

CURRICULUM MAP - Clifford Pierce Middle School

Name of Course: English 8 - Grading Period 1

Text: HMH Introduction to Literature - Grade 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Resources:	Unit 2 HMH Intro to Literature 8	Unit 2 HMH Intro to Literature 8	Unit 2 HMH Intro to Literature 8	Unit 2 HMH Intro to Literature 8	Unit 2 HMH Intro to Literature 8	Unit 2 HMH Intro to Literature 8
Essential Questions	Why do we sometimes like to feel frightened?	Why do we sometimes like to feel frightened? <u>Important Concepts:</u> What are ways that authors build suspense? How do effective writers create mood in their short stories?	Is it possible to avoid fate, or is fate inevitable? <u>Important Concepts:</u> What are ways that authors build suspense? How do effective writers create mood in their short stories?	Is life controlled by fate or free will? <u>Questions for research/synthesis/literary analysis:</u> In what ways can curiosity be dangerous? Why is it important to think about consequences before taking an action? When is it okay to break the rules?	Is life controlled by fate or free will? <u>Questions for research/synthesis/literary analysis:</u> In what ways can curiosity be dangerous? Why is it important to think about consequences before taking an action? When is it okay to break the rules?	Why do we sometimes like to feel frightened? Is life controlled by fate or free will?
Skills Focus	RACE(CE) Constructed Response	"Notice and Note" Annotation Strategy Paraphrase and Summarize Text Analyze Plot Compare and Contrast Texts Understand Dialogue	"Notice and Note" Annotation Strategy Recognize/Identify Rhyme Scheme Compare and Contrast Texts Paraphrase and Summarize Text Analyze Plot	"Notice and Note" Annotation Strategy The Writing Process Identifying film techniques Phrases and Clauses	Analyze and summarize plot -Compare/Contrast (Short Story/Film versions of <i>The Monkey's Paw</i>) Prewriting using graphic organizers. Synthesize and document information from two sources	Prewriting using graphic organizers. Synthesize and document information from two sources. Editing/Revising

Key Academic Vocabulary	Analyze Central Idea Cultural Context Genre Explicit Folklore Inference Implicit Plot Point of view	Character Character Traits Dialogue Narrative Techniques Narrator Phrases and Clauses Sensory details Suspense Textual Evidence	Allusion Analogy Connotation Figurative Language Imagery Irony Lyric poetry (sonnets, odes, elegies) Rhyme scheme Satire Symbolism Stanza Tone	Foreshadowing Mood Setting Theme Tone Alliteration Assonance Consonance Onomatopoeia Metaphor Mood Simile Tone Voice	Body Paragraphs Conclusion Draft Edit Introduction Organization Publish Relevancy Revision Thesis Topic Sentences Transitions	<i>*Academic vocabulary introduced in GP #1 will be revisited and reinforced throughout the academic year.</i>
Integrated Grammar Skills	<p>8.W.6.1e Simple, Compound, Complex, Compound-Complex Sentences, Fragments, Run ons, Varying Sentence Patterns.</p> <p>8.W.6.2.a, 6.2b, 6.2c Capitalization, Punctuation, Spelling</p>					

CURRICULUM MAP Clifford Pierce Middle School

Name of Course: English 8 - Grading Period 2

Text: HMH Introduction to Literature - Grade 8

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12																																																																								
	Unit 5 HMH Intro to Literature 8	Unit 5 HMH Intro to Literature 8	Unit 5 HMH Intro to Literature 8	Unit 5 HMH Intro to Literature 8	Unit 5 HMH Intro to Literature 8	Unit 5 HM Intro to Literature 8H																																																																								
Essential Questions	How do your teenage years prepare you for adulthood?	How do we come to an understanding of how we fit into society? Do others see me the way I see myself?	Why is leaving childhood behind hard for parents and teens?	How does using social media affect teenagers? How do we come to an understanding of how we fit into society?	How does using social media affect teenagers? Do others see me the way I see myself?	How do your teenage years prepare you for adulthood? (essay prompt)																																																																								
Skills Focus	Analyze Author's Purpose Analyze Text Structure "Notice and Note" Annotation Strategy Understand Contrast Recognize Correct use of Headings	Analyze Text Structure Analyze Characterization Informal Language Point of View Understand Context Using Narrative	Analyze Free Verse Connect/Synthesize Figurative Language Inferences Pronouns	Claim Context Clues Counterargument Evaluate Evidence Evaluate Viewpoints Main Idea	Argument Essay Claim Context Clues Counterargument Evaluate Evidence Evaluate Viewpoints Main Idea	Argument Essay Prewriting using graphic organizers. Synthesize and documenting information from multiple sources. Editing/Revising																																																																								
Indiana Standards All highlighted standards are on the ILearn blueprints for grade 8. Green = High Priority Yellow = Medium Priority Red = Lower Priority	<table border="1"> <tr> <td>RN.2.2</td> <td>W.5.1f</td> </tr> <tr> <td>RN.3.2</td> <td>SL.2.1</td> </tr> <tr> <td>RN.3.3</td> <td>RV.2.5</td> </tr> <tr> <td>W.1.1</td> <td></td> </tr> </table>	RN.2.2	W.5.1f	RN.3.2	SL.2.1	RN.3.3	RV.2.5	W.1.1		<table border="1"> <tr> <td>RL.2.1</td> <td>SL.2.1</td> </tr> <tr> <td>W.1.1</td> <td>RV.2.1</td> </tr> <tr> <td>W.5.1c</td> <td>RV.3.1</td> </tr> </table>	RL.2.1	SL.2.1	W.1.1	RV.2.1	W.5.1c	RV.3.1	<table border="1"> <tr> <td>RL.1.1</td> <td>RL.3.1</td> </tr> <tr> <td>RL.2.1</td> <td>W.5.1f</td> </tr> <tr> <td>RL.2.2</td> <td>RV.3.3</td> </tr> </table>	RL.1.1	RL.3.1	RL.2.1	W.5.1f	RL.2.2	RV.3.3	<table border="1"> <tr> <td>RN.3.3</td> <td>ML.1.1</td> </tr> <tr> <td>RN.4.1</td> <td>ML.2.1</td> </tr> <tr> <td>W.3.1a</td> <td>RN.2.1</td> </tr> <tr> <td>W.3.1b</td> <td>RN.2.2</td> </tr> <tr> <td>W.3.1e</td> <td>RN.2.3</td> </tr> <tr> <td>SL.3.2</td> <td>W.3.2b</td> </tr> <tr> <td>SL.4.1</td> <td>W.3.2d</td> </tr> <tr> <td>SL.4.2</td> <td>W.5.1</td> </tr> <tr> <td>RV.2.1</td> <td>SL.2.1</td> </tr> <tr> <td></td> <td>RV.1.1</td> </tr> </table>	RN.3.3	ML.1.1	RN.4.1	ML.2.1	W.3.1a	RN.2.1	W.3.1b	RN.2.2	W.3.1e	RN.2.3	SL.3.2	W.3.2b	SL.4.1	W.3.2d	SL.4.2	W.5.1	RV.2.1	SL.2.1		RV.1.1	<table border="1"> <tr> <td>RN.3.3</td> <td>ML.1.1</td> </tr> <tr> <td>RN.4.1</td> <td>ML.2.1</td> </tr> <tr> <td>W.3.1a</td> <td>RN.2.1</td> </tr> <tr> <td>W.3.1b</td> <td>RN.2.2</td> </tr> <tr> <td>W.3.1e</td> <td>RN.2.3</td> </tr> <tr> <td>SL.3.2</td> <td>W.3.2b</td> </tr> <tr> <td>SL.4.1</td> <td>W.3.2d</td> </tr> <tr> <td>SL.4.2</td> <td>W.5.1</td> </tr> <tr> <td>RV.2.1</td> <td>SL.2.1</td> </tr> <tr> <td></td> <td>RV.1.1</td> </tr> </table>	RN.3.3	ML.1.1	RN.4.1	ML.2.1	W.3.1a	RN.2.1	W.3.1b	RN.2.2	W.3.1e	RN.2.3	SL.3.2	W.3.2b	SL.4.1	W.3.2d	SL.4.2	W.5.1	RV.2.1	SL.2.1		RV.1.1	<table border="1"> <tr> <td>W.3.1a</td> <td>SL.4.1</td> </tr> <tr> <td>W.3.1b</td> <td>SL.4.2</td> </tr> <tr> <td>W.3.1c</td> <td></td> </tr> <tr> <td>W.3.1d</td> <td></td> </tr> <tr> <td>W.3.1e</td> <td></td> </tr> <tr> <td>W.5.1</td> <td></td> </tr> </table>	W.3.1a	SL.4.1	W.3.1b	SL.4.2	W.3.1c		W.3.1d		W.3.1e		W.5.1	
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Suggested Literature/Unit	“The Debt We Owe to the Adolescent Brain”	<i>From Bronx Masquerade</i> (novel by Nikki Grimes)	“Hanging Fire” “Summer of the Fourteenth Year”	“It’s Complicated: The Social Lives of Networked Teens” “Outsmart Your Smartphone”	“It’s Complicated: The Social Lives of Networked Teens” “Outsmart Your Smartphone”	Independent reading (while writing an Argument Essay)
Products/ Assessments Teachers will assess students using formal common assessments and additional formative assessments/ performance tasks. Common Assessments Performance Tasks	Constructed Response (RACE/CE) Write a letter expressing a viewpoint based on the text. -HMH "Check Your Understanding" (Exit tickets and/or quizzes)	Write and present a poem expressing a viewpoint based on the text. -HMH "Check Your Understanding" (Exit tickets and/or quizzes)	Written response to literature expressing a viewpoint. -HMH "Check Your Understanding" Common Assessment #1	-Write an opinion piece (argument w/o counterclaim). Use evidence and synthesize information. -HMH "Check Your Understanding" (Exit tickets and/or quizzes)	Turn opinion piece into an argument essay. Use evidence and synthesize information. -HMH "Check Your Understanding" (Exit tickets and/or quizzes)	-Complete argument essay. Use evidence, documentation and synthesize information -HMH "Check Your Understanding" Common Assessment #2 Final Exam
Key Academic Vocabulary	Analyze Annotate Cause and Effect Compare and Contrast Details Infer Main Idea Pronoun/Antecedent Agreement Rhetorical Question Text structure	Characterization Draw Conclusions Linear Plot Structure Non-Linear Plot Repetition Setting	Free Verse Line Length Meter Repetition Rhyme Rhythm Speaker Stanza	Analogy Argument Citation Claim Compound Sentences Counter argument Direct Address Endnotes Evaluate Evidence Footnotes Juxtaposition Opinion Rhetorical Device	Analogy Argument Citation Claim Compound Sentences Counter argument Direct Address Endnotes Evaluate Evidence Footnotes Juxtaposition Opinion Rhetorical Device	Claim Argument Counter argument Evidence Opinions Draft Revise Edit Publish *Academic vocabulary introduced in GP #2 will be revisited and reinforced throughout the academic year.
Integrated Grammar Skills	8.W.6.1b Verbals, Active and Passive Voice 8.W.6.1d Phrases and Clauses, Modifiers Grammar Spiral 8.W.6.1e Sentence types and patterns, fragments, run ons 8.W.6.2.a, 6.2b , 6.2c Capitalization, Punctuation, Spelling					