

ENGLISH 8 Curriculum Map

Time Frame	Topic Content	Skills	Concepts	Major Assessments	Learning Standards	Resource
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1 week	Pre/post assessments	Check for understanding/growth	OLO's	Paired Passage Response * Extended Response – 4 pt. NYS rubric (format from NYS ELA Exam)	W8.2a-f, 8.4	OLO Writing Pre-test
8 weeks	<p>“Strange Goings On”</p> <p>“I guess when you turn off the main road you better be prepared to see some strange houses.” -Stephen King</p>	<ul style="list-style-type: none"> * reading comprehension *<i>Short Response</i> Writing w/ specific text details (References to page, paragraph or line numbers) Introduce R.A.C.E. strategy (Restate the question, Answer the question, Cite Evidence, Expand/Elaborate) *<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 * Drawing Conclusions * Comparing texts * Determining Fact vs. Opinion * Read informative non-fiction 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Homework * writing assignments using a 4 point rubric- Response to Literature * Short Response writing assignments using NYS 2 point rubric. * Quizzes * Bell Work & journals * Vocabulary Quizzes <p>*AIR (Accountable Independent Reading)</p> <p>Writing assessment using a 4pt. rubric- Narrative</p>	<p>RL8.1,2,3,4,5 6, 6a,7,9 RI8.1,3,4,8,9 L8.5,6 W8.1a-e, W8.3e SL8.2</p>	<p>RL</p> <ul style="list-style-type: none"> *Novel “A Wrinkle in Time” <p>“The Third Wish” “The Monkey’s Paw” * “The Lady or the Tiger?” * “The Bet”</p> <p>RI</p> <ul style="list-style-type: none"> * “Man-Made Monsters” *Speech, excerpts from “Nixon: The Meaning of Communism”

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

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		<ul style="list-style-type: none"> * Making connections between literature and social studies content * Making predictions and identifying story elements 				
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"> * Students will be able to recognize poetry devices. * Analyze narrative poetry * Poetic Form * Rhyme and Rhythm * Line with stanzas * Annotating text * Short and Extended Response Writing 	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"> * Writing assignment using a 4 point rubric- Compare and Contrast * Homework * Quizzes * Writing Portfolio * Spelling and Vocabulary Quizzes * Bell Work * Students Presentations *youtube.com – Mr. Wasko’s Videos (“Similes and Metaphors in Pop Culture”) 	RL8.1,2,3,4,5,6,7,9 RI8.3,6 L8.1,2,5 W8.1a-e SL8.1a-e	RL <ul style="list-style-type: none"> * Student-chosen song lyric analysis * “The Charge of the Light Brigade” (<i>The Blind Side</i>) * “Paul Revere’s Ride” * “O Captain! My Captain”

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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"> * Reading Comprehension * Writing * Research * understand and appreciate dramatization of historical events * Making connections between literature and history * Making predictions and identifying story elements * Short and Extended Response Writing * Annotating Text 	<ul style="list-style-type: none"> *Spelling * Vocabulary *Review Grammar concepts - Active v. passive verbs Gerunds Dangling Participles Informative & Expository Writing 	<ul style="list-style-type: none"> * Bell Work * discussions * writing assignment using a 4 point rubric- persuasive piece/ argument piece * Homework * Reading logs * Research Project – Tracking an Iditarod Musher * Class/group discussions * Homework *AIR (Accountable Independent Reading) Assessment 	<p>RL8.1,2,3,4,5,6, 6a,7,9 RI8.2,3, 4,6,7,9 L8.5,6 W8.1a-e, W8.3e SL8.2</p>	<p>RL</p> <ul style="list-style-type: none"> *The Call of the Wild *"<i>The King of Mazy May</i>" RI *Author Study – Jack London * "<i>A Letter to His Editors</i>" * "<i>The Story of an Eyewitness</i>" *Iditarod History & Facts *"Mush Against Death" (Workbook) *"The Amazing Race" by Stephen Fraser * "The Last Great Race on Earth" Internet Article *www.iditarod.com
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"> * understand and appreciate an autobiography of historical events * Making connections between literature and history * Nonfiction connections * Research * Short and Extended Response Writing * Annotating Text 	<ul style="list-style-type: none"> * discuss the impact of the Holocaust * dialogue, setting, plot, conflict, allusion, characterization * work together to express ideas visually *vocabulary development *Spelling 	<ul style="list-style-type: none"> *class discussions * written responses to play (short and extended) * class/group discussions * Homework * Social Studies-aligned research project * Test * Vocabulary & Spelling Quiz *Study Guide Work *NYS ELA Exam *AIR (Accountable Independent Reading) Assessment – Marking Period 3 	<p>RL8.1,2,3,4,5,9 RI8.1,2,3,4,5,6,7 L8.1,2,3,5 W8.1a-e,4 SL8.1a-e,2,4</p>	<p>RI</p> <ul style="list-style-type: none"> *<i>Pre-Reading Selections – A Diary from Another World (textbook)</i> *"<i>Who Was Anne Frank?</i>" *<i>Anne Frank: Diary of a Young Girl</i> * "<i>from The Last Seven months of Anne Frank</i>" * <i>from All but My Life</i>" RL *NYS ELA Exam Review Materials

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

Frequently Used Resources

www.nysed.org - practice tests, exemplars

www.engageny.org – updated Common Core materials

www.readworks.org - reading comprehension pieces

www.mcdougallittell.com - textbook publishing company

www.ushmm.org - Anne Frank

Ruth Culham's *6+1 Writing Traits*

The Language of Literature textbook and video collection