

Kamehameha Schools Maui Middle School

“Emerging Hawaiian leaders equipped with 21st century skills and grounded in Christian and Hawaiian values.”

Scope & Sequence: 2016-2017

Teacher: Prais/Quenga

Course/Grade: ELA Grade 8 (Regular and Advanced Placement)

*Subject to change as needed

Quarter 1	Working Exit Outcomes (1a):	Strand/ Content Standards(1a, 1c): Strand Learning Goal Student will KNOW...	Skills (1a, 1c): I can statements... Students will be ABLE TO...	Essential Questions:	Assessments (1c, 1f): formative/summative include any possible performance or assessment task
<p>Unit Name :</p> <p>1. Genre Survey Date range: Aug. 1 - Aug. 9</p> <p>2. Culture and Belonging Date range: Aug. 10-Oct. 6</p>	<p>1. Lawe i ka ma‘alea a kū‘ono‘ono-Take wisdom and make it deep. Transform my knowledge through a blending of imagination, intuition, and intellect.</p> <p>2. E lawe I ka a‘o a mālama, a e‘oi mau ka na‘auao-He who takes his teachings and applies them increases his knoweldge. Grow by identifying strengths and needs and pursuing appropriate actions.</p>	<p>RL 1: Textual evidence RL 2: Theme or central idea RL 3: Dialogue and character RL 4: Word choice RL 5: Text structure W 2: Informative/explanatory writing W4: Clear and coherent writing L4a: Context clues</p>	<p>RL 3: Recognize and analyze the elements of a story’s plot and the author’s methods of characterization. RL 4: Analyze imagery and figurative language to better understand a memoir. RL 1: Cite textual evidence RL 2: Determine a theme or central idea; summarize RL 3: Analyze how dialogue propels action and reveals character. RL4: Analyze the impact of specific word choices on meaning and tone. RL 5: Analyze how text structure affects meaning and style. W2: Write informative/explanatory tet to examine a topic. W4: Produce clear and coherent writing. L4a: Use context as a clue to the meaning of a word or phrase.</p> <p>1. recognize and analyze the elements of a story’s plot and author’s methods of characterization</p>	<p>1. How do people develop and maintain their own identity within a new culture? 2. How do authors use their own style to express common themes? 3. How can poetry create common ground? 4. How do historic events influence society?</p>	<p>1. Pre/Post Test Genres to include: legend, myth, folk tale, tall tale, fairy tale, science fiction, historical fiction, realistic fiction, adventure,mystery, comedy, drama, biography, autobiography, memoir</p> <p>2. Culminating Activity: Jeopardy Game Competition</p> <p>3. *Formative:</p> <ol style="list-style-type: none"> 1. character analysis (short answer; discussion) 2. plot analysis (reflection; plot diagram) 3. identification of theme/central idea 4. chronology of events 5. narrative technique analysis (response) 6. annotative techniques 7. nonfiction element analysis 8. citation of textual evidence

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			<ol style="list-style-type: none"> 2. analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details. 3. use text features and graphic aids to analyze and understand a nonfiction text. 4. analyze imagery and figurative language to better understand a memoir. 5. recognize elements used in a documentary and understand and evaluate the purpose of each one. 6. use imagery and allusion to make inferences about the deeper meaning of a poem. 7. identify and analyze a compare/contrast organizational pattern in a text and understand how structure affects meaning. 	<ol style="list-style-type: none"> 9. vocabulary acquisition strategies 10. guiding questions <p>2. *Summative by Reading: “My Favorite Chaperone: Write a summary “Bonne Annee”: Write a narrative “A Place to Call Home”: Research explanation “The Latehomecomer”: Write a report “New Immigrants Share their Stories”: Documentary evaluation and/or media activity in the form of a video</p> <p>Culminating: write a literary analysis (compare/contrast informative essay for bias and historical accuracy-CollectionsTask 3) Titles used:</p> <ol style="list-style-type: none"> 1. Ames, Ethel. “Paul Revere and the American Revolution” 2. Longfellow, Henry Wadsworth. “Paul Revere’s Ride” 3. Johnson, Franklin. “How Accurate Was Longfellow’s Poem?” <hr/> <p>Culminating for Advanced Placement Classes:</p>
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					literary analysis, annotations, and summaries of 15 personally selected genre readings (task to be chunked and checked in staggered increments of 5)
	<p>What is your SBCP reading learning goal? How is it integrated in this unit? Learning Goal: Students will be able to cite textual evidence to support claims. How Integrated: Throughout this unit, students will read various texts in order to develop understanding around specific content related to culture and belonging. Students will purposefully employ a diverse repertoire of strategies to navigate through a range of complex texts and support claims with textual evidence.</p>	<p>How will learning be differentiated?(1c): When Students Struggle:</p> <ul style="list-style-type: none"> ● Provide individualized learning support through program “Level Up Tutorials”; use of audio text ● Use graphic organizers/annotation of content ● Track plot events ● Central idea and details--clarify main points ● Evaluate purpose and effectiveness <p>To Challenge Students:</p> <ul style="list-style-type: none"> ● Analyze character choices ● Analyze the impact of perspective ● Conduct a survey <p>Extension of Scope for Honors Classes</p> <ul style="list-style-type: none"> ○ Increased depth of learning promoted through higher level content analysis, shifts in chronology, use of flashback, use of increased, clearly-assigned dialogue, knowledge demands through situations with unfamiliar aspects, and multiple levels of meaning 			<p>Resources (1d): <i>Collections Grade 8. “Orlando”: Houghton Mifflin Harcourt, 2017. Print.</i> Okimoto, Jean Davies. (short story) “My Favorite Chaperone” [short story; anchor text, Lexile 790L] Benoit, Jean-Pierre. “Bonne Annee” [personal essay; Lexile 700] Bittle, Scott and Jonathan Rochkind. “A Place to Call Home” [research study; Lexile 1220] Kao Kalia Yang. “The Latecomer” [memoir; anchor text; Lexile 940] Gossels, Lisa. “New Immigrants Share Their Stories” [documentary] Alexie, Sherman. “Powwow at the End of the World” [poem]</p>
Quarter 2	Working Exit Outcomes (1a):	Strand/ Content Standards(1a, 1c): Strand Learning Goal Student will KNOW...	Skills (1a, 1c): Students will be ABLE TO...	Essential Questions:	Assessments (1c, 1f): formative/summative include any possible performance or assessment task
1. Poetic Forms Date Range: Oct. 19- 27	1. Lawe i ka ma’alea a kū’ono’ono-Take wisdom and make it deep. Transform my knowledge through a	RL 6: Author’s purpose RL 3: Characterization RL 5: Genre characteristic; text structure RL 4: Mood, meaning/tone	1. analyze an autobiography and explain the author’s purpose 2. identify methods of characterization in a biography and identify the author’s craft	1. Why is it important to understand historical perspective?	1. Pre/Post Test Poetic Forms to include: ballad, elegy, epic, free verse, limeric, lyric, narrative, ode, sonnet 2. Jeopardy Game Competition

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<p>2. Unit Name : The Move Toward Freedom</p> <p>Date range: Oct.28 - Dec. 9</p>	<p>blending of imagination, intuition, and intellect.</p> <p>2. E lawe I ka a’o a mālama, a e’oi mau ka na’auao-He who takes his teachings and applies them increases his knoweldge. Grow by identifying strengths and needs and pursuing appropriate actions.</p>	<p>W 2: Informative/explanatory writing</p>	<ol style="list-style-type: none"> 3. identify and analyze the key elements of historical fiction and examine how authors create mood in a story. 4. identify and analyze a cause and effect organizational pattern in a text and understand the impact of a word’s connotation on meaning. 5. recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas. 	<ol style="list-style-type: none"> 2. How does literature mirror historical events? 3. What techniques do authors use to bring historical events to life? 4. Why is it important to differentiate between fictional embellishment and factual accounts of historical events? 	<p>2. Formative:</p> <ol style="list-style-type: none"> 1. close read, annotation 2. analyze genre: autobiography, biography (short response) 3. analyze author’s purpose & craft (reflection, annotation) 4. analyze text structure (graphic organizer, annotation) 5. analyze characterization (reflection, speech) 6. guiding questions <p>Reading: “Narrative of the Life of Frederick Douglass, an American Slave”-Write a Literary Analysis “My Friend Douglass”-Compose and deliver a Speech “Conductor on the Underground Railroad”-Write an Informative Report “The Drummer Boy of Shiloh”- Compose and deliver an informative report (speech) “Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis”-Write an Informative Essay “O Captain! My Captain!”-Speaking Activity: Response by Speaking 1. Giovanni, Nikki. “The Poet and Her Craft” [biography]</p>
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				<ol style="list-style-type: none"> 2. Giovanni, Nikki. “Kidnap” [poem] 3. Giovanni, Nikki. “Nikki Giovanni’s Unusual Style” 4. Lazarus, Emma. “The New Colossus” [poem] 5. Roberts, Sam. “How a Sonnet Turned a Statue into the ‘Mother of Exiles’” [newspaper article] 6. “Chicago” [poem] 7. “Find Work” [poem] 8. “My Mother Enters the Work” [poem] 9. “To be of Use” [poem] 10. “A Story of How a Wall Stands” [poem] <p>Culminating: Write a Literary Analysis (compare/contrast informative essay for bias and historical accuracy-Task 3)</p> <ol style="list-style-type: none"> 1. Russell, William Howard. “The Battle of Balaclava” [newspaper article] 2. Lord Tennyson, Alfred. “The Charge of the Light Brigade” [poem] <hr/> <p>Culminating for Advanced Placement Classes: annotations and literary analysis for each of the 9 poetic forms</p>
	<p>What is your SBCP reading learning goal? How is it integrated in this unit?</p>		<p>How will learning be differentiated?(1c): When students struggle:</p>	<p>Resources(1d):</p>

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	<p>Learning Goal: Students will be able to read, connect their understanding to text evidence and summarize research of complex informational text. How integrated: Through this unit, students will be asked to read both nonfiction and fictional accounts of historical events, make inferences, and support their claims with evidence from the text.</p>	<ul style="list-style-type: none"> ● Provide individualized learning support through program “Level Up Tutorials”; use of audio ● Use graphic organizers/annotation of content ● practice to read with fluency ● track shifts in time ● analyze archaic language ● analyze structure: compare and contrast ● create a timeline <p>To challenge students:</p> <ul style="list-style-type: none"> ● analyze allusions ● analyze motivation ● analyze author’s perspective <p>Extention of Scope for Honors Classes</p> <ul style="list-style-type: none"> ● Sutclif, Rosemary. <i>Black Ships Before Troy: The Story of the Illiad</i> <ul style="list-style-type: none"> ○ Increased depth of learning promoted through reading at high end of text complexity band with complex story concepts, use of archaic, unfamiliar language, and multiple levels of meaning 	<p><i>Collections Grade 8. Orlando: Houghton Mifflin Harcourt, 2017. Print.</i></p> <ol style="list-style-type: none"> 1. Douglass, Frederick. “Narrative of the Life of Frederick Douglass, an American Slave” [autobiography, anchor text; Lexile 1010] 2. Freedman, Russell. “My Friend Douglass” [close read] 3. Petry, Ann. “Harriet Tubman: Conductor on the Underground Railroad” [biography; exemplar text; Lexile 1010] 4. Bradbury, Ray. “The Drummer Boy of Shiloh” [short story historical fiction; anchor text; Lexile 990] 5. Crane, Stephen. “A Mystery of Heroism” [short story; close read] 6. Swanson, James. “Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis” [History writing; Lexile 980] 7. Whitman, Walt. “O Captain, My Captain” [poem, exemplar text] 8. Giovanni, Nikki. “The Poet and Her Craft” [biography]
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			<p>9. Giovanni, Nikki. “Kidnap” [poem] 10. Giovanni, Nikki. “Nikki Giovanni’s Unusual Style” 11. Lazarus, Emma. “The New Colossus” [poem] 12. Roberts, Sam. “How a Sonnet Turned a Statue into the ‘Mother of Exiles’” [newspaper article]</p> <hr/> <p>Advanced Placement class additional reading: Sutclif, Rosemary. <i>Black Ships Before Troy: The Story of the Illiad</i></p>
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Quarters 3 and 4	Working Exit Outcomes (1a):	Strand/ Content Standards(1a, 1c): Strand Learning Goal Student will KNOW ...	Skills (1a, 1c): I can statements... Students will be ABLE TO ...	Essential Questions:	Assessments (1c, 1f): formative/summative include any possible performance or assessment task
<p>Unit Name: 1. MLA Formatting 2. The Value of Hard Work; Teen Culture and Approaching Adulthood</p> <p>Date range:</p>	<p>1. Ka ‘ike a ka makua he hei na ke keiki.- The knowledge of the parent is unconsciously absorbed by the parent. Nurture and value my identity as a source of understanding, purpose, meaning, and connection to others.</p> <p>2. Mōhala i ka wai ka maka o ka pua. - Unfolded by the water are the faces of the flower.</p>	<p>RL 6: Point of view (tone) RL 4: Word choice: imagery RI 8: Argument: sufficient evidence RL 5: Text structure (meaning) W 1: Argumentative writing W 8: Citation (standard format)</p>	<p>1. Recognize the characteristics of a story told by an omniscient, third-person narrator, how a third-person point of view creates dramatic irony, and how elements of a writer’s style contribute to a humorous tone.</p> <p>2. Cite evidence to draw conclusions about a text and analyze imagery and sensory details.</p>	<p>1. What personal traits are necessary in order to be successful in the work force? 2. How does working promote personal growth? 3. How do members of the workforce contribute collectively to advance and improve how a society functions?</p>	<p>1. Pre/Post Test: Formatting details to include: margins, spacing, header, heading, parenthetical citation, Works Cited Page Culminating Activity: The Lucky Wheel game</p> <p>2. *Formative: 1. analyze point of view (short answer; discussion) 2. analyze language--meaning of words and phrases (reflection; cite evidence; annotation; discussion)</p>

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<p>Phase 1: Jan. 9 - April 21</p> <p>Phase 2: April 24 - May 19</p>	<p>Promote and utilize Hawaiian perspectives and practices to enhance my well-being and the well-being of my ‘ohana, kaiaulu, lahui, and the world.</p>		<ol style="list-style-type: none"> 3. Analyze an argument and determine whether its claims are sufficiently supported. 4. Analyze a poem’s form to understand how the use of figurative language emphasizes certain ideas. 5. Gather relevant information from multiple print and digital sources; assess 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. 	<ol style="list-style-type: none"> 3. analyze structure (short answer; annotation; table) 4. draw conclusions (reflection & cite evidence) 5. delineate and evaluate an argument (short answer; discussion; cite evidence; graphic organizer; speech) 6. guiding questions <p>*Summative by reading: “The Adventures of Tom Sawyer”- Writing Activity: Analysis “One Last Time”: Speaking Activity (Presentation) “Teens Need Jobs, Not Just Cash”/ “Teens at Work”-Speaking Activity: Argument “Chicago”, “Find Work”, “My Mother Enters the Work Force”-</p> <p>Writing Activity: Argumentative Essay</p> <p>*Culminating - (Phase 1): Write an Argument - (Phase 2): MLA Formatted Research Paper</p> <p>Culminating for Advanced Placement classes: argument, MLA Research paper, and academic discussion on Death of a Salesman theme and relevance to modern society</p>
<p>What is your SBCP reading learning goal? How is it integrated in this unit?</p>		<p>How will learning be differentiated? (1c): When Students Struggle:</p>		

Resources (1d):
Collections Grade 8. Orlando: Houghton Mifflin Harcourt, 2017. Print.

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	<p>Learning Goal: Students will be able to cite textual evidence to support claims. How Integrated: Throughout this unit, students will read various texts in order to develop understanding around specific content related to culture and belonging. Students will purposefully employ a diverse repertoire of strategies to navigate through a range of complex texts and support claims with textual evidence.</p>	<ul style="list-style-type: none"> ● Provide individualized learning support through program “Level Up Tutorials” ● Use a chart to track details ● Analyze Graphics ● Provide Evidence ● Track Reasons and Evidence <p>To Challenge Students:</p> <ul style="list-style-type: none"> ● Create Dialogue ● Analyze Argument ● Conduct a survey/campaign <p>Extention of Scope for Advanced Placement Classes: *analyze and synthesize information, integrate multimedia, create a 30-second public service announcement on distracted driving and present to an authentic audience.</p>	<ol style="list-style-type: none"> 1. Twain, Mark. <u>The Adventures of Tom Sawyer</u> [novel excerpt; anchor text; exemplar; Lexile 1040] 2. Soto, Gary. “One Last Time” [memoir; Lexile 1140] 3. Michaud, Anne. “Teens Need Jobs, Not Just Cash” The Record Journal. “Teens at Work [argument; Lexile 1310] 4. New York Times. Arguments from “Room for Debate” and “When Do Kids Become Adults” 5. Tanaka, Naoki. “Much Too Young to Work So Hard” 6. “Why Learn Another Language?” (info article) 7. “Why Waste Time on Foreign Language?” (info article) 8. “Teach it Well, or Don’t Teach it at all” (student essay) 9. Letter from Student to Grandmother “President Pushes States to Raise Dropout Age.” (news article) 10. Paul Moran Talks with Missy Remiss on WSCH (radio interview) “The Dangers of Cyberbullying” (radio interview) 11. “Sacrificing the First Ammendment to Catch ‘Cyberbullies’” (info article) 12. “What is Cyberbullying?” (fact sheet) <p>_____</p> <p><u>Advanced Placement class:</u></p>
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			(Quarter 3) Miller, Arthur. <u>Death of a Salesman</u> . 1949. **determine a theme and explain its relevance in modern society.
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