

English 8 Curriculum Map (2019-2020)

Unit	Standards/Learning Targets	Materials/Resources	Vocabulary	Assessment
Module 1: <i>Inside Out and Back Again</i> (central text) Focus: Reading Closely and Writing to Learn Time Frame: 8 Weeks (September-Mid November)	RL 8.1, 8.3, 8.4, 8.5, 8.6, 8.11 RI 8.1, 8.2, 8.3, 8.4 W 8.2, 8.3, 8.4, 8.7, 8.9, 8.11 SL 8.1 L 8.1, 8.2, 8.4, 8.5, 8.6	<ul style="list-style-type: none"> Thanhha Lai, <i>Inside Out & Back Again</i> (New York: HarperCollins, 2011), ISBN: 978-0-061-96278-3. Tod Olson, "The Vietnam Wars," Scholastic, February 24, 1995, 16–20. Joseph Shapiro and Sandra Bartlett, "Forgotten Ship: A Daring Rescue as Saigon Fell," transcript, National Public Radio, August 31, 2010. Fox Butterfield, "Panic Rises in Saigon, but the Exits Are Few," New York Times, April 1975. Catherine Gevert, "Refugees: Who, Where, and Why," <i>Faces</i>. 19.1 (2002): 6-8. Arthur Brice, "Children of War," Scholastic, March 1994. Til Gurung, speech at Refugee Transitions' World of Difference Benefit Luncheon, San Francisco, November 3, 2010. Ana Marie Fantino and Alice Colak, "Refugee 	Evidence, textual, support, analysis, explicit, inferences, dialogue, drama, propel, reveal, character, incident, figurative, connotative, impact, analogy, allusion, structure, style, point of view, audience, irony, suspense, humor, central idea, informative, organization, varied, transitions, clarify, formal, collaboration, justify, stanza	<ul style="list-style-type: none"> Free Verse Narrative Poem Getting to Know a Character: What Details in the Text Help Us Understand Ha? Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text Analyzing an Informational Text about a Refugee Experience Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Universal Refugee Experiences and Ha's Character

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		<p>Children In Canada: Searching For Identity.” Child Welfare 80.5 (2001): 587-596.</p> <ul style="list-style-type: none"> See specifically Unit 2, Lesson 18 for a complete list of texts students use in their short research project. 		
<p>Module 2: <i>The Giver</i> (central text) Focus: Working with Evidence Time Frame: 4-6 Weeks (Mid November – January)</p>	<p>RL 8.1, 8.2, 8.3, 8.4, 8.5 RI 8.1, 8.2, 8.3, 8.4 8.6 W 8.1, 8.2, 8.4, 8.5, 8.7, 8.8, 8.9 SL 8.1, 8.2, 8.3, 8.4 L 8.1, 8.4</p>	<p>Informational Texts:</p> <ul style="list-style-type: none"> Lesson 1: “Utopia vs. Dystopia” Lesson 2: “Picked baby’s name? Not so fast in Denmark” by Lizette Alvarez New York Times Published: Saturday October 9,2004 Lesson 3: “Let Teen-Agers Try Adulthood” by Leon Botstein published: May 17,1999, “Why Utopias Fail,” “The Amish Lifestyle,” “4 Utopian Communities that Didn’t Pan Out,” “Want to Escape the Modern World? 9 ‘Utopia’ that Really Exist,” “Austin’s Utopian Homeless Village is Becoming a Reality” – Lesson 5: Film clip- Rosemary’s Release <p>Literature Titles:</p> <ul style="list-style-type: none"> <i>The Giver</i> Novel Classroom Set, 	<p>Tier II: inconveniencing apprehensive, prominent, remorse, nondescript, intricate, interdependence, relinquish, acquisition, exempted, skeptically, phenomenon, assimilated, pervaded, obsolete, release, precise, respond, concept, available, dystopia, utopia, conformity, isolation, individuality, ignorance</p> <p>Tier III: Theme, character, plot, setting, symbolism, clauses</p>	<p>Pre-Assessment: An anticipation guide will be administered to gauge student opinions on what will be major themes of the story. In addition, a short assessment requiring students to identify and write theme statements will be given.</p> <p>Formative Assessments: Chapter Summaries, Discussion Board, Gallery Walk, Cornell Notes, Socratic Seminar, Compare/Contrast Essay, Dialectical Journals, Extended Response, Literary Analysis, Debate, Vocab Notebook, Independent/Dependent Clause Quiz</p> <p>Summative Assessment: Four summative assessments are available for students:</p> <ol style="list-style-type: none"> <i>Culture Project</i> - This project demonstrates how societal structure influences the culture in The Giver. An additional culture is researched in order to compare and contrast the two communities, as well as the culture in Santa Ana. This

		<ul style="list-style-type: none"> • Primary Sources: Newbery Acceptance Speech, Lois <p>Media/Technology:</p> <ul style="list-style-type: none"> • The Giver Movie Clip • The Giver Audible Text • Virginia Commune video • Twin Oaks Commune Website • The Acorn Community of Virginia • Victory City Theme Pre-Assessment 		<p>project will show evidence of research and analysis of three different cultures.</p> <p>2. <i>Color Project</i> - This cross-curricular project analyzes color and how the lack of it in The Giver promotes or limits one of the following: freedom, choice or desire. A pictorial recreation of one scene in color or black and white and a written reflection justifies how the scene is important to the movement of the story. Research about how the human eye perceives color is evident in a writing piece.</p> <p>3. <i>Island Project</i> - A new Community is created on an island up river from “the community.” New community rules created by a group demonstrate understanding of how societal structure has power. Justifications for rule changes are stated in writing.</p> <p>4. <i>Create Your Personal Utopia</i> - Utopian communities are created with the goal of convincing others to join. Information regarding government, education, family, and recreation, to name a few, are persuasively presented verbally and in writing.</p>
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Module 3: Voices of The Holocaust: Anne Frank Focus: Understanding Perspectives Time Frame: 6-8 Weeks (February- March)	RL 8.1, 8.2, 8.3, 8.5, 8.6, 8.7 RI 8.1, 8.2, 8.6, 8.7, 8.9 W 8.2, 8.4, 8.5, 8.6, 8.7 SL 8.1, 8.4, 8.5 L 8.1, 8.6 (I can embed RI 8.3 and 8.8 during the literature discussions, study of The Diary of Anne Frank, and our literary analysis and argumentation essay.	Informational Texts: www.ushmm.org Jewish Life Before the Holocaust Nuremburg Race Laws Locating the Victims Ghettos in Poland Life in the Ghettos Killing Centers Liberation Drama: Diary of Anne Frank Literature: <i>All But My Life</i> <i>I've Lived a Thousand Years</i> <i>Night</i> <i>The Diary of Anne Frank</i> <i>Shades of Grey</i> <i>Prisoner B-3087</i> <i>Parallel Journeys</i>	Holocaust, victim, perpetrator, bystander, rescuer, injustice, tone, structure, style, dialogue, omniscient, reveal, audience, drama, thesis, lead, conclusion, word choice, transitions, primary source, inference, theme, central idea, analyze, explicit, purpose, point of view, claim, evidence,	Pre-Assessment: ABC Brainstorming Organizer Formative Assessments: Objective Summary Journal Entries Diary of Anne Frank Play Quizzes Literature Discussions Summative Assessments: Article Presentation Literary Analysis Essay Argumentation Essay Holocaust Final Project <ol style="list-style-type: none"> 1. Interview With Anne Frank 2. Model of Secret Annex 3. Nuremburg Trials 4. Patchwork Quilt
Mini Unit: Targeted State Test Prep (April)	Priority Standards Constructed Responses Extended Responses	I-Ready Toolbox Released Items		Assessments: Pre and Post Test
Module 4: <i>The Omnivore's Dilemma</i> (central text) Focus: Research, Decision-Making, and Forming Positions Time Frame: 8 Weeks (May-June)	RI 8.2, 8.4, 8.6, 8.8, 8.9 W 8.1, 8.4, 8.5, 8.7, 8.8, 8.9 SL 8.2, 8.3, 8.4, 8.5, 8.6 L 8.4, 8.6	Central Texts and Informational Texts: Michael Pollan, <i>The Omnivore's Dilemma</i> , Young Readers Edition (New York: The Penguin Group, 2009), ISBN: 978-0-8037-3500-2. Various research sources.	Sustainability, analyze, sufficient, relevant, irrelevant, sound, sufficient, omnivore, dilemma, consumer, stakeholder, consequence, investigate, theme, central idea, literary, figurative, connotative, claim, conflicting, motive, point of view	Assessments: Analyze Author's Purpose Evaluate Claim and Advocate Persuasively Research Position Speech Performance Tasks: "Which of Michael Pollan's food supply chains would best feed the United States?" (Position Paper) Meal Plan Project

NOTE: Students will be self-selecting a biography of their choice to read outside of class. Presentations will come at the end of the year. Multiple Standards will be addressed again with this project. This will be a year-long independent project.