

# ADV ENGLISH 8 Curriculum Map

Time Frame	Topic Content	Skills	Concepts	Major Assessments	Learning Standards	Resource
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4-6 weeks	-Pre/post assessments -Summer Reading Twain & Shakespeare = Satire Banned Book Week & Censorship	-Check for understanding/ Growth -Paraphrasing Reading Comprehension - Short & Extended Response Writing - Public speaking	OLO's -Vocabulary & SAT Vocabulary practice -Theme Point of View Characterization Elements of Plot Satire -Writing Prompts – time writing	<b>Paired Passage Response</b> * Extended Response – 4 pt. NYS rubric (format from NYS ELA Exam) <i>Reading homework</i> <i>Writing Assignments – Text Analysis Response</i> <i>Quizzes</i> <i>Bell Work</i> <i>Class Discussion</i> <i>Speech/presentation</i>	<b>W8.2a-f, 8.4</b> RL8.1,2,3,4,5 6, 6a,7,9 RI8.1,3,4,8,9 L8.5,6 W8.1a-e, W8.3e SL 8.1 8.4-8.5	OLO Writing Pre-test Novel: <u>The Adventures of Tom Sawyer</u> <u>Play: A Midsummer's Night Dream</u>
6 weeks	“Strange Goings On”  “I guess when you turn off the main road you better be prepared to see some strange houses.” -Stephen King	* reading comprehension * <i>Short Response</i> Writing w/ specific text details (References to page, paragraph or line numbers) Introduce <b>R.A.C.E.</b> strategy ( <b>R</b> estate the question, <b>A</b> nswer the question, <b>C</b> ite Evidence, <b>E</b> xpand/ <b>E</b> laborate) * <i>Extended Response</i> Writing using the correct format (introduction, body, conclusion) and including specific text details (references to page, paragraph, or line number), introduction to MLA Works Cited page	* Character Motivation * Setting * Mood * Meaning * Tone * Characterization * setting * plot, elements of plot * suspense * vocabulary * higher order questions * theme * point of view * Pun * Allusion * Vocabulary –academic and Tier 2 vocabulary	* Homework * writing assignments using a 4 point rubric- Response to Literature * Short Response writing assignments using NYS 2 point rubric. * Quizzes * Bell Work & journals * Text Analysis Response * Vocabulary Quizzes  *AIR (Accountable Independent Reading)  Writing assessment using a 4pt. rubric- <b>Narrative</b>	<b>RL8.1,2,3,4,5 6, 6a,7,9</b> RI8.1,3,4,8,9 L8.5,6 W8.1a-e, W8.3e SL8.2	RL *Novel “A Wrinkle in Time” “The Third Wish” “The Monkey’s Paw” * “The Lady or the Tiger?” * “The Bet” *The Legend of Sleepy Hollow”  RI * “Man-Made Monsters” *Speech, excerpts from “Nixon: The Meaning of Communism”

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		<ul style="list-style-type: none"> <li>* Drawing Conclusions</li> <li>* Comparing texts</li> <li>* Determining Fact vs. Opinion</li> <li>* Read informative non-fiction</li> <li>* Review literary terms</li> <li>* Determine Main idea</li> <li>* Annotating texts</li> </ul>				
4 weeks	<p>“Insights”</p> <p>“Learn what you are, and be such”</p> <p>Pindar</p>	<ul style="list-style-type: none"> <li>* reading comprehension</li> <li>* responding to questions</li> <li>* Short Response Writing w/ specific text details (References to page, paragraph or line numbers)</li> <li>Introduce <b>R.A.C.E.</b> strategy (<b>R</b>estate the question, <b>A</b>nswer the question, <b>C</b>ite Evidence, <b>E</b>xpand/<b>E</b>laborate)</li> <li>* Extended Response Writing using the correct format (introduction, body, conclusion) and including specific text details (references to page, paragraph, or line number)</li> <li>* The Sentence and its parts</li> <li>* Making predictions</li> <li>* Character motivation and reactions</li> </ul>	<ul style="list-style-type: none"> <li>* progressive verbs</li> <li>* subject verb agreement</li> <li>* indefinite, demonstrative, interrogative, reflexive, and intensive pronouns</li> <li>* Pronoun antecedent agreement</li> <li>* Vocabulary –academic and Tier 2 vocabulary</li> <li>* Spelling, grammar, capitalization and punctuation skills and lessons are embedded within the unit and determined by student need.</li> <li>* As per text and teacher generated</li> <li>* 6+1 Writing Traits</li> <li>* Public Speaking</li> </ul> <p>Narrative Writing</p>	<ul style="list-style-type: none"> <li>* NYS/ELA Practice tests</li> <li>* OLO Paired Passage Extended Response – 6 pt. NYS rubric</li> <li>* Oral review of the assessment</li> <li>* Homework</li> <li>* writing assignments using a 4 point rubric- Narrative</li> <li>* Short Response writing assignments using NYS 2 point rubric.</li> <li>* Quizzes &amp; open note-book quizzes.</li> <li>* Bell Work &amp; journals</li> <li>* Text Analysis Response</li> <li>* Spelling and Vocabulary Quizzes</li> </ul> <p>*AIR (Accountable Independent Reading) Assessment</p>	<p><b>Common Core</b></p> <p><b>RL8.2,</b></p> <p><b>RI8.1-6, 8.10</b></p> <p><b>L8.2,8.4,8.5,8.6</b></p> <p><b>W8.1a-e ,8.2a-f, 8.4,8.5, 8.10</b></p> <p><b>SL8.1, 8.4&amp;8.5</b></p>	<p>RL - Short Stories</p> <ul style="list-style-type: none"> <li>* “Charles”</li> <li>* “The Ransom of Red Chief”</li> </ul> <p>RL - Poetry</p> <ul style="list-style-type: none"> <li>* “The Road Not Taken”</li> </ul> <p>RI</p> <ul style="list-style-type: none"> <li>*”Letter to Harriet Tubman”</li> <li>*”Harriet Tubman”</li> <li>*<i>Martin Luther King, Jr. Glenville High School speech</i></li> <li>*”Mother to Son – Langston Hughes Poem</li> <li>*<i>Martin Luther King, Jr. What Is Your Life’s Blueprint</i></li> </ul> <p><b>**Poetry Out Loud Recitations**</b></p>

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		<ul style="list-style-type: none"> <li>* Review literary elements</li> <li>* Irony, Situational Irony, Verbal Irony, Theme, Complications</li> <li>* Cause and Effect</li> <li>* Making connections between literature and social studies content</li> <li>* Making predictions and identifying story elements</li> </ul>				
3 weeks	<p>“Courage and Hope”</p> <p>“All our dreams can come true if we have the courage to pursue them.” – Walt Disney</p>	<ul style="list-style-type: none"> <li>* Students will be able to recognize poetry devices.</li> <li>* Analyze narrative poetry</li> <li>* Poetic Form</li> <li>* Rhyme and Rhythm</li> <li>* Line with stanzas</li> <li>* Annotating text</li> <li>* Short and Extended Response Writing</li> </ul>	recognize and understand poetic elements: image, imagery, rhyme, refrain, metaphor, free verse, alliteration, concrete and abstract language, simile, stress, tone, onomatopoeia, repetition, flashback, hyperbole, and analogy	<ul style="list-style-type: none"> <li>* Writing assignment using a 4 point rubric- <b>Compare and Contrast</b></li> <li>* Homework</li> <li>* Quizzes</li> <li>* Writing Poetry &amp; Text Analysis Response</li> <li>* Spelling and Vocabulary Quizzes</li> <li>* Bell Work</li> <li>* Students Presentations</li> <li>*youtube.com – Mr. Wasko’s Videos (“Similes and Metaphors in Pop Culture”)</li> </ul>	<p>RL8.1,2,3,4,5,6,7,9</p> <p>RI8.3,6</p> <p>L8.1,2,5</p> <p>W8.1a-e</p> <p>SL8.1a-e</p>	<p>RL</p> <ul style="list-style-type: none"> <li>* Student-chosen song lyric analysis</li> <li>* “The Charge of the Light Brigade” (<i>The Blind Side</i>)</li> <li>* “Paul Revere’s Ride”</li> <li>* “O Captain! My Captain”</li> </ul>

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8 weeks	<p>“The Human Spirit”</p> <p>“Injustice anywhere is a threat to justice everywhere.” – Dr. Martin Luther King, Jr.</p>	<ul style="list-style-type: none"> <li>* Reading Comprehension</li> <li>* Writing</li> <li>* Research</li> <li>* understand and appreciate dramatization of historical events</li> <li>* Making connections between literature and history</li> <li>* Making predictions and identifying story elements</li> <li>* Short and Extended Response Writing</li> <li>* Annotating Text</li> </ul>	<ul style="list-style-type: none"> <li>*Spelling</li> <li>* Vocabulary</li> <li>*Review Grammar concepts -</li> <li>Active v. passive verbs</li> <li>Gerunds</li> <li>Dangling Participles</li> <li>Informative &amp; Expository Writing</li> </ul>	<ul style="list-style-type: none"> <li>* Bell Work</li> <li>* discussions</li> <li>* writing assignment using a 4 point rubric- <b>persuasive piece/ argument piece</b></li> <li>* Homework</li> <li>* Reading logs, Text Analysis Response</li> <li>* Research Project – Tracking an Iditarod Musher</li> <li>* Class/group discussions</li> <li>* Homework</li> <li>*AIR (Accountable Independent Reading) Assessment</li> </ul>	<p><b>RL8.1,2,3,4,5 6, 6a,7,9</b>  <b>RI8.2,3, 4,6,7,9</b>  <b>L8.5,6</b>  <b>W8.1a-e, W8.3e</b>  <b>SL8.2</b></p>	<p>RL</p> <ul style="list-style-type: none"> <li>*<b>The Call of the Wild and White Fang</b> – Written Argument</li> <li>*”<i>The King of Mazy May</i>”</li> </ul> <p>RI</p> <ul style="list-style-type: none"> <li>*Author Study – Jack London</li> <li>* ”<i>A Letter to His Editors</i>”</li> <li>* ”<i>The Story of an Eyewitness</i>”</li> <li>*Iditarod History &amp; Facts</li> <li>*”Mush Against Death” (Workbook)</li> <li>*“The Amazing Race” by Stephen Fraser</li> <li>* “The Last Great Race on Earth” Internet Article</li> <li>*www.iditarod.com</li> </ul>
6 weeks	<p>“Rising to Challenge” (NYS ELA Exam Review)</p> <p>“You must do the things you think you cannot do.” -Eleanor Roosevelt</p>	<ul style="list-style-type: none"> <li>* understand and appreciate an autobiography of historical events</li> <li>* Making connections between literature and history</li> <li>* Nonfiction connections</li> <li>* Research</li> <li>* Short and Extended Response Writing</li> <li>* Annotating Text</li> </ul>	<ul style="list-style-type: none"> <li>* discuss the impact of the Holocaust</li> <li>* dialogue, setting, plot, conflict, allusion, characterization</li> <li>* work together to express ideas visually</li> <li>*vocabulary development</li> <li>*Spelling, Word Choice</li> </ul>	<ul style="list-style-type: none"> <li>*class discussions</li> <li>* written responses to play (short and extended)</li> <li>* Text Analysis Response</li> <li>* class/group discussions</li> <li>* Homework</li> <li>* Social Studies-aligned research project</li> <li>* Test</li> <li>* Vocabulary &amp; Spelling Quiz</li> <li>*Study Guide Work</li> <li>*NYS ELA Exam</li> <li>*AIR (Accountable Independent Reading)</li> </ul>	<p><b>RL8.1,2,3,4,5,9</b>  <b>RI8.1,2,3,4,5,6,7</b>  <b>L8.1,2,3,5</b>  <b>W8.1a-e,4</b>  <b>SL8.1a-e,2,4</b></p>	<p>RI</p> <ul style="list-style-type: none"> <li>*<i>Pre-Reading Selections – A Diary from Another World (textbook)</i></li> <li>*”<i>Who Was Anne Frank?</i>”</li> <li>*<i>Excerpts from Night</i></li> <li>*<b>Anne Frank: Diary of a Young Girl</b></li> <li>* “<i>from The Last Seven months of Anne Frank</i>”</li> <li>* <i>from All but My Life</i>”</li> </ul> <p>RL</p> <ul style="list-style-type: none"> <li>*NYS ELA Exam</li> </ul>

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				Assessment – Marking Period 3		Review Materials
4 weeks		<ul style="list-style-type: none"> <li>* Reviewing all material covered throughout the year minus the ELA assessment</li> </ul>	<ul style="list-style-type: none"> <li>* short stories</li> <li>* poetry</li> <li>* historical fiction</li> <li>* drama</li> </ul>	<ul style="list-style-type: none"> <li>* homework</li> <li>* discussion</li> <li>* class review games</li> <li>* OLO Paired Passage Extended Response – 4 pt. 6+1 rubric</li> <li>* Final Exam</li> <li>*AIR (Accountable Independent Reading) Assessment</li> </ul>	Review of previously covered standards	<b><i>*Inside out and Back Again</i></b> (Vietnam – Module 1 excerpts)

**\*Actual order of units is at the discretion of the teacher and determined by availability of materials.**

**\*\* Writing Workshops are used to address writing skills, process, and drafting of formal pieces, as well as journal prompts.**

**\*\*\*Sustained Silent Reading time allows for Accountable Independent Reading and journaling.**

## *Frequently Used Resources*

[www.nysed.org](http://www.nysed.org) - practice tests, exemplars

[www.engageny.org](http://www.engageny.org) – updated Common Core materials

[www.readworks.org](http://www.readworks.org) - reading comprehension pieces

[www.mcdougallittell.com](http://www.mcdougallittell.com) - textbook publishing company

[www.ushmm.org](http://www.ushmm.org) - Anne Frank

Ruth Culham's *6+1 Writing Traits*

*The Language of Literature* textbook and video collection

Gruber's *Complete Preparation for the New SAT* (Review Book)

Advanced Summer Reading - *The Adventures of Tom Sawyer* with reading journal and nonfiction tic-tac-toe activities

Covered throughout the year (one per marking period):

*Little Women*

*White Fang*

*Old Man and the Sea*