



**English 8**  
**2023-24 Year at a Glance (YAG)**



First Semester		Second Semester	
<b>1<sup>st</sup> Nine Weeks – 41 days</b> (August 15 <sup>th</sup> – October 12 <sup>th</sup> ) (September 5 <sup>th</sup> – No School) (October 10 <sup>th</sup> – No School)		<b>3<sup>rd</sup> Nine Weeks – 47 days</b> (January 3 <sup>rd</sup> – March 10 <sup>th</sup> ) (January 18 <sup>th</sup> – No School) (February 20 <sup>th</sup> – PD Day) (March 13 <sup>th</sup> – 17 <sup>th</sup> – Spring Break) (March 20 <sup>th</sup> – Teacher Workday)	
<b>TEKS</b>  8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7   8.5, 8.6, 8.9, 8.10, 8.11   8.7, 8.11A   8.5, 8.7   8.1D, 8.5, 8.7 8.8A, 8.9   8.10, 8.11A	<b>Reader’s Workshop (weekly)</b> Students will engage in independent choice reading using multiple genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, and science fiction in order to develop and deepen their comprehension of increasingly complex texts.  <b>Writer’s Workshop (weekly)</b> Students will engage in weekly journaling, writing in a variety of modes (expository, informative, persuasive, response to literature, creative, poetry, etc.)  <b>Characterization (5 days)</b> Students will begin the year by studying characterization (direct vs. indirect, flat vs. round characters, and static vs. dynamic characters) in order to characterize themselves as a “Getting to Know You” activity. Students will then use a mentor text from James Gulliver Hancock to guide the creation of a visual autobiography of themselves.  <b>Plot Review (3 days)</b> Students will use videos and short texts to review the elements of plot (exposition, conflict, rising action, climax, falling action, and resolution) in order to analyze these elements in texts read throughout the year.  <b>Analyzing Literary/Narrative Nonfiction and Fiction (20 days)</b> Students analyze two science-fiction short stories ( <i>Flowers for Algernon</i> and <i>The Veldt</i> ), two informational articles, and one short film connected by a central theme - Is technology improving or controlling our lives? - in order to identify similarities and differences in the authors’ messages, application of genre characteristics, and use of author’s craft. Students utilize close reading strategies such as note-taking and annotating to make connections between the texts and reflect on how the authors use genre to support their purposes.  <b>Composing Informational Text (10 days)</b> As a culminating activity for the science-fiction unit, students engage in writing as a recursive process as they brainstorm/plan, draft, revise, and edit a multi-paragraph informational essay related to the theme of technology in our world today. Students apply author’s craft learned during informational text analysis to their own writing products. In revising, students review their texts for clarity, development, organization, style, word choice, and sentence variety. In editing, students focus on capitalization, spelling,	<b>TEKS</b>  8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7   8.5, 8.6, 8.9, 8.10, 8.11   8.2C   8.3, 8.5, 8.6, 8.8D, 8.9   8.1, 8.2A, 8.2B, 8.3, 8.5 8.6, 8.7, 8.8A, 8.9   8.3, 8.5, 8.6, 8.8E, 8.9, 8.10A-D, 8.11C, 8.12	<b>Reader’s Workshop (weekly)</b> Students will engage in independent choice reading using multiple genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, and science fiction in order to develop and deepen their comprehension of increasingly complex texts.  <b>Writer’s Workshop (weekly)</b> Students will engage in weekly journaling, writing in a variety of modes (expository, informative, persuasive, response to literature, creative, poetry, etc.)  <b>Latin Roots Vocabulary Study (ongoing throughout the nine weeks)</b> Students will study various Latin roots in order to determine the meaning and usage of grade-level academic English words derived from them.  <b>Analyzing Informational Texts (5 days)</b> As background for a novel study, students read and analyze a variety of informational texts related to the novels for key ideas and the way in which organizational patterns and text features convey these ideas. Students identify the author’s purpose, intended audience, controlling idea/thesis as well as how the author uses evidence, facts, and details to support their controlling idea/thesis through close reading strategies such as notetaking and annotating. Students also practice fundamentals of research by reading a variety of sources to gather and synthesize reliable, credible information in order to learn about a topic.  <b>Novel Study (25 days)</b> Students will read a coming-of-age novel ( <i>To Kill a Mockingbird</i> for Advanced/GT and <i>Touching Spirit Bear</i> for grade level) in order to: <ul style="list-style-type: none"> <li>● analyze how themes are developed through the interaction of characters and events</li> <li>● analyze how characters’ motivations and behaviors influence events and resolution of the conflict</li> <li>● analyze non-linear plot development such as flashbacks, foreshadowing, and subplots</li> <li>● explain how the setting influences the values and beliefs of the characters.</li> </ul> <b>Argument Unit of Study (15 days)</b> Students will begin the unit by analyzing two argumentative texts in order to identify and explain each author’s claim and key ideas as well as how their quality of evidence, treatment of counterarguments, and use of rhetorical devices and logical fallacies create effective and ineffective arguments. Students identify the author’s



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<p>8.7A</p> <p>120.7</p>	<p>pronoun-antecedent agreement, subject-verb agreement, and employing a variety of sentence structures.</p> <p><b>Theme Analysis (5 days)</b> Students will use short videos to study the concept of thematic ideas in order to then be able to construct effectively written thematic statements related to texts read throughout the year.</p> <p><b>Character Development (ongoing)</b> Students will use the literature studied this nine weeks to analyze and develop character traits that will empower them to be good citizens. The traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly. Students are expected to use these traits to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live. <b>The trait of focus for the first nine weeks is trustworthiness.</b></p>	<p>120.7</p>	<p>background, purpose, and intended audience as well as the context of each argument.</p> <p>Students will then synthesize their learning as they brainstorm/plan, draft, revise, and edit a multi-paragraph argumentative/persuasive essay related to the novel study. Students will apply author’s craft learned during argumentative text analysis to their own writing and presentation products. In revising, students review their texts for clarity, development, organization, style, word choice, and sentence variety. In editing, students focus on correcting errors in grammar and spelling in order to refine and polish their products.</p> <p><b>Character Development (ongoing)</b> Students will use the literature studied this nine weeks to analyze and develop character traits that will empower them to be good citizens. The traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly. Students are expected to use these traits to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live. <b>The trait of focus for the third nine weeks is responsibility.</b></p>
<p><b>2<sup>nd</sup> Nine Weeks – 42 days</b> (October 13<sup>th</sup> – December 16<sup>th</sup>) (November 21<sup>st</sup> – 25<sup>th</sup> – Thanksgiving Break) (December 19<sup>th</sup> – January 1<sup>st</sup> – Holiday Break) (January 2<sup>nd</sup> – Teacher Workday)</p>		<p><b>4<sup>th</sup> Nine Weeks – 45 days</b> (March 21<sup>st</sup> – May 24<sup>th</sup>) (April 7<sup>th</sup> – No School) (April 28<sup>th</sup> – No School)</p>	
<p><b>TEKS</b></p> <p>8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7</p> <p>8.5, 8.6, 8.9, 8.10, 8.11</p> <p>8.2C</p> <p>8.5, 8.6, 8.7, 8.8A, 8.9, 8.10, 8.11B, 8.12</p>	<p><b>Reader’s Workshop (weekly)</b> Students will engage in independent choice reading using multiple genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, and science fiction in order to develop and deepen their comprehension of increasingly complex texts.</p> <p><b>Writer’s Workshop (weekly)</b> Students will engage in weekly journaling, writing in a variety of modes (expository, informative, persuasive, response to literature, creative, poetry, etc.)</p> <p><b>Greek Roots Vocabulary Study (ongoing throughout the nine weeks)</b> Students will study various Greek roots in order to determine the meaning and usage of grade-level academic English words derived from them.</p> <p><b>Novel Study - Literary Narrative Nonfiction/Fiction (30 days)</b> In preparation for the novel study, students will learn about the characteristics of Utopian and Dystopian societies through several informational articles. Students will research several attempts at Utopian societies in the past and present.</p> <p>Students will then read the novel <i>The Giver</i> and analyze the similarities and differences between it and the non-fiction texts and the perspectives they represent related to the <b>themes of the good of the</b></p>	<p><b>TEKS</b></p> <p>8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7</p> <p>8.5, 8.6, 8.9, 8.10, 8.11</p> <p>8.5, 8.6A-H, 8.7, 8.8A-C, 8.9A-F, 8.10, 8.11A,</p>	<p><b>Reader’s Workshop (weekly)</b> Students will engage in independent choice reading using multiple genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, and science fiction in order to develop and deepen their comprehension of increasingly complex texts.</p> <p><b>Writer’s Workshop (weekly)</b> Students will engage in weekly journaling, writing in a variety of modes (expository, informative, persuasive, response to literature, creative, poetry, etc.)</p> <p><b>Analyzing and Composing Literary Text: Drama (30 days)</b> Students use poems, short stories, informational articles, and videos as background prior to reading the drama <i>The Diary of Anne Frank</i>. Students will employ strategies to support comprehension such as interacting with the text through notetaking and annotations. Students analyze the concepts of author’s message (theme), author’s purpose, and audience as well as genre characteristics and author’s craft, including literary elements, literary devices, genre characteristics, and the relationship between these features. Students also utilize text evidence to support their inferences. Students read a variety of texts representing different structures in order to understand the impact literary elements and devices have on the authors’ messages.</p>



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120.7	<p><b>individual versus the good of the community and responsibility vs. freedom.</b> Students study the concept of author’s message (theme), literary elements and devices, genre characteristics, author’s craft, and the relationship between these features.</p> <p>As a culminating activity, students will be tasked with designing their own Utopian community, complete with a government, laws, constitution, etc. The writing component will be a expository/informational piece in which students will explain/describe their community in order to try to persuade other students to want to join their community.</p> <p><b>Character Development (ongoing)</b> Students will use the literature studied this nine weeks to analyze and develop character traits that will empower them to be good citizens. The traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly. Students are expected to use these traits to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live. <b>The trait of focus for the second nine weeks is citizenship.</b></p>	120.7	<p>In Writing, students engage in writing as a recursive process as they brainstorm, draft, revise, edit, and publish an original personal narrative about a valuable possession. Students apply author’s craft learned during reading comprehension activities and assignments to their own writing products. Students engage in both independent revising and editing as well as peer reviews. Previously learned skills about establishing focus and coherence support revising efforts, and previously learned grammar and spelling skills support editing efforts.</p> <p><b>Character Development (ongoing)</b> Students will use the literature studied this nine weeks to analyze and develop character traits that will empower them to be good citizens. The traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly. Students are expected to use these traits to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live. <b>The trait of focus for the fourth nine weeks is caring.</b></p>
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**Resources**

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p><i>For the Birds</i> (Pixar Short) Anderson, <i>Wire Cutters</i> (short film) Keyes, <i>Flowers for Algernon</i> Bradbury, <i>The Veldt</i> <i>Strange Beasts</i> (short film) Bessen, <i>The Automation Paradox</i> Naam, <i>Are Bionic Superhumans on the Horizon?</i> Hartman, <i>On the Road</i> (series of short videos used weekly) Evslin, <i>Prometheus</i> Hancock, <i>Artist, Writers, Thinkers, Dreamers: Portraits of Fifty Famous Folks and All Their Weird Stuff</i></p>	<p><i>Everyday Words from Classic Origins</i> (vocabulary work) Lowry, <i>The Giver</i> Alvarez, <i>Picked baby’s name? Not so fast, in Denmark</i> <i>Why Utopias Fail</i> (Forbes Magazine) Botstein, <i>Let Teenagers Try Adulthood</i> Hartman, <i>On the Road</i> (series of short videos used weekly)</p>	<p><i>Everyday Words from Classic Origins</i> (vocabulary work) Various articles related to the specific novels (Great Depression, Jim Crow Laws, etc. for <i>To Kill a Mockingbird</i> and restorative justice for <i>Touching Spirit Bear</i> Hartman, <i>On the Road</i> (series of short videos used weekly)</p>	<p>Bunting, <i>Terrible Things</i> Wiesel, <i>After Auschwitz</i> Kingery, <i>Peace Can Happen</i> Friedmann, <i>The Butterfly</i> Anonymous, <i>On a Sunny Evening</i> Goodrich and Hackett, <i>The Diary of Anne Frank</i> Hartman, <i>On the Road</i> (series of short videos used weekly)</p>