

**GRADE 8 CURRICULUM MAP
2020-2021**

	Unit 1	Unit 2	Unit 3	Unit 4
Title	Perception vs. Reality	Expectation, Choices, and Consequences	Stepping Into a Different Perspective	Universal Struggles Against Society
End of Unit Performance Task(s)	Argument Students will select an essential question and use the required text to answer the question while citing evidence from works read.	Literary Essay 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.	Research Students will research a current social issue. They will synthesize information from a variety of sources in MLA format, demonstrating their understanding of the issue and its impact on society.	Narrative Learners will work collaboratively to adapt or modify a scene from <i>Romeo and Juliet</i> . Students will craft dialogue, stage directions, and gestures that reflect but amend the original.
Essential Questions/ Essential Understandings	<i>Does a perfect world truly exist?</i> <i>Can uniformity divide a group?</i> <i>Why is diversity important?</i> <i>Can science fiction authors explore societal issues within dystopian texts?</i>	<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. <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). <i>Is euthanasia ever justified?</i> In a class discussion <i>or</i> 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.	<i>How does society shape an individual's life?</i> Using researched works, students will develop a topic of discussion in respect to a controversy and/or technology influencing society. <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 BIPOC through the lens of one of the major texts. <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.	<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. <i>What makes a literary text a “classic”?</i> Students will argue whether or not the writing of Shakespeare still relates to modern audiences.

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Texts	<p>Required Text:</p> <p><i>The Giver</i> by Lois Lowry (focus on the dangers of “sameness”), or <i>Refugee</i> by Alan Gratz, or <i>The Absolutely True Diary of a Part Time Indian</i> by Sherman Alexie</p> <p>Supplemental <i>Dark Matter: A Century of Speculative Fiction from the African Diaspora</i> Short Story: “The Most Dangerous Game” by Richard Connell</p> <p>Collections Unit 1: Culture and Belonging</p>	<p>Required Text: John Steinbeck’s <i>Of Mice and Men</i> (630 L) (focus on -isms)</p> <p>“The Dinner Party” by Mona Gardner</p> <p>TED-ed: The Danger of a Single Story</p> <p>Supplemental</p> <p>Collections Unit 3: The Move Toward Freedom</p>	<p>Required Text: <i>Having Our Say: The Delany Sisters First 100 Years</i> by Sarah and Elizabeth Delany 890L Research Paper Articles from the 1619 Project</p> <p>Supplemental Collections Unit 4: Approaching Adulthood <i>*Dear Martin</i> by Nic Stone (720 L) <i>*I’m Not Your Perfect Mexican Daughter</i> by Erika L. Sanchez (730 L) <i>* The Wave</i> by Todd Strasser (770 L) *Teachers will engage in Literature Circles utilizing the texts</p>	<p>Required Text: William Shakespeare's <i>Romeo and Juliet</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>
Content Connections(SS, Science, Math, World Lang, Art, Music, Other)		<p>Social Studies: Dust Bowl; American Dream; minority groups Art: Dust Bowl; film adaptations of novel</p>	<p>Social Studies: BIPOC; segregation; Civil Rights Science: technology’s influence on society Art: film adaptations of novel</p>	<p>Social Studies: English history and the history of the language; sociology Art: film adaptations of Shakespearean plays</p>
Reading Standards Across Units	<p>8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p> <p>8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)</p> <p>8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p> <p>8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)</p>			

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<p>Reading Standards Central to Unit</p>	<p>8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p> <p>8R4: 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, tone, and mood, including words with multiple meanings. (RI&RL)</p> <p>8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)</p> <p>8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)</p> <p>8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>	<p>8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p> <p>8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p> <p>8R5: In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea. (RI&RL).</p> <p>8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>	<p>8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)</p> <p>8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p> <p>8R6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI)</p>	<p>8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p> <p>8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)</p> <p>8R7: Evaluate the advantages and disadvantages of using different media-- text, audio, video, stage, or digital-- to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)</p> <p>8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>
<p>Writing Standards Across Units</p>	<p>8W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p> <p>8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable.</p>			
<p>Writing Standards Central to Unit</p>	<p>8W1: Write arguments to support claims with clear reasons and relevant evidence</p> <p>8W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</p>	<p>8W2: 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>8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable.</p>	<p>8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</p>

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Writing Standards Central to Unit Cont'd	<p>8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>8W1c: Use precise language and content-specific vocabulary to argue a claim</p> <p>8W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p>	8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p> <p>8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	
Speaking/Listening Standards Across Units	<p>8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
Speaking/Listening Standards Central to Unit	8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation	8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)
Language Standards Across Units	<p>8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
Language Standards Central to Unit	8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Grammar Focus	<p>Grammar, Usage & Mechanics: Unit 3</p> <ul style="list-style-type: none"> ● Parts of Speech <ul style="list-style-type: none"> ○ Nouns ○ Pronouns ○ Adjectives ○ Adverbs <p>Grammar, Usage & Mechanics: Unit 4</p> <ul style="list-style-type: none"> ● Parts of Speech <ul style="list-style-type: none"> ○ Verbs ○ Conjunctions 	<p>Grammar, Usage & Mechanics: Unit 5</p> <ul style="list-style-type: none"> ● Usage <ul style="list-style-type: none"> ○ Confused Words: <ul style="list-style-type: none"> - there/their/they're - to/two/too - affect/effect - then/than - threw/through - you're/your <p>Grammar, Usage & Mechanics: Unit 6</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> ○ Subject and Object ○ Who/Whom 	<p>Grammar, Usage & Mechanics: Unit 7</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> ○ Capitalization ○ Commas, Colons, & Semicolons ○ Hyphens, Parentheses, & Dashes ○ Quotations ○ Letters and e-mails <p>Grammar, Usage & Mechanics: Unit 1</p> <ul style="list-style-type: none"> ● Sentence Structure <ul style="list-style-type: none"> ○ Complete Sentences ○ Predicates ○ Phrases 	<p>Grammar, Usage & Mechanics: Unit 2</p> <ul style="list-style-type: none"> ● Sentence Structure <ul style="list-style-type: none"> ○ Simple & Compound ○ Clauses ○ Active & Passive Voice ○ Expanding and Combining Sentences ○ Kinds of Sentences
Vocabulary Focus	<p>Sadlier Vocabulary Workshop, Level C</p> <p>Unit 1-4</p> <p>* Additional vocabulary will be embedded within the anchor texts taught.</p>	<p>Sadlier Vocabulary Workshop, Level C</p> <p>Unit 5-8</p> <p>* Additional vocabulary will be embedded within the anchor texts taught.</p>	<p>Sadlier Vocabulary Workshop, Level C</p> <p>Unit 9-12</p> <p>* Additional vocabulary will be embedded within the anchor texts taught.</p>	<p>Sadlier Vocabulary Workshop, Level C</p> <p>Unit 13-15</p> <p>* Additional vocabulary will be embedded within the anchor texts taught.</p>
Increasing Text Complexity (Lexile Bands)	<p><i>The Giver</i> by Lois Lowry 760L</p>	<p><i>Of Mice and Men</i> (630 L)</p>	<p><i>Having Our Say: The Delany Sisters First 100 Years</i> by Sarah and Elizabeth Delany 890L</p>	<p><i>Romeo and Juliet</i> (1340-1390 L)</p>