

Amherst Regional Middle School English Language Arts Curriculum Map Grade Eight

School Wide Theme for Grade 8:

Change

Overarching Enduring Understanding for English Language Arts, Grade 8:

Language and literature are essential tools for managing, creating and responding to change with knowledge, insight, intent and an understanding of essential characteristics that endure throughout these changes.

The English Language Arts curriculum at Amherst Regional Middle School is based on Enduring Understandings. We explore these deeper understandings by probing essential questions through literature, writing, language and critical thinking. As our students come to their own unique understandings, they own what they are learning and it resonates with them. The Eighth Grade curricular units center around the idea of *change*. All ARMS eighth graders will experience the units: Coming of Age Narratives, Humanity, Speaking Out, and Transformations, and Drama. Other units included here will fit into the year according to the teacher and team's integration plans.

The English Language Arts; reading, writing, speaking, listening and thinking, are recursive: they are learned and relearned, improved and embellished throughout an individual's school career. In our classrooms, language intersects with writing and literature, and numerous connections are made by integrating with the curricula of other departments; we know this is the way our students learn well. In our student-centered classrooms you will see writing process workshops, literature circles, cooperative learning, and project based learning to help our students improve in the English Language Arts.

Complete ARMS ELA Standards

Unit Title: Transformations**Time Frame: 6-8 weeks****Unit Enduring Understanding:** *Change is an inevitable part of life; with intention, we can make change transformational.***Unit Essential Questions:**

- *How do words hold both literal and figurative meaning?*
- *What are physical and chemical change in science and literature?*
- *How do we recognize change?*
- *What can people do to make change transformational?*

Literature Content/Skills Students will:	State/National Literature and Language Standards
<p>Understand that authors write in certain ways depending on how and what they want to say.</p> <p>Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres</p> <p>Read selected works of fiction.</p> <p>Learn to use the characteristics of different genres to make predictions about literature.</p> <p>Know and identify elements of fiction: plot, elements of characterization (personality traits, motivations, interactions with others, supporting evidence from their words, actions, and thoughts), conflict (character vs. society or group, him/herself, another character, nature, or fate), setting, and connections between the characteristics of fiction.</p> <p>Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*</p> <p>Use a series of comprehension strategies to understand and connect to literature, such as: Create mental images Use post it notes for ideas and questions about their reading Know why you're reading (purpose) and what you want to get out of it Understand the cultural and historical context of the reading Synthesize Use prior knowledge Awareness of points of view and perspective (characters, reader, author, critic) Monitor for meaning (retelling, rereading, look for context clues) Ask questions Determining importance to make predictions and inferences Make connections to students' own lives Draw conclusions from the reading that are supported from the text Word choice</p>	<p>NCTE Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Understand that thinking critically about a text deepens one's understanding of it.

Use the essential idea, basic facts and details of a text as a basis for interpretation

Identify and supply evidence for a theme in a work

Analyze the ways characters change or interact with others over time and give supporting evidence from the text

Interpret mood/atmosphere in a text and give supporting evidence for it

Make connections between their reading and their learning in other subjects

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Mass Frameworks:

1.4 : Know and apply rules for formal discussions

2.4: Integrate relevant information gathered from group discussions and interviews for reports.

4.20: Determine the meaning of unfamiliar words using context clues (*contrast, cause and effect*).

4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.

4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.

5.15: Recognize the basic patterns of English sentences (*noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun*).

5.16: Distinguish phrases from clauses.

5.17: Recognize the makeup and function of prepositional phrases.

5.18: Identify simple, compound, and complex sentences.

5.19: Recognize appropriate use of pronoun reference.

5.20: Identify correct mechanics (*comma after introductory structures*), correct usage (*pronoun reference*), and correct sentence structure (*complete sentences, properly placed modifiers*).

5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.

5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.

6.7: Analyze the language styles of different characters in literary works.

8.23: Use knowledge of genre characteristics to analyze a text.

8.24: Interpret mood and tone, and give supporting evidence in a text.

8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.

11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic

12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.

15.6: Identify and analyze how an author's use of words creates tone and mood.

Unit Title: Speaking Out**Time Frame: 6-8 weeks****Unit Enduring Understanding:** *Speaking out against injustice creates empowerment.***Unit Essential Questions:**

- *What is injustice?*
- *What prevents someone from speaking out (internally/externally)?*
- *What can people accomplish when they speak out?*
- *Why does a writer use different styles of writing?*

Literature Content/Skills Students will:	State/National Literature and Language Standards
<p>Understand that authors write in certain ways depending on how and what they want to say.</p> <p>Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres</p> <p>Read selected works of non-fiction, fiction, and poetry.</p> <p>Learn to use the characteristics of different genres to make predictions about literature.</p> <p>Know and identify elements of fiction: plot, elements of characterization (personality traits, motivations, interactions with others, supporting evidence from their words, actions, and thoughts), conflict (character vs. society or group, him/herself, another character, nature, or fate), setting, and connections between the characteristics of fiction.</p> <p>Know and identify the elements of nonfiction: author’s purpose (appeal: logic, justice, emotion, popularity), logical order, compare and contrast, cause and effect, defining argument, evidence.</p> <p>Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*</p> <p>Use a series of comprehension strategies to understand and connect to literature, such as: Create mental images Use post it notes for ideas and questions about their reading Know why you’re reading (purpose) and what you want to get out of it Understand the cultural and historical context of the reading Synthesize Use prior knowledge Awareness of points of view and perspective (characters, reader, author, critic) Monitor for meaning (retelling, rereading, look for context clues) Ask questions Determining importance to make predictions and inferences Make connections to students’ own lives Draw conclusions from the reading that are supported from the</p>	<p>NCTE Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups,

<p>text</p> <p>Word choice</p> <p>Understand that thinking critically about a text deepens one’s understanding of it.</p> <p>Use the essential idea, basic facts and details of a text as a basis for interpretation</p> <p>Identify and supply evidence for a theme in a work</p> <p>Analyze the ways characters change or interact with others over time and give supporting evidence from the text</p> <p>Interpret mood/atmosphere in a text and give supporting evidence for it</p> <p>Make connections between their reading and their learning in other subjects</p>	<p>geographic regions, and social roles.</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p> <p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>Mass Frameworks:</p> <p>1.4 : Know and apply rules for formal discussions (<i>classroom, parliamentary debate, town meeting rules</i>).</p> <p>2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>3.11: Use appropriate techniques for oral persuasion.</p> <p>3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect.</p> <p>4.20: Determine the meaning of unfamiliar words using context clues (<i>contrast, cause and effect</i>).</p> <p>4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>5.15: Recognize the basic patterns of English sentences (<i>noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun</i>).</p> <p>5.16: Distinguish phrases from clauses.</p> <p>5.17: Recognize the makeup and function of prepositional phrases.</p> <p>5.18: Identify simple, compound, and complex sentences.</p> <p>5.19: Recognize appropriate use of pronoun reference.</p> <p>5.20: Identify correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), and correct sentence structure (<i>complete sentences, properly placed modifiers</i>).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>8.26: Recognize organizational structures and use of arguments for and against an issue.</p> <p>8.27: Identify evidence used to support an argument.</p> <p>8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p> <p>11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p> <p>13.18: Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography</i>).</p> <p>13.20: Identify and use knowledge of common organizational structures (<i>logical order, comparison and contrast, cause and effect relationships</i>).</p> <p>13.21: Recognize use of arguments for and against an issue.</p> <p>13.22: Identify evidence used to support an argument.</p> <p>13.23: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p> <p>15.6: Identify and analyze how an author’s use of words creates tone and mood.</p>
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Unit Enduring Understanding: *When coming of age experiences are shared honestly they have the potential to change and impact others' lives.*

Unit Essential Questions:

- *What is a coming of age experience?*
- *What do you learn from a coming of age experience?*
- *How do you change as a result of a coming of age experience?*
- *How do writers effectively communicate these experiences and their significance?*

Literature Content/Skills Students will:	State/National Literature and Language Standards
<p>Understand that authors write in certain ways depending on how and what they want to say.</p> <p>Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres</p> <p>Read selected works of non-fiction.</p> <p>Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*</p> <p>Use a series of comprehension strategies to understand and connect to literature, such as: Create mental images Use post it notes for ideas and questions about their reading Know why you're reading (purpose) and what you want to get out of it Understand the cultural and historical context of the reading Synthesize Use prior knowledge Awareness of points of view and perspective (characters, reader, author, critic) Monitor for meaning (retelling, rereading, look for context clues) Ask questions Determining importance to make predictions and inferences Make connections to students' own lives Draw conclusions from the reading that are supported from the text Word choice</p> <p>Understand that thinking critically about a text deepens one's understanding of it.</p>	<p>NCTE Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. 10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum. 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. 12. Students use spoken, written, and visual language to accomplish

their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Mass Frameworks:

5.15: Recognize the basic patterns of English sentences (*noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun*).

5.16: Distinguish phrases from clauses.

5.17: Recognize the makeup and function of prepositional phrases.

5.18: Identify simple, compound, and complex sentences.

5.19: Recognize appropriate use of pronoun reference.

5.20: Identify correct mechanics (*comma after introductory structures*), correct usage (*pronoun reference*), and correct sentence structure (*complete sentences, properly placed modifiers*).

5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.

5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.

10.4: Identify and analyze the characteristics of various genres (*poetry, fiction, nonfiction, short story, dramatic literature*) as forms chosen by an author to accomplish a purpose.

15.6: Identify and analyze how an author's use of words creates tone and mood.

Unit Title: Humanity

Time Frame: 6-8 weeks

Unit Enduring Understanding: *Humanity is made up of several factors, including our aspirations and treating others with dignity. If either factor is missing, humanity is lost.*

Unit Essential Questions:

- *Robert Browning wrote: A man's reach should exceed his grasp- o r else, what's a heaven for? What does this mean?*
- *What does it mean to treat someone with dignity?*
- *Why is Steinbeck's writing so powerful?*

Literature Content/Skills Students will:	State/National Literature and Language Standards
<p>Understand that authors write in certain ways depending on how and what they want to say.</p> <p>Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres</p> <p>Read selected works of non-fiction, fiction and poetry.</p> <p>Learn to use the characteristics of different genres to make predictions about literature.</p> <p>Know and identify elements of fiction: plot, elements of characterization (personality traits, motivations, interactions with others, supporting evidence from their words, actions, and thoughts), conflict (character vs. society or group, him/herself, another character, nature, or fate), setting, and connections between the characteristics of fiction.</p> <p>Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*</p> <p>Use a series of comprehension strategies to understand and connect to literature, such as: Create mental images Use post it notes for ideas and questions about their reading Know why you're reading (purpose) and what you want to get out of it Understand the cultural and historical context of the reading Synthesize Use prior knowledge Awareness of points of view and perspective (characters, reader, author, critic) Monitor for meaning (retelling, rereading, look for context clues) Ask questions Determining importance to make predictions and inferences Make connections to students' own lives Draw conclusions from the reading that are supported from the text Word choice</p>	<p>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p> <p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p> <p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>Mass Frameworks: 4.20: Determine the meaning of unfamiliar words using context clues (<i>contrast, cause and effect</i>).</p>

Understand that thinking critically about a text deepens one's understanding of it.

Use the essential idea, basic facts and details of a text as a basis for interpretation

Identify and supply evidence for a theme in a work

Analyze the ways characters change or interact with others over time and give supporting evidence from the text

Interpret mood/atmosphere in a text and give supporting evidence for it

5.15: Recognize the basic patterns of English sentences (*noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun*).

5.16: Distinguish phrases from clauses.

5.17: Recognize the makeup and function of prepositional phrases.

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5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.

5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.

6.7: Analyze the language styles of different characters in literary works.

8.23: Use knowledge of genre characteristics to analyze a text.

8.24: Interpret mood and tone, and give supporting evidence in a text.

8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.

9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

10.4: Identify and analyze the characteristics of various genres (*poetry, fiction, nonfiction, short story, dramatic literature*) as forms chosen by an author to accomplish a purpose.

11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.

12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.

15.5: Identify and analyze imagery and figurative language.

15.6: Identify and analyze how an author's use of words creates tone and mood.

<p>Literature Content/Skills Students will:</p>	<p>State/National Literature and Language Standards</p>
<p>Understand that authors write in certain ways depending on how and what they want to say.</p> <p>Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres</p> <p>Read selected works of drama.</p> <p>Learn to use the characteristics of different genres to make predictions about literature.</p> <p>Know and identify the elements of drama (fiction characteristics also apply here), dialogue, stage directions, dramatic elements (aside, soliloquy, monologue, etc).</p> <p>Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*</p> <p>Use a series of comprehension strategies to understand and connect to literature, such as: Create mental images Use post it notes for ideas and questions about their reading Know why you're reading (purpose) and what you want to get out of it Understand the cultural and historical context of the reading Synthesize Use prior knowledge Awareness of points of view and perspective (characters, reader, author, critic) Monitor for meaning (retelling, rereading, look for context clues) Ask questions Determining importance to make predictions and inferences Make connections to students' own lives Draw conclusions from the reading that are supported from the text Word choice</p> <p>Understand that thinking critically about a text deepens one's understanding of it.</p> <p>Use the essential idea, basic facts and details of a text as a basis for interpretation</p> <p>Identify and supply evidence for a theme in a work</p> <p>Analyze the ways characters change or interact with others over time and give supporting evidence from the text</p>	<p>NCTE Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). <p>Mass Frameworks:</p> <p>3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect.</p> <p>4.20: Determine the meaning of unfamiliar words using context clues (<i>contrast, cause and effect</i>).</p> <p>4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>6.7: Analyze the language styles of different characters in literary works.</p> <p>8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p>

10.4: Identify and analyze the characteristics of various genres (*poetry, fiction, nonfiction, short story, dramatic literature*) as forms chosen by an author to accomplish a purpose.

11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.

15.5: Identify and analyze imagery and figurative language.

15.6: Identify and analyze how an author's use of words creates tone and mood.

17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:

- setting (*place, historical period, time of day*);
- plot (*exposition, conflict, rising action, falling action*); and
- characterization (*character motivations, actions, thoughts, development*).

17.6: Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.

18.4: Develop and present characters through the use of basic acting skills (*memorization, sensory recall, concentration, diction, body alignment, expressive detail*), explain the artistic choices made, and use a scoring guide with teacher-developed categories (*content, presentation style*) to create scoring criteria for assessment.

Unit Title: Immigration (discretionary)

Time Frame: 6 weeks

Unit Enduring Understanding: *Culture is in constant transition and is created by the individuals who participate in it. There is diversity of opinion about what American culture is; this is a strength and is an intentional aspect of our country's design.*

Unit Essential Questions:

Is America a land of opportunity today? What does it mean to be an American?

Why do people come to America? What do immigrants offer to America?

Literature Content/Skills Students will:	State/National Literature and Language Standards
<ul style="list-style-type: none">▪ Text structure differs depending on genre and is classifiable and usually predictable▪ Reading and writing are inextricably linked▪ Writers produce multiple drafts and revisions in order to communicate effectively▪ Students use basic literary elements and techniques to create imaginative and literary works	<ol style="list-style-type: none">1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).