

GRADE 8 CURRICULUM MAP 2017-2018

	Unit 1	Unit 2	Unit 3	Unit 4
Title	Expectation, Choices, and Consequences	Power, Leadership, and Civilization	Stepping Into a Different Perspective	Universal Struggles Against Society
Essential Questions/ Essential Understandings	<p><i>What is the American Dream? Is the American Dream attainable for everyone?</i> Students will evaluate what the American Dream is and identify how it changes with the Great Depression and migrant workers.</p> <p><i>Why is empathy an important human characteristic?</i> Students will compose a comparative essay analyzing how characters demonstrate empathy. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><i>Is euthanasia ever justified?</i> In a class discussion or debate students will present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><i>Are our choices a product of nature or nurture? Are humans essentially good or evil?</i> Students will read, write, discuss, and understand a complex text as they consider this question in order to write an argumentative essay addressing this topic. Students will 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.</p> <p>Students will read a series of informational articles to consider this question as it applies to the novel and current events.</p> <p><i>How does a society maintain order? What are the qualities of an effective leader?</i> Students can write a character analysis discussing the qualities of an effective leader and comparing Jack and Ralph’s approaches to leadership. Which approach is more effective?</p>	<p><i>How does technology shape an individual’s life?</i> Using three researched works, students will develop a topic of discussion in respect to technology influencing society.</p> <p><i>What allows some individuals to take a stand against injustice while others choose to participate in it?</i> Here, students will evaluate and/or reevaluate the ways in which people perceive and interact with different minority groups through the lens of one of the major texts.</p> <p><i>How are people shaped by their relationships with others?</i> Students will consider how an author shapes the perspective of the reader, specifically how the text’s point of view affects the reader’s opinion of characters, conflict, and theme.</p>	<p><i>When an individual’s choices are in direct conflict with society, what are the consequences?</i> Using one of the selected works of William Shakespeare, teachers will encourage learners to realize that “antiquated” works of art are relevant. Students will examine how one’s perspective shapes or alters the truth, debate appearance versus reality, and explore how social expectations shape identity.</p> <p><i>What makes a literary text a “classic”?</i> Students will argue whether or not the writing of Shakespeare still relates to modern audiences.</p>
End of Unit Performance Task(s)	The student will write a literary essay to demonstrate his or her ability to read and comprehend a range of sufficiently complex texts independently, to write effectively when using and analyzing sources, and to build and present knowledge through integration, comparison, and synthesis of ideas.	Students will be able to write an argument to support claims with clear reasons and relevant evidence; introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Learners will conduct research on the following topic: how is technology shaping our lives? The writing sample must incorporate at least three researched works, a reference from each text, which expound on the chosen topic.	Learners will work collaboratively to adapt or modify a scene from <i>The Taming of the Shrew</i> and <i>Romeo and Juliet</i> . Students will craft dialogue, stage directions, and gestures that reflect but amend the original.

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<p align="center">Content Connections(SS, Science, Math, World Lang, Art, Music, Other)</p>	<p>Social Studies: legislation and human rights; sociological aspects; Science: genetics, experimentation, psychology; Art: Rorschach ink-blots</p>	<p>Social Studies: Current events articles related to the theme; the Milgram Box experiment; Lawrence Kohlberg’s Stages of Moral Development</p>	<p>Social Studies: American history; minority groups; segregation Science: psychology, Civil Rights</p>	<p>Social Studies: English history and the history of the language; sociology Art: film adaptations of Shakespearean plays</p>
<p align="center">Reading Standards Across Units</p>	<p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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 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.</p>			
<p align="center">Reading Standards Central to Unit</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RL.8.9. Analyze 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</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RL.8.9. Analyze 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.</p>

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<p>Writing Standards Across Units</p>	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence. W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>			
<p>Writing Standards Central to Unit</p>	<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence</p> <p>W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1.b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1.c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.d: Establish and maintain a formal style.</p> <p>W.8.1.e: Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the 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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
<p>Speaking/Listening Standards Across Units</p>	<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			

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<p>Speaking/Listening Standards Central to Unit</p>	<p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>Language Standards Across Units</p>	<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Language Standards Central to Unit</p>	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>Grammar Focus</p>	<ul style="list-style-type: none"> ● Parts of Speech ● Subject/Predicate ● Capitalization ● Blending and Punctuating Quotes ● Confused Words: <ul style="list-style-type: none"> - there/their/they’re - to/two/too - affect/effect - then/than - threw/through - you’re/your 	<ul style="list-style-type: none"> ● Run-ons/Fragments ● Semicolons/Commas; Types of sentences; Clauses ● Confused Words: <ul style="list-style-type: none"> - weather/whether - which/witch - its/it’s - passed/past 	<ul style="list-style-type: none"> ● Apostrophes/Possessives ● Review punctuation of dialogue/quotes with focus in MLA citation ● Passive/Active ● Confused Words of the quarter: <ul style="list-style-type: none"> - who’s/whose - bare/bear - lose/loose - choose/choice 	<ul style="list-style-type: none"> ● Subject/Verb Agreement ● Pronoun/Antecedent Agreement ● Confused Words of the quarter: <ul style="list-style-type: none"> - good/well - already/ all ready - fewer/less - allot/a lot
<p>Texts</p>	<p>Required Text: John Steinbeck’s <i>Of Mice and Men</i></p> <p>Optional Text: “The Most Dangerous Game” by Richard Connell; (Collections); “The Tell-Tale Heart” by Edgar Allan Poe (Collections); “The Monkey’s Paw” by William Wymark Jacobs (Collections); <i>Flowers for Algernon</i> by Daniel Keyes; <i>"The Power of the Powerless"</i> by</p>	<p>Required Text: William Golding’s <i>Lord of the Flies</i> or Lois Lowry’s <i>The Giver</i></p> <p>Optional Text: Poetry: “In a Dark Time” by Theodore Roethke; “O Captain! My Captain!” by Walt Whitman (Collections)</p> <p>Argumentative essays: “For the Worst of Us. the Diagnosis Might Be Evil” by</p>	<p>Required Text*: Sue Monk Kidd’s <i>The Secret Life of Bees</i>; <i>Animal Farm</i> by George Orwell;</p> <p><i>Optional Text*</i>: <i>The Diary of Anne Frank</i> by Frances Hackett and Albert Goodrich (Collections); excerpt from <i>Narrative of the Life of Frederick Douglass, An American Slave</i> (Collections); excerpt from <i>Harriet</i></p>	<p>Required Text: William Shakespeare's <i>Romeo and Juliet</i> or <i>The Taming of the Shrew</i></p> <p>Supplemental Text: Background materials on William Shakespeare; “Sonnet 18” by William Shakespeare; “Sonnet 130” by William Shakespeare Articles: “When Do Kids Become Adults?” (Collections)</p>

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	<p>Christopher DeVinck; “Scarlet Ibis” by James Hurst; “Marigolds” by Eugenia Collier (Collections); “One Last Time” by Gary Soto; Poetry: “To A Mouse, On Turning Her Up In Her Nest With The Plough” by Robert Burns Country</p>	<p>Benedict Carey and “Is ‘Do Unto Others’ Written on Our Genes” by Nicholas Wade</p>	<p><i>Tubman: Conductor on the Underground Railroad</i> (Collections) Poetry: “There But for the Grace” by Wislawa Szymborska (Collections) Supplemental: Research related nonfiction articles. “Your Phone Can Wait” and “Driving Distracted” (Collections); *Teachers may elect to engage in Literature Circles utilizing the optional texts</p>	
<p>Increasing Text Complexity (Lexile Bands)</p>	<p><i>Of Mice and Men</i> (630 L) "The Power of the Powerless" (810 L)</p>	<p><i>Lord of the Flies</i> (770 L) or <i>The Giver</i> (760 L) “The Most Dangerous Game” (740L) “The Tell-Tale Heart” (900 L)</p>	<p><i>The Secret Life of Bees</i> (840 L) <i>Animal Farm</i> (1170 L)</p>	<p><i>Romeo and Juliet</i> (1340-1390 L) <i>Taming of the Shrew</i> (1340 L)</p>