

# Unit 1-Reading-Literature of Self-Discovery/Memoir

Content Area: **English Language Arts**  
Course(s): **Language Arts 8**  
Time Period: **September**  
Length: **9 weeks**  
Status: **Published**

## Unit Summary

In this unit, students will understand that literature and art can reflect and bring meaning to the process of self-discovery. Coming of age means accepting ambiguity and the idea that there are few clear-cut answers to questions of character or of situation. Personal growth is achieved through self-examination and considered choices.

## Standards

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.

TECH.8.1.8.A.CS2

Select and use applications effectively and productively.

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

## Essential Questions

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- What does it mean to "come of age"?
- How do I find my place in the world of the 21st century?
- How are the struggles and triumphs of adolescence both personal and universal?

## Enduring Understandings

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- Students will understand that literature can bring meaning to the process of self-discovery.
- Students will understand that there very few definite answers to questions that characters raise in a book.
- Students will understand that person growth happens through mistakes and reflection.

## Student Learning Objectives

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- Students will learn.....

## Application

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- Students will be able to independently use their learning to overcome difficulties and mistakes.
- Students will be able to independently use their learning to determine how their choices define their character.
- Students will be able to independently use their learning to know how teens can make a difference.
- Students will be able to independently use their learning to consider the written ideas of authors in examining one's own life in order to make inform personal decisions and lead to personal growth.

## Skills

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Students will be skilled at:

- Examining how one's own thinking, attitudes, and beliefs about choice and control can contribute to positive or negative outcomes.
- Constructing strategies and implementing behaviors to achieve personal and group goals.
- Interpreting written accounts of real lives to explain how actions and choices have consequences.
- Producing a project (written or graphic) that demonstrates skills ranging from understanding through synthesis of the material read in an independently selected memoir.

