

# East EPO Course Overview

## English 8

### East English 6 - 12 Transfer Goals:

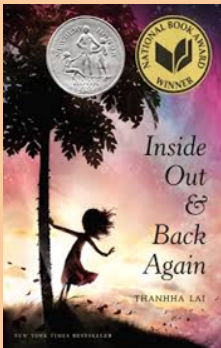
- Unit 1 (ELA 6-8): Engage purposefully with texts in order to achieve learning goals and make connections to the larger world. They will use strategies in order to understand the author's purpose, choices, and the impact of those choices.
- Unit 2 (ELA 6-8): Argue from an evidence-based perspective, using effective persuasive techniques in order to challenge the status quo.
- Unit 3 (ELA 6-8): Engage in research by asking meaningful questions, identifying and accessing appropriate resources, and seeking answers through critical analysis of print and non-print texts.
- Unit 3 (ELA 6-8): Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.
- Units 1 & 4 (ELA 6-8): Plan and compose written pieces for a variety of purposes and audiences, making intentional and effective choices about structure, language, style, and/or mode of presentation.

### English 8 Yearlong Pacing Guide:

| Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
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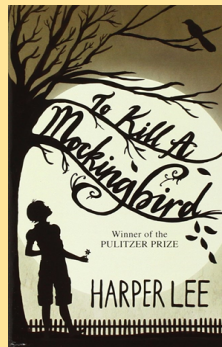
#### Unit 1

Universal Refugee Experience & *Inside Out & Back Again* by Thanhha Lai



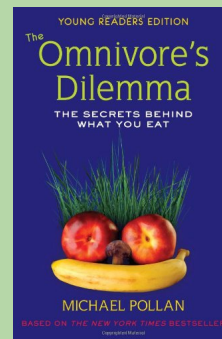
#### Unit 2

Taking a Stand & *To Kill a Mockingbird* by Harper Lee



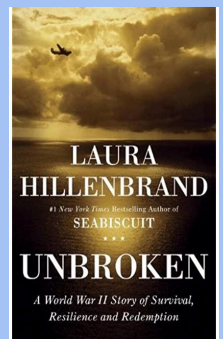
#### Unit 3

Food Supply Chains & *Omnivore's Dilemma (Young Reader's Edition)* by Michael Pollen

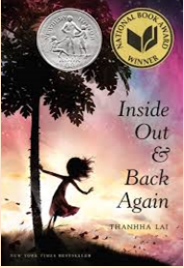


#### Unit 4

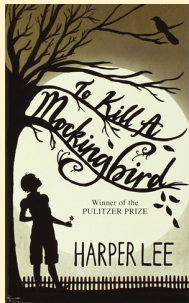
Varying Perspectives on War & *Unbroken* by Katherine Hillenbrand



# English 8 Course Overview Units 1 - 4

| Unit 1  | Enduring Understandings:  | Essential Questions:   |
|---|---|--|
| <p>Universal Refugee Experience &amp; <i>Inside Out and Back Again</i> by Thanhha Lai</p>    | <p>UNDERSTANDINGS<br/><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• <b>U1:</b> Characters (and people) change over time in response to challenges. Critical incidents reveal a character's dynamic nature.</li> <li>• <b>U2:</b> In poetry and narratives, authors use figurative language to express their/a character's emotions and thoughts.</li> <li>• <b>U3:</b> Literature which conveys the universal refugee experience is characterized by common trials and challenges related to leaving one's own home and culture and assimilating to a new one.</li> </ul> | <p><i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• What common themes unify the refugee experience?</li> <li>• How have our own lives been turned inside out?</li> <li>• How do critical incidents reveal and shape character?</li> <li>• How does figurative language help convey an intended message?</li> </ul> |
| <p><b>ELA Transfer Goal:</b><br/><i>At the end of this unit, students will use what they have learned to independently...</i></p> <p><b>Primary ELA Transfer Goal:</b> Engage purposefully with texts, using strategies in order to understand the author's purpose, choices, and impact, achieve learning goals, and connect self to the larger world.</p> <p><b>Secondary ELA Transfer Goal:</b> Plan and compose written pieces for a variety of purposes, making intentional and effective choices about structure, language, style, and mode of presentation to engage your intended audience.</p>   |   |  |
| <p><b>Performance Task (PT):</b><br/>Close Reading Series of Poems in IOaBA "Pink Boy" Narrative Arc &amp; Tetrptych</p> <p>What is a tetrptych?<br/>A tetrptych is a set of four associated artistic, literary, or musical works intended to be appreciated together. Many cultures around the world have historically and currently used tetrptychs to display art from their culture.</p> <p>Throughout the reading of the novel <i>Inside Out &amp; Back Again</i>, students will closely read and annotate selected poems. For their performance task, students will demonstrate their understanding of the novel, the narrative arc, and the concept of a dynamic character by developing a tetrptych consisting of four panels representing scenes from the Pink Boy story arc in the book (beginning with "Loud Outside" and culminating with "The Vu Lee Effect"). Each panel will align with a different section of the narrative arc: the exposition, rising action, climax, and resolution. To accompany each panel, students will select a relevant quote from the novel. And to draw their work together, they will write a paragraph examining how the changes that they see in Há reveal her to be a dynamic character. Student work will be displayed within the classroom and elsewhere within the school. Through the tetrptych students will show how the author uses the narrative arc structures in a novel to develop the complexity of the character, drive the plot, resolve conflicts and/or propel the story. , or an imagined persona, have faced and resolved challenges. The tetrptych also illustrates one or more components of the Universal Refugee Experience. After presenting their tetrptychs to their classmates and students and teachers within the art program at East Upper School. Students will have their work displayed in a central location in East Lower School.</p> <p><b>Criteria for Success:</b></p> <ul style="list-style-type: none"> <li>• Provides a clear, accurate, and creative informative presentation of challenges and issues both from the perspective of teenaged faced by refugees and from their teenaged contemporaries as they pertain to character development</li> <li>• Demonstrates understanding of figurative language, how specific word choice and connotation impacts tone and meaning</li> </ul> |   |  |

- Follows the conventions of written poetry, including stanza form, line divisions
- Publishes their polished final product to an audience in a professional manner and provides insightful feedback to other scholars upon their presentations
- Reflects meaningfully upon their own use of figurative language to express a theme upon their ability to meet the Unit Transfer goals & understandings, as well as their overall experience completing the unit of study in a new and unfamiliar context of learning (remote setting)

| Unit 2   | Enduring Understandings:   | Essential Questions:   |
|--|--|--|
| <p>Taking a Stand &amp; <i>To Kill a Mockingbird</i> by Harper Lee</p>  | <p><b>Students will understand that...</b></p> <p><b>U1:</b> Authors use examples of characters “taking a stand” and living by the “Golden Rule” to address issues related to social justice and to challenge oppressive societal norms.</p> <p><b>U2:</b> Authors purposefully engage their characters in critical incidents over the course of a text in order to develop a particular theme (or themes).</p> <p><b>U3:</b> Strong written arguments present relevant, compelling evidence related to the claim while also addressing counterclaims.</p> | <p><i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>● In what ways can we actively take a stand against injustice in our society and in our inner circles?</li> <li>● How do critical incidents reveal character in text and in life?</li> <li>● How do authors use characterization techniques to develop complex and contradictory characters?</li> </ul> |

#### ELA Transfer Goal:

*At the end of this unit, students will use what they have learned to independently...*

**Primary ELA Transfer Goal:** Argue from an evidence-based perspective, using effective persuasive techniques in order to challenge the status quo.

**Secondary ELA Transfer Goal:** Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.

#### Performance Task (PT):

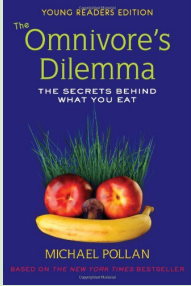
As students read excerpts from *To Kill a Mockingbird*, they will analyze the actions and dialogue of the characters (Scout, Atticus) to determine if they align with an anti-racist perspective. For their final Performance Task, they will write an argumentative essay in which they make a claim in response to the following prompt: “Do Atticus’ actions, words, and thoughts in *To Kill a Mockingbird* characterize him as a racist, a non-racist, or an antiracist?” Students will develop their argument by providing supporting reasons for their claim and evidence from their reading of the novel and supporting secondary texts, such as Ibram X. Kendi’s [How to Be an Anti-Racist](#). They will also include a counterclaim, and proceed to rebut it. For example, if students determine that Atticus is not a racist, in their counterclaim they will have to explain why his actions do not elevate him to the level of an anti-racist. Students will follow the writing process as they work on the project, brainstorming, planning, organizing, drafting, and revising, and they will provide peer feedback to classmates before turning in the final product.

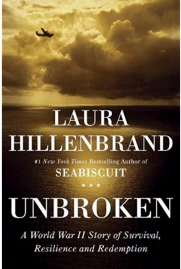
#### Criteria for Success:

Claim with supporting evidence, reasoning and acknowledgement of counterclaim.

(Level 3-4 on ELA Writing Rubric) Student can clearly identify whether Atticus is racist, non-racist or anti-racist, AND cite evidence and provide thorough analysis of text and Atticus’ actions and words.

[ELA Writing Rubric](#)

| Unit 3   | Understandings:   | Essential Questions:  |
|--|---|---|
| <p>Food Supply Chains &amp; <i>Omnivore's Dilemma</i> (Young Reader's Edition) by Michael Pollen</p>    | <p><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• <b>U1:</b> There are four food supply chains. Each of which has benefits and shortcomings.</li> <li>• <b>U2:</b> There are a variety of factors that influence the decisions about what we eat.</li> <li>• <b>U3:</b> Claims must be supported by sufficient relevant evidence and sound reasoning.</li> </ul> | <p><i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• Which of Michael Pollan's food chains would best feed the US?</li> <li>• How do we make decisions about what we eat?</li> <li>• Has the author or speaker used sufficient relevant evidence as sound reasoning to support his or her claim?</li> </ul> |
| <p><b>Transfer Goal:</b><br/> <i>At the end of this unit, students will use what they have learned to independently...</i></p> <p><b>Primary ELA Transfer Goal:</b> Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.</p> <p><b>Secondary ELA Transfer Goal:</b> Engage in research by asking meaningful questions, identifying and accessing appropriate resources, and seeking answers through critical analysis of print and non-print texts.</p>  |   |   |
| <p><b>Curriculum-Embedded Performance Task (CEPT):</b><br/> Students will present a claim, reasons, and compelling evidence for their argument for the food supply chain that would best feed the US at a symposium using one of a variety of mediums. This will be based on the evidence that they have gathered from a variety of sources, including <i>The Omnivore's Dilemma</i>, selected texts provided for them, and texts that they have located through their own research. They will write a well-developed paragraph, in which they make an argument for the food supply chain for which they have chosen to advocate, and they will defend their choice against the claims that could be made in favor of a different food supply chain.</p> <p>Students will create presentation boards, or in some cases Google slides presentations, that they will share at the symposium in the Metal's Cafe, using their best communication skills to advance their argument, and they will address any questions that their audience may pose for them.</p> <p><b>Criteria for Success:</b><br/> In multiple options of live audience presentation format, students will collaborate throughout Unit 3 to be able to: Use of credible information from authoritative sources; provide a persuasive claim based on evidence; organize evidence in final project presentation; respond to counterclaims effectively; annotate texts, organize and manage notes in preparation for final presentation; determine and use effective visuals in final presentation; take ownership of their claim and materials; and demonstrate thorough research and understanding of selected food chain.</p> |   |   |

| Unit 4   | Understandings:  | Essential Questions:  |
|--|--|---|
| <p>Varying Perspectives on War &amp; <i>Unbroken</i> by Laura Hillenbrand</p>   | <p><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• <b>U1:</b> Readers analyze texts for important and divergent accounts of historical events.</li> <li>• <b>U2:</b> Characterization can reveal themes around captivity, invisibility, and visibility.</li> </ul> | <p><i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• How do historians and readers reconcile divergent accounts of the same event?</li> <li>• How do critical incidents reveal character?</li> <li>• How does captivity make the captive invisible?</li> <li>• How can individuals become visible again?</li> </ul> |
| <p><b>Transfer Goal:</b><br/> <i>At the end of this unit, students will use what they have learned to independently...</i></p> <p><b>Primary ELA Transfer Goal:</b> Plan and compose written pieces for a variety of purposes and audiences, making intentional and effective choices about structure, language, style, and/or mode of presentation.</p> <p><b>Secondary ELA Transfer Goal:</b> Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.</p>   |  |   |
| <p><b>Performance Task (PT):</b><br/> Students will write an informational essay in which they answer the prompt: During World War II, how did the guards make American POWs in Japan feel 'invisible', and how did the captives resist? Use the strongest evidence from <i>Unbroken</i> and other selected informational sources about the Japanese point of view.</p> <p><b>Criteria for Success:</b></p> <ul style="list-style-type: none"> <li>• Content &amp; Meaning Making: I can demonstrate my understanding of content (text) and make meaning of the content (task).</li> <li>• Use of Evidence: I can cite evidence that supports the topic or claim or task.</li> <li>• Development of Analysis: I can explain the relevance and make connections to the topic, claim or task.</li> <li>• Organization: I can clearly connect ideas and information, by logical sequencing and through appropriate use of transitions.</li> <li>• Language Use: I can articulate my ideas using a formal style and precise language through word choice, sentence fluency and writer's voice.</li> <li>• Control of Writing Rules: I can demonstrate a command of the conventions of standard English usage, including spelling, grammar, capitalization, and punctuation.</li> </ul> |  |   |