2015-16 SAUSD Curriculum Map: ELA Grade 8 Year at a Glance

Title	Sug. Time	Suggested Big Idea	Suggested Essential Questions	Assessment/ Performance Task	Texts

Unit 1: Text Structures (Fiction & Argumentative)	7-8 wks	**Structures** have parts that interrelate.	• How do writers of both fiction and non-fiction use structure to guide ideas?
			• How does structure provide a framework for ideas to be clearly communicated? What occurs if there is an absence of structure?
			• How do different structures allow for different ideas to be tracked and understood?
				Plot dissections using evidence from texts.
				
				Write paragraphs for different purposes that reflect unity, clarity, and coherence. (Argumentative, informational)
					CORE TEXTS:
					• "The Treasure of Lemon Brown" (pg. 490-498) (Fiction)
					• Homelessness articles (non-fiction; compliment to "TLB")
					  http://goo.gl/h5uOsB
					  http://goo.gl/rmvx3V
					• "The Landlady" (p. 62) (Fiction)
					
					SUGGESTED TEXTS:
					• "The Lottery" by Shirley Jackson (fiction) **
					  http://goo.gl/waHc6j
					• "The Veldt" by Ray Bradbury (fiction) **
					  http://goo.gl/B8SVKe
					• PBS: "A Whale of a Business: Anti-Captivity Views" (argumentative text) http://goo.gl/ppSfNs
					• *Blackfish* trailer: (argumentative) http://blackfishmovie.com/ (video)
					• The New York Times: "Smart, Social, and Erratic in Captivity" (informational) http://goo.gl/z6eVoV
					
					** Highly Challenging

Unit 2: Characters	6 wks	All aspects of one's life **contribute** to one's character.	• What techniques do authors use to show the unique personality traits of his or her characters? • What is the difference between "showing" what a character is like and "telling" what they're like? • How does one's background, life experiences, and environment shape who they are?	Character Analysis Project (various possible projects; optional multi-media) Argumentative Essay (using evidence from the text to support characterization, motivation, etc.)	**CORE TEXTS:** • "Mrs. Flowers" (pg. 129-134) (Fiction) • "The Circuit" (pg. 182-189) (Fiction based on a true story) **SUGGESTED TEXTS:** • "When I Was Puerto Rican" by Esmeralda Santiago (autobiography-- complimentary text to "Mrs. Flowers") http://goo.gl/i6tdRb • "Fear" by Gary Soto (fiction) http://goo.gl/jjFku1 (scroll down to pg. 25/ 479) • "Bullies on Bullying: Why We Do it" http://goo.gl/csW44H (non-fiction) (complimentary to "Fear") • "Salvation" by Langston Hughes (fiction) http://goo.gl/GVYGO2
Unit 2: "When is Lying Okay?" *For teachers in the ERWC program	6 wks	Ethical perceptions of lying differ from person to person	• When is lying justified? • What are the best arguments for not lying? • What are the best arguments for telling lies? • How do lies affect our relationships with others?	Write an argumentative essay in which you answer the question: When is lying OK? Always, sometimes, or never?	**CORE TEXTS (Informational/Argumentative):** • "The U.S. Political Campaign: Lie, Lies, Lies" • "It's the Truth: Americans Conflicted About Lying" • "Rejecting All Lies: Emanuel Kant" • "Brad Blanton: Honestly, Tell the Truth" • "Teens Do their Share of Lying" **SUGGESTED TEXTS:** Video on Ethos, Pathos, and Logos **http://www.shmoop.com/video/ethos-pathos-logos**

Unit 3: Theme	7 wks	Conflict and the use of power can result in both positive and negative change.	• What are different ways that themes are presented in literature? • How does one's attitude towards conflict affect their ability to overcome it? • How does power come in many forms?	Research Project (Holocaust, Japanese Internment, Current Community Issues) Response to Literature Project Diary Entries	**CORE TEXTS:** • from, "The Diary of Anne Frank" (pg. 213-214) (Excerpt from Autobiography) • "Camp Harmony"(pg. 319-323) (Autobiographical Excerpt) • "In Response to Executive Order 9066" (pg. 325) (Letter) "Walking with Living Feet" (pg. 313-315) (Autobiographical Incident)
					SUGGESTED TEXTS: • Video: "The Path to Nazi Genocide" www.ushmm.org/learn (United States Holocaust Memorial Museum) • Article: "Anne Frank" http://www.ushmm.org/wlc/en/article.php?ModuleId=10005210
Unit 4: Style: A Writer's Toolbox	6 wks	Style is the **convergence** of several factors that produce an ultimate outcome.	• What elements converge to form an author's unique style and how does each play a unique role? • What are some ways that readers deconstruct literary style? • How does an author's background contribute to their literary style? • How do authors create mood or tone in their texts?	Museum Display analyzing a writer's unique literary style using evidence from his/her texts, author's background, etc.	**CORE TEXTS:** • "The Tell-Tale Heart" (pg. 353-362) (Fiction) • "The Landlady" (pg. 61-70) (Fiction) • Poe Video and Dahl Video
					SUGGESTED TEXTS: • Any excerpts from Dahl's children's literature (*The Twits*, *James and the Giant Peach*) and Poe's short stories and poems ("Annabelle Lee," "The Raven," "The Black Cat") • Mood and Tone YouTube Video http://goo.gl/Ahy9zV • "The Landlady" (film) http://goo.gl/KwqDTn • "Psychopath Article" http://goo.gl/udtzwC
Unit 5: Poetry	4 wks	Poetry is the **convergence** of inspiration, form and structure, language, and meaning.	• How does the form of poetry relate to a poem's meaning? • What purposes do the different poetic devices play in constructing meaning? • How does poetry differ from prose and how does this difference affect purpose and meaning?	Write poetry using literary devices. Write an argument about the deeper meaning of a poem citing evidence from the poem that supports your claims.	**CORE TEXTS:** • "A Valentine for Ernest Mann" (pg.406) (Lyric) • "Ode to Thanks" (pg. 437) (Ode) • "I Hear America Singing" (pg. 451) (Free Verse) • "I, Too" (pg. 452) (Free Verse) • "Oh Captain, My Captain" p.447 (Elegy)
					SUGGESTED TEXTS: • Biography texts and videos of poets http://goo.gl/1VcUV0 http://goo.gl/Cv0JU1 http://goo.gl/NVURUj http://goo.gl/KjlFzF • "Rose that Grew from Concrete" by Tupak Shakur • "Identity" by Julio Noboa • "I am Nobody, Who are You?" Emily Dickinson • "Four Skinny Trees" by Sandra Cisneros • "Caged Bird" by Maya Angelou • Oh Me, Oh Life" by Walt Whitman

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Unit 6: Novel (Cumulative Lit Elements)	4-6 Wks	Will Vary depending on novel chosen.	Will vary depending on novel chosen.	Will vary depending on novel chosen.	**CORE TEXTS:** *Choose one:* • *The Giver* by Lois Lowry • *Roll of Thunder, Hear My Cry* by Mildred D. Taylor **SUGGESTED TEXTS:** • *The Pigman* by Paul Zindel • *That Was Then, This is Now* by S.E. Hinton • *A Monster Calls* by Patrick Ness (pending approval) Appropriate Informational and Argumentative Texts for selected novel
Unit 6: "The Construction of a College Experience"	2 Wks For ERWC and 4 weeks for Novel	It is easiest to reach your final destination if you have a map to where you are going.	• What are the various requirements for college admission • Will my desired profession job require college or technical training? • How does my secondary education prepare me for my future?	Write a position paper on whether or not college is right for you. Describe your point of view, use evidence from the articles read in this unit and bring in additional research pertinent to your personal aspirations in order to determine whether or not a college degree is required for your future career goals.	**CORE TEXTS (Informational):** • "Middle Schoolers: Why College?" • "Facing the Culture Shock of College" • "College is Worth the Cost" • "Getting Ready For College Early: Steps 1,2,3, and 4 • "College Preparation in Middle School" • "A Letter to a Future College Student" • "What's College Like?" **SUGGESTED TEXTS:** • The Importance of a College Education Video http://yhoo.it/1A0Xwqo

SAUSD ELA Grade 8 Curriculum Maps 2015-16
Unit 1 "Text Structures" (Fiction and Argumentation) (7-8 Weeks)

Suggested Big Idea	Structures have parts that interrelate.
Suggested Essential Questions	• How do writers of both fiction and non-fiction use structure to guide ideas? • How does structure provide a framework for ideas to be clearly communicated? What occurs if there is an absence of structure? • How do different structures allow for different ideas to be tracked and understood?
Assessments/ Performance Task	• Plot dissections using evidence from texts. • Write paragraphs for different purposes that reflect unity, clarity, and coherence.

CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus

RL.8.1 Cite evidence
 RL.8.3 Analyze lines of dialogue or incidents
 RL.8.4 Word analysis and effect
 RL.8.5 Compare and contrast structure of texts
 RL.8.10 Read and comprehend literature
 RI.8.1 Cite evidence
 RI.8.2 Determine central idea of text; write summary
 RI.8.3 Analyze how a text makes connections
 RI.8.4 Word analysis and effect
 RI.8.5 Analyze in detail the structure of a specific paragraph in a text
 a. Analyze the use of text features (e.g., graphics, headers, captions)
 RI.8.6 Determine author's point of view or purpose in a text
 RI.8.8 Evaluate the argument and evidence
 RI.8.9 Analyze texts presenting conflicting information
 SL.8.1 Engage effectively in a range of collaborative discussions (a-d)
 SL.8.2 Analyze information from media
 SL.8.3 Evaluate the speaker's argument
	P.I: I.6 Reading Closely; Explicit and implicit word meanings
	 P.I:I.7 Evaluate how well writers and speakers use language
	 P.I:I.8 Analyze how writers and speakers use vocabulary
	 P.II: SCT.1 Understanding Text Structure
	 P.I:C.1 Exchange Info and Ideas through Collaborative discussions
	 P.I: Pro.11 Justify own arguments and evaluate other's arguments in writing
	 P.I:Pro.10 Write literary and informational texts using technology
	 P.I:Pro.12 Selecting and applying vocabulary and language structures
	 P.II:SCT.1 Understanding cohesion
	 P.IICCI.6 and 7- Connecting and condensing ideas
		Core Texts
		 • "The Treasure of Lemon Brown" (pg. 490-498)(Fiction)
		 • Homelessness articles (non-fiction; compliment to "TLB")
		  http://goo.gl/h5uOsB
		  http://goo.gl/rmvx3V
		 • "The Landlady" (p. 62) (Fiction)
		
		 Suggested Texts
		 • "The Lottery" by Shirley Jackson (fiction)
		  http://goo.gl/waHc6j
		 • "The Veldt" by Ray Bradbury (fiction)
		  http://goo.gl/B8SVKe
		 • PBS: "A Whale of a Business: Anti-Captivity Views" (argumentative text)
		  http://goo.gl/ppSfNs
		 • *Blackfish* trailer: http://blackfishmovie.com/ (video)
		 • The New York Times: "Smart, Social, and Erratic in Captivity" (informational text)
		  http://goo.gl/z6eVoV
			L8.1 Conventions
			 a. Explain the function of verbals (gerunds, participles, Infinitives)
			 L.8.2. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
			 L.8.3 Use knowledge of language its conventions
			 L.8.4 Determine or clarify meaning of words (a-d)
				Science:
				 Biology
				
				 History:
				 "Valley Forge: Would You Have Quit?" (argumentative)
					W.8.1 Write arguments
					 W.8.2 Write informative/ explanatory texts (a-f)
					
					 TEPAC Academic Summary Template
					
					 W.8.4 Produce coherent writing
					 W.8.5 Plan and revise writing
					 W.8.9 Draw evidence from texts
					 W.8.10 Write routinely
					
					 Sample Prompts:
					 • Does "The Landlady" follow a traditional plot structure? Explain your answer using evidence from the text.
					 • Summarize the debate over keeping whales in captivity.

Textbooks: *Holt Literature and Language Arts*, Introductory Course. Holt, Rinehart and Winston, 2003.   Educational Services Revised 5/28/15
Holt Handbook, Introductory Course. Holt, Rinehart and Winston, 2003.

Unit 2 "Characters" (6 Weeks)

Suggested Big Idea	Contribution: All aspects of one's life contribute to one's character.
Suggested Essential Questions	• What techniques do authors use to show the unique personality traits of his or her characters? • What is the difference between "showing" what a character is like and "telling" what they're like? • How does one's background, life experiences, and environment shape who they are?
Assessments/ Performance Task	• Character Analysis Project (various possible projects; optional multi-media) • Argumentative Essay (using evidence from the text to support characterization, motivation, etc.)

CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.8.1 Cite evidence **RL.8.3** Analyze lines of dialogue or incidents **RL.8.4** Word analysis and effect **RL.8.6** Analyze differences in point of view of characters and audience **RL.8.9** Analyze allusions **RL.8.10** Read and comprehend literature **RI.8.5** Analyze structure **a**. Analyze the use of text features **RI.8.8** Evaluate the argument and evidence **RI.8.9** Analyze two or more texts providing conflicting information **SL.8.1** Engage effectively in a range of collaborative discussions	**P.I: I.6.** Reading Closely; Explicit and implicit word meanings **P.I: Pro.10** Writing Literary and Informational texts using technology **P.I: Pro.11** Justify own arguments and evaluate other's arguments in writing **P.I:C.3** Justifying opinions, negotiating with and persuading others in communicative exchange **P.II. SCT.1** Understanding Text Structure **P.IISCT.2** Understanding Cohesion **P.II.CCI.6** Connecting ideas **P.II.CCI.7** Condensing ideas **P.II:SCT.1** Understanding Text Structure **P.II:SCT.2** Understanding cohesion **P.I:C.1** Exchange Info and Ideas through Collaborative discussions	**Core Texts** • "Mrs. Flowers" p. 129-134 (Fiction) • "The Circuit" p. 182-189 (Fiction) **Suggested Texts** • "When I Was Puerto Rican" by Esmeralda Santiago (autobio--complimentary text to "Mrs. Flowers") http://goo.gl/i6tdRb • "Fear" by Gary Soto (fiction) http://goo.gl/jjFku1 • (scroll down to pg. 25/ 479) • "Bullies on Bullying: Why We Do it" http://goo.gl/csW44H • (non-fiction) (complimentary to "Fear") • "Salvation" by Langston Hughes (fiction) http://goo.gl/GVYGO2	**L.8.1. b**. Form and use verbs in the active and passive voice. **L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.8.3** Use knowledge of language its conventions **L.8.4** Determine or clarify meaning of words (a-d) **L.8.5** Demonstrate understanding of figurative language and nuances in meaning	**Science:** Psychology/ Neuroscience (effects of childhood trauma) **Social Science:** The changing Economy	**W.8.1** Write arguments (a-e) **W.8.4** Produce coherent writing **W.8.5** Plan and revise writing **W.8.9** Draw evidence from texts **W.8.10** Write routinely

Unit 2- "When is Lying Okay?" *For teachers in the ERWC program

Suggested Big Idea	Ethical perceptions of lying differ from person to person
Suggested Essential Questions	• When is lying justified? • What are the best arguments for not lying? • What are the best arguments for telling lies? • How do lies affect our relationships with others?
Assessments/ Performance Task	• Write an argumentative essay in which you answer the question: When is lying OK? Always, sometimes, or never?

CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RI.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 **RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events. **RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings **RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **RI.8.6.** Determine an author's point of view or purpose in a text **RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **RI.8.8** Evaluate the argument and evidence **RI.8.9** Analyze two or more texts providing conflicting information **SL.8.1** Engage effectively in a range of collaborative discussions	**P.I: I.6.** Reading Closely; Explicit and implicit word meanings **P.I: Pro.10** Writing Literary and Informational texts using technology **P.I: Pro.11** Justify own arguments and evaluate other's arguments in writing **P.I:C.3** Justifying opinions, negotiating with and persuading others in communicative exchange **P.II. SCT.1** Understanding Text Structure **P.IISCT.2** Understanding Cohesion **P.II.CCI.6** Connecting ideas **P.II.CCI.7** Condensing ideas **P.II:SCT.1** Understanding Text Structure **P.II:SCT.2** Understanding cohesion **P.I:C.1** Exchange Info and Ideas through Collaborative discussions	**Core Texts** • **The U.S. Political Campaign: Lie, Lies, Lies"** • **"It's the Truth: Americans Conflicted About Lying"** • **"Rejecting All Lies: Emanuel Kant"** • **"Brad Blanton: Honestly, Tell the Truth"** • **"Teens Do their Share of Lying"** **Suggested Texts** **Video on Ethos, Pathos, and Logos** **http://www.shmoop.com/video/ethos-pathos-logos**	**L.8.1. b**. Form and use verbs in the active and passive voice. **L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.8.3** Use knowledge of language its conventions **L.8.4** Determine or clarify meaning of words (a-d) **L.8.5** Demonstrate understanding of figurative language and nuances in meaning **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.	**Social Science:** The changing Economy	**W.8.1** Write arguments (a-e) **W.8.2** Write informative/explanatory texts, including career development documents to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.8.4** Produce coherent writing **W.8.5** Plan and revise writing **W.8.7** Conduct short research projects to answer a question (**W.8.8** Gather relevant information from multiple print and digital sources **W.8.9** Draw evidence from texts **W.8.10** Write routinely over extended time frames

Textbooks: *Holt Literature and Language Arts*, Introductory Course. Holt, Rinehart and Winston, 2003.   Educational Services Revised 5/28/15
Holt Handbook, Introductory Course. Holt, Rinehart and Winston, 2003.

Unit 3 Theme (5 Weeks)

Suggested Big Idea	Conflict and the use of power can result in both positive and negative change.
Suggested Essential Questions	• What are different ways that themes are presented in literature? • How does one's attitude towards conflict affect their ability to overcome it? • How does power come in many forms?
Assessments/ Performance Task	• Research Project (Holocaust, Japanese Internment, Current Community Issues) • Response to Literature Project • Diary Entries

CCS Standards	ELD Standards	Complex Texts	Language	Cross Content Connections	Writing Focus
RL.8.1 Cite evidence **RL.8.3** Analyze lines of dialogue or incidents **RL.8.4** Word analysis and effect **RL.8.6** Analyze differences in point of view of characters and audience **RL.8.10** Read and comprehend literature **RI.8.1** Cite evidence **RI.8.2** Determine central idea of text; write summary **RI.8.3** Analyze how a text makes connections **RI.8.4** Word analysis and effect **RI.8.5** Analyze in detail the structure of a specific paragraph in a text **a**. Analyze the use of text features (e.g., graphics, headers, captions) **RI.8.6** Determine author's point of view or purpose in a text **RI.8.8** Evaluate the argument and evidence **SL.8.2** Analyze information from media **SL.8.4** Present findings **SL.8.5** Integrate multimedia into presentations	**P.I:I.6** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language **P.I: Int.7** Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area **P.I: C.2** Interacting with others in written English **P.I: Pro.10** Writing literary and informational texts, using appropriate technology	**Core Texts** • from, "The Diary of Anne Frank" (pg. 213-214) (Excerpt from Autobiography) • "Camp Harmony"(pg. 319-323) (Autobiographical Excerpt) • "In Response to Executive Order 9066" (pg. 325) (Letter) "Walking with Living Feet" (pg. 313-315) (Autobiographical Incident) **Suggested Texts** • Video: "The Path to Nazi Genocide" www.ushmm.org/learn (United States Holocaust Memorial Museum) • Article: "Anne Frank" http://www.ushmm.org/wlc/en/article.php?ModuleId=10005210	**L8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a**. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. **b**. Form and use verbs in the active and passive voice. **c**. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **d**. Recognize and correct inappropriate shifts in verb voice and mood.* **L.8.3** Use knowledge of language its conventions **L.8.3.a** Use verbs in the active and passive voice that emphasize the actor or the action **L.8.4** Determine or clarify meaning of words (a-d) **L.8.5** Demonstrate understanding of figurative language and nuances in meaning	**Social Science:** WWII	**W8.1** Write arguments (a-e) **W.8.2** Write informative/explanatory texts (a-f) **W.8.3** Write narratives (a-e) **W.8.4** Produce coherent writing **W.8.5** Plan and revise writing **W.8.6** Use technology to produce and publish writing **W.8.7** Conduct short research projects **W.8.8** Gather relevant information from multiple sources **W.8.9** Draw evidence from texts **W.8.10** Write routinely

Textbooks: *Holt Literature and Language Arts*, Introductory Course. Holt, Rinehart and Winston, 2003.   Educational Services Revised 5/28/15
Holt Handbook, Introductory Course. Holt, Rinehart and Winston, 2003.

Unit 4 Style: "A Writer's Toolbox" (6 Weeks)

Suggested Big Idea	"Style" is the convergence of several factors producing an ultimate outcome.
Suggested Essential Questions	• What elements converge to form an author's unique style and how does each play a unique role? • What are some ways that readers deconstruct literary style? • How does an author's background contribute to their literary style? • How do authors create mood or tone in their texts?
Assessments/ Performance Task	Museum Display analyzing a writer's unique literary style using evidence from his/her texts, author's background, etc.

CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL 8.1. Cite evidence **RL.8.3** Analyze lines of dialogue or incidents **RL.8.4** Word analysis and effect **RL.8.5** Compare and contrast structure of texts **RL.8.6** Analyze differences in point of view of characters and audience **RL.8.7** Analyze film production of story as it compares to text **RL.8.10** Read and comprehend literature **RI.8.1** Cite evidence **RI.8.2** Determine central idea of text; write summary **RI.8.3** Analyze how a text makes connections **RI.8.4** Word analysis and effect **RI.8.5** Analyze in detail the structure of a specific paragraph in a text **RI.8.6** Determine author's point of view or purpose in a text **RI.8.7** Evaluate different presentation mediums **RI.8.8** Evaluate the argument and evidence **SL.8.2** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	**P.I:C.1** Exchange Info and Ideas through Collaborative discussions **P.I:I.8** Analyze how writers and speakers use vocabulary **P.I: I.6** Reading Closely; Explicit and implicit word meanings **P.I:C.2** Interacting with others in writing in various communicative forms **P.I: C.4** Adapting language choices to various formats **P.I: Pro.10** Writing Literary and Informational texts using technology **P.I: Pro.11** Justify own arguments and evaluate other's arguments in writing **P.I:C.3** Justifying opinions, negotiating with and persuading others in communicative exchange **P.II:SCT.1** Understanding Text Structure **P.II:SCT.2** Understanding Cohesion **P.II: EEI.3** Using verbs and verb phrases **P.II: EEI.4** Using nouns and noun phrases **P.II:EEI.5** Modifying to add details **P.II:CCI.6** Connecting Ideas **P.II:CCI.7** Condensing ideas	**Core Texts** • "The Tell-Tale Heart" (p 353-362) (Fiction) • "The Landlady" (p 61-70) (Fiction) • Poe Video and Dahl Video http://www.sausd.us/Page/22743 **Suggested Texts** • Any excerpts from Dahl's children's literature (*The Twits*, *James and the Giant Peach*) and Poe's short stories and poems ("Annabelle Lee," "The Raven," "The Black Cat") • "The Landlady" (film) http://goo.gl/KwqDTn • Mood and Tone Video https://www.youtube.com/watch?v=3SmN9v6AcJo • "Psychopath Article" http://goo.gl/udtzwC	**L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **d**. Recognize and correct inappropriate shifts in verb voice and mood.* **L8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.8.3** Use knowledge of language its conventions **L.8.3.a** Use verbs in the active and passive voice that emphasize the actor or the action **L.8.4** Determine or clarify meaning of words (a-d) **L.8.5** Demonstrate understanding of figurative language and nuances in meaning **L.8.5** Demonstrate understanding of figurative language and nuances in meaning	**Science:** Psychology Taxidermy	**W.8.1** Write arguments (a-e) **W.8.2** Write informative/explanatory texts (a-f) **W.8.4** Produce coherent writing **W.8.5** Plan and revise writing **W.8.9** Draw evidence from texts **W.8.10** Write routinely

Unit 5 Poetry (4 Weeks)

Suggested Big Idea	Convergence: Poetry is the convergence of inspiration, form and structure, language, and meaning.				
Suggested Essential Questions	• How does the form of poetry relate to a poem's meaning? • What purposes do the different poetic devices play in constructing meaning? • How does poetry differ from prose and how does this difference affect purpose and meaning?				
Assessments/ Performance Task	• Write poetry using literary devices. • Research Project on a poet • Write an argument about the deeper meaning of a poem citing evidence from the poem that supports your claims.				
CCS Standards	ELD Standards	Complex Texts	Language	Cross Content Connections	Writing Focus
RL.8.1 Cite evidence **RL.8.3** Analyze lines of dialogue or incidents **RL.8.4** Word analysis and effect **RL.8.5** Compare and contrast structure of texts **RL.8.9** Analyze allusions **RL.8.10** Read and comprehend literature **RI.8.9** Analyze texts presenting conflicting information **SL.8.4** Present claims and findings (e.g., argument, narrative, response to literature presentations), orally	**P.I:I.8** Analyze how writers and speakers use vocabulary **P.I:I.6** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language **P.I: C.3** Offering and justifying opinions, negotiating with and persuading others in communicative exchanges **P.II:SCT.1** Understanding Text Structure **P.II:SCT.2** Understanding Cohesion **P.II: EEI.3** Using verbs and verb phrases **P.II: EEI.4** Using nouns and noun phrases **P.II:EEI.5** Modifying to add details **P.II:CCI.6** Connecting Ideas **P.II:CCI.7** Condensing ideas	**Core Texts:** • "A Valentine for Ernest Mann" (pg.406) (Lyric) • "Ode to Thanks" (pg. 437) (Ode) • "I Hear America Singing" (pg. 451) (Free Verse) • "I, Too" (pg. 452) (Free Verse) • "Oh Captain, My Captain" p.447 (Elegy) **Suggested Texts:** • Biography texts and videos of poets http://goo.gl/1VcUV0 http://goo.gl/Cv0JU1 http://goo.gl/NVURUj http://goo.gl/KjlFzF • "Rose that Grew from Concrete" by Tupak Shakur • "Identity" by Julio Noboa • "I am Nobody, Who are You?" Emily Dickinson • "Four Skinny Trees" by Sandra Cisneros • "Caged Bird" by Maya Angelou • "Oh Me, Oh Life" by Walt Whitman	**L.8.3** Use knowledge of language its conventions **L.8.4** Determine or clarify meaning of words (a-d) **L.8.5** Demonstrate understanding of figurative language and nuances in meaning	**Social Studies:** Civil War Inequality Slavery Segregation	**W8.1** Write arguments (a-e) **W.8.4** Produce coherent writing **W.8.5** Plan and revise writing **W.8.9** Draw evidence from texts **W.8.10** Write routinely

Textbooks: *Holt Literature and Language Arts*, Introductory Course. Holt, Rinehart and Winston, 2003. Educational Services Revised 5/28/15
Holt Handbook, Introductory Course. Holt, Rinehart and Winston, 2003.

Unit 6 Novel (4-6 Weeks)

Suggested Big Idea (Will Vary Depending on Book Chosen)	*The Giver:* • **Power** is the ability to influence and promote ideology. • **Power** may be used or abused. • **Order** is promoted through an acceptance of rules. • **Structure** has the power to promote or reject freedom, choice, and desire. *Roll of Thunder, Hear My Cry:* • **Power** is the ability to influence. • Individuals are **motivated** by their beliefs • Individuals **value** different things in life.
Suggested Essential Questions (Will Vary Depending on Book Chosen)	*The Giver:* • How equal is too equal? • How much of oneself is shaped by society? • How does the idea of individuality differ from culture to culture? • How does isolation change us? • How do societal rules help or hurt us? • How does the past shape or influence the present? *Roll of Thunder, Hear My Cry:* • In what ways can power be used or abused? • To what extent does power or the lack of power affect individuals? • How does power provide the opportunity for change or status quo? • What shapes an individual's beliefs? • In what ways can an individual's beliefs create conflict? • What motivates an individual to do the right thing or the wrong thing? • How do an individual's actions reveal what he/she values? • What influences an individual to determine what is of value? • What complications may arise when individuals value different things?
Assessments/ Performance Task (Will Vary Depending on Book Chosen)	*The Giver:* • Response to Lit Essay • Debate (Topics: euthanasia, genetic engineering, population control, etc.) • Thematic literature collection • Mock Trial of Jonas's father for murder of the smaller twin • Present a history of the community (inferences between the memories and what readers see "today") (multi-media) • Research Project on utopian communities *Roll of Thunder, Hear My Cry:* • Research Project on historical context/ social inequality/ accuracy of "fiction" • Response to Lit essay

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Unit 6 Novel (4-6 Weeks)

CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.8.1 Cite evidence **RL.8.2** Determine a theme or central idea of a text and analyze its development **RL.8.10** Read and comprehend literature **RI.8.1** Cite evidence **RI.8.2** Determine central idea of text; write summary **RI.8.6** Determine author's point of view or purpose in a text **RI.8.8** Evaluate the argument and evidence **SL.8.1** Engage effectively in a range of collaborative discussions **SL.8.2** Analyze information from media **SL.8.3** Evaluate the speaker's argument	**P.I:C.1** Exchange Info and Ideas through Collaborative discussions **P.I: I.6** Reading Closely; Explicit and implicit word meanings **P.I:C.2** Interacting with others in writing in various communicative forms **P.I: Int.7** Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area **P.I:C.1** Exchange Info and Ideas through Collaborative discussions **P.I: Pro.10** Writing literary and informational texts, using appropriate technology **P.I:Pro.12** Selecting and applying vocabulary and language structures **P.II:SCT.1** Understanding Text Structure **P.II:SCT.2** Understanding Cohesion **P.II: EEI.3** Using verbs and verb phrases **P.II: EEI.4** Using nouns and noun phrases **P.II:EEI.5** Modifying to add details **P.II:CCI.6** Connecting Ideas **P.II:CCI.7** Condensing ideas	**Core Texts** *Choose one:* ● *The Giver* by Lois Lowry ● *Roll of Thunder, Hear My Cry* by Mildred D. Taylor **Suggested Texts** ● *The Pigman* by Paul Zindel ● *That Was Then, This is Now* by S.E. Hinton ● *A Monster Calls* by Patrick Ness (pending approval) Appropriate Informational and Argumentative Texts for selected novel	**L.8.3.a** Use verbs in the active and passive voice that emphasize the actor or the action **L.8.4** Determine or clarify meaning of words (a-d) **L.8.5**-Demonstrate Understanding of Figurative Language, Word Relationships and Nuances in Word Meanings **L.8.5** Demonstrate understanding of figurative language and nuances in meaning	**Social Science:** *The Giver:* Community; Order vs Freedom *Roll of Thunder*: 1930s; Inequality and Discrimination Jim Crow Laws	**W8.1** Write arguments (a-e) **W.8.2** Write informative/ explanatory texts (a-f) **W.8.4** Produce coherent writing **W.8.5** Plan and revise writing **W.8.9** Draw evidence from texts **W.8.10** Write routinely

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SAUSD ELA Grade 8 Curriculum Maps 2015-16

Unit 6: "The Construction of a College Experience" (2 wks) *For teachers in the ERWC program

Suggested Big Idea	It is easiest to reach your final destination if you have a map to where you are going.
Suggested Essential Questions	• What are the various requirements for college admission? • Will my desired profession job require college or technical training? • How does my secondary education prepare me for my future?
Assessments/ Performance Task	• Write a position paper on whether or not college is right for you. Describe your point of view, use evidence from the articles read in this unit and bring in additional research pertinent to your personal aspirations in order to determine whether or not a college degree is required for your future career goals.

CCS Standards	ELD Standards	Complex Texts	Language	Cross Content Connections	Writing Focus
RI.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 **RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events. **RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings **RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **RI.8.6.** Determine an author's point of view or purpose in a text **RI.8.8** Evaluate the argument and evidence **RI.8.9** Analyze two or more texts providing conflicting information **SL.8.1** Engage effectively in a range of collaborative discussions **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	**P.I:I.8** Analyze how writers and speakers use vocabulary **P.I:I.6** Reading closely to determine how meaning is conveyed explicitly and implicitly through language **P.I: C.3** Offering and justifying opinions, negotiating with and persuading others in communicative exchanges **P.II:SCT.1** Understanding Text Structure **P.II:SCT.2** Understanding Cohesion **P.II: EEI.3** Using verbs and verb phrases **P.II: EEI.4** Using nouns and noun phrases **P.II:EEI.5** Modifying to add details **P.II:CCI.6** Connecting Ideas **P.II:CCI.7** Condensing ideas	**Core Texts:** • "Middle Schoolers: Why College?" • "Facing the Culture Shock of College" • "College is Worth the Cost" • "Getting Ready For College Early: Steps 1,2,3, and 4 • "College Preparation in Middle School" • "A Letter to a Future College Student" • "What's College Like?" **Suggested Texts:** • The Importance of a College Education Video http://yhoo.it/1A0Xwqo	**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 its conventions **L.8.4** Determine or clarify meaning of words (a-d) **L.8.5** Demonstrate understanding of figurative language and nuances in meaning	**Social Studies:** Social and Cultural Norms	**W8.1** Write arguments (a-e) **W.8.2** Write informative/ explanatory texts, including career development documents **W.8.4** Produce coherent writing **W.8.5** Plan and revise writing **W.8.7** Conduct short research projects to answer a question **W.8.8** Gather relevant information from multiple print and digital sources **W.8.9** Draw evidence from texts **W.8.10** Write routinely

Best Practices for Novel Units

What Good Instruction Looks Like	What Good Instruction Does Not Look Like
Preparing the Learner	Reading without a purpose
KWL	No collaborative activities
Gallery Walk	No introductory/background information
Preview and Predict	No big ideas or essential ques.
Big Ideas and Essential Questions	Mult. Choice ques. only
Author bio and historical background	Novel is the focus instead of the standards
Book Trailers	Lack of planning (winging it)
Anticipation Guides	No accountability
Book Reviews	Random quizzes and assessments with no regard to the novel
	Focusing only on plot
Interacting w/ the Text	Teacher not pre-reading the novel
Vocabulary Notebook	No summative task
Double-entry journal	Not Reading
Text-dependent ques. w/ annotations	
Collaborative annotation chart	
Socratic seminar	
Paired Reading	
Thinking maps	
Collaborative conversations (Placemat)	
Grammar in Context	
Character analysis	
Text-based prompts (writing)	
Pairing current/ historical events with the themes of the novel	
Extending Understanding	
Socratic Seminar	
Response to Literature	
Performance Tasks (PSA, Digital presentation, brochures,	
Sound track for the novel, etc.)	
Selected Response (Exams, quizzes, chapter tests)	