

Course: 8<sup>th</sup> Grade English with Mr. Lotreck

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
<b>Texts</b>	<u>Copper Sun</u> Medea-Euripides	Medea-Euripides	Medea-Euripides Oedipus-Sophocles	Oedipus-Sophocles	Oedipus-Sophocles The Pearl-Steinbeck	The Pearl-Steinbeck	The Pearl-Steinbeck	The Merchant of Venice	The Merchant of Venice	The Merchant of Venice
<b>Essential Questions</b>	Do promises or oaths matter? What role does gender play in society?		How might Arrogance & Hubris affect a person and people around that person? How can ignorance be overcome? How do we come to understand the world around us? Is confidence always good?		How does money affect people? Can people truly change their social class? Are human beings basically good or bad? What value does money bring to our lives?			Why do we read Classic Literature? How does hatred and prejudice affect people? Do promises or oaths matter? What makes a piece of Literature “Classic”? How do we view people that are different from us?		
<b>Standards</b>	<u>Reading Standards:</u> 1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning. 1.2 Students interpret, analyze, and evaluate text in order to extend their understanding and appreciation. 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. 1.4 Students communicate with others to create interpretations of written, oral, and visual texts.					<u>Writing Standards:</u> 2.1 Students recognize how literary devices and conventions engage the reader. 2.2 Students explore multiple responses to literature. 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought. 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes. 3.2 Students prepare, publish, and/or present work appropriate to audience, purpose, and task. 4.2 Students speak and write using standard language structures and diction appropriate to audience and task. 4.3 Students use standard English for composing and revising written text.				
<b>Major Skills</b>	<ul style="list-style-type: none"> <li>Critical Reading and Analysis</li> <li>Interpret, analyze, and evaluate text in order to extend their understanding and appreciation</li> <li>Persuasive Essay</li> <li>Write multiple responses to literature</li> <li>Prepare, publish, and/or present work appropriate to audience, purpose, and task</li> </ul>		<ul style="list-style-type: none"> <li>Critical Reading and Analysis</li> <li>Interpret, analyze, and evaluate text in order to extend their understanding and appreciation</li> <li>Persuasive Essay or Expository Essay</li> <li>Write multiple responses to literature</li> <li>write using standard language structures</li> <li>use standard English for composing and revising written text</li> </ul>		<ul style="list-style-type: none"> <li>Critical Reading and Analysis</li> <li>Interpret, analyze, and evaluate text in order to extend their understanding and appreciation</li> <li>Persuasive Essay or Expository Essay</li> <li>multiple responses to literature</li> <li>write using standard language structures</li> <li>Prepare, publish, and/or present work appropriate to audience, purpose, and task</li> <li>use standard English for composing and revising written text</li> </ul>			<ul style="list-style-type: none"> <li>Critical Reading and Analysis</li> <li>Interpret, analyze, and evaluate text in order to extend their understanding and appreciation</li> <li>Expository Essay</li> <li>multiple responses to literature</li> <li>write using standard language structures</li> <li>use standard English for composing and revising written text</li> </ul>		
<b>Themes /Topics</b>	Betrayal, love scorned, revenge sorrow, the breaking of an oath, Inequality		Ignorance, Arrogance/Hubris, Family, Fate, Compassion/Kindness, Blindness		Poverty, Greed, Family, Inequality, Violence, Prejudice, Love, Power			Anti-Semitism, Hatred, Prejudice, Friendship, Justice/the Law, Mercy/Forgiveness, Vengeance		
<b>Field Trips / Guest Speakers</b>		Hartford Stage Company's <i>The Crucible</i>		Hartford Stage Company's <i>A Christmas Carol</i>						
<b>Coached Projects</b>	“Speak, Think, Let us Know,” “Medea on Maury,” or “Medea on Trial,” or alternative assessment		“Speak, Think, Let us Know” “Oedipus on Oprah” Talk Show or alternative assessment 8 <sup>th</sup> Grade Coached Project – The Slave Trade		Students will perform “Speak, Think, Let us Know” And an alternative assessment			Students will perform “Speak, Think, Let us Know” or a Scene From the Play and complete an alternative assessment		

Seminars	Pre-reading on Essential Questions from <i>Medea</i>  Medea pp.32-34	Medea pp.58-59  Post-reading Essential Questions from <i>Medea</i>	Pre-reading on Essential Questions from <i>Oedipus</i>  “Locked In” Poem	Selections from text – Oedipus’ <a href="#">address</a>  Post-reading on Seminar Essential Questions from <i>Oedipus</i>	Pre-reading on Essential Questions from <i>The Pearl</i>  <i>The Pearl</i> pp.25-30	Definitions of Greed	Post-reading on Essential Questions from <i>The Pearl</i>	Pre-reading on Essential Questions from <i>The Merchant of Venice</i>  Shylock’s Speech	A portion of the play, a picture of Hitler, and a passage from <i>The Pearl</i>  Post-reading on Essential Questions from <i>The Merchant of Venice</i>	
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