthurian legend

#### Unit #4:

- WBMS Unit Plan: Examining Perspective / *Anne Frank: Diary of a Young Girl*
- Suggested topic focus: The Renaissance