

CURRICULUM MAP

Name of Course: English 8 - Grading Period 3

Text: HMH Introduction to Literature - Grade 8

GP3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Unit 1 HMH Intro to Literature 8	Unit 1 HMH Intro to Literature 8	Unit 1 HMHIntro to Literature 8	Unit 1 HMH Intro to Literature 8	Unit 1 HMH Intro to Literature 8	Unit 1 HMHIntro to Literature 8
Essential Questions	Does technology control us or do we control technology?	Does technology control us or do we control technology? <u>Important Concept:</u> What are the positive/negative effects of bionic implants?	Does technology control us or do we control technology? <u>Important Concept:</u> How is technology both positive and negative for communication?	Does technology make life easier, or does it dehumanize people?	Does technology make life easier, or does it dehumanize people? <u>Important Concept</u> Will automation and artificial intelligence eliminate jobs held by humans?	Does technology control us or do we control technology? Does technology make life easier, or does it dehumanize people? How has a new technology helped you?
Skills Focus	"Notice and Note" Annotation Strategy Constructed Response (RACE/CE) Patterns in texts Cause and Effect Setting and Plot	"Notice and Note" Annotation Strategy Central Idea Text Features Supporting Details	Poetic Structure Constructed Response (RACE/CE) Theme	Author's Purpose Central Idea Claim Graphic Features Persuasive Techniques	Author's Purpose Main Claim Key Ideas Textual Evidence Topic Sentence	Informative Essay <ul style="list-style-type: none"> ● Plan ● Draft ● Revise ● Edit ● Publish Paraphrase Summarize Cite
Indiana Standards All highlighted standards are on the ILearn blueprints for grade 8. Green = High Priority Yellow = Medium Priority Red = Lower Priority	RL.2.1 RL.2.2 RL.2.3 RL.3.2 W.1.1 W.5.1b SL.2.1 SL.2.2	RN.2.2 RN.2.3 RN.3.2 W.3.2a W.3.2b W.3.2d W.3.2f SL.2.1 RV.3.2	RL.2.1 RL.2.2 RL.3.2 W.1.1 W.5.1 W.5.1f SL.2.2 RV.3.3	RN.4.1 W.3.1a W.3.1b W.3.1e SL.2.3 RV.1.1 ML.2.1	RN.3.2 RN.3.3 RN.4.1 W.3.2a W.3.2d SL.2.4 SL.2.5 SL.4.2	W.3.2a W.3.2b W.3.2c W.3.2d W.3.2f SL.4.1 SL.4.2

<p>Suggested Literature/Unit</p>	<p>"The Brave Little Toaster"</p>	<p>"Are Bionic Superhumans on the Horizon?"</p> <p><i>Inspector Gadget</i> (movie clips)</p>	<p>"Interflora"</p> <p>"If You Go into the Woods You Will Find It Has a Technology" (online independent reading)</p>	<p>"The Automation Paradox"</p>	<p>"Heads Up, Humans"</p>	<p>"Are Bionic Superhumans on the Horizon?"</p>
<p>Products/ Assessments</p> <p>Teachers will assess students using formal common assessments and additional formative assessments/ performance tasks.</p> <p>Common Assessments</p> <p>Performance Tasks</p>	<p>Constructed Response (RACE/CE)</p> <p>Written Summary</p> <p>Textual Analysis</p> <p>-HMH "Check Your Understanding" (Exit tickets and/or quizzes)</p>	<p>Write an Informational Piece</p> <p>-HMH "Check Your Understanding" (Exit tickets and/or quizzes)</p>	<p>Write a Sonnet</p> <p>Students find their own poem and song with similar theme</p> <p>Constructed Response (RACE/CE)</p> <p>HMH "Check Your Understanding" Common Assessment #1</p>	<p>Create a Public Service Announcement</p> <p>-HMH "Check Your Understanding" (Exit tickets and/or quizzes)</p>	<p>Informative Essay (with source synthesis)</p> <p>-HMH "Check Your Understanding" (Exit tickets and/or quizzes)</p>	<p>Informative Essay (with source synthesis)</p> <p>HMH "Check Your Understanding" Common Assessment #2</p>
<p>Key Academic Vocabulary</p>	<p>Cause and Effect Character Climax/Turning Point Compare and Contrast Context Clues Informational Texts Plot Repetition Resolution Science Fiction Sentence Structure Setting Theme Usage (affect/effect)</p>	<p>Cite Evidence Idiom Main Idea Predict Supporting Details Synonym/Antonym Text Features Thesis Transitions Transitional Phrases</p>	<p>Dramatic Irony Meter Situational Irony Sonnet Rhyme Scheme Theme Verbal Irony</p>	<p>Author's Purpose Argument Claim Evaluate Evidence Opinion Persuasive Techniques</p>	<p>Informative Essay</p> <ul style="list-style-type: none"> • Plan • Draft • Revise • Edit • Publish <p>Thesis Body Paragraphs Topic Sentence Organization Conclusion Paraphrase Summarize Conclusion Source Synthesize Cite/Citation</p>	<p>Informative Essay</p> <ul style="list-style-type: none"> • Plan • Draft • Revise • Edit • Publish <p>*Academic vocabulary introduced in GP #3 will be revisited and reinforced throughout the academic year.</p>
<p>Integrated Grammar Skills</p>	<p>W.8.6.1a Pronoun/Antecedent Agreement. W.8.6.1c Adjectives and Adverbs 8.W.6.1b Verbals, Active and Passive Voice 8.W.6.1d Phrases and Clauses, Modifiers 8.W.6.1e Sentence types and patterns, fragments, run ons 8.W.6.2.a, 6.2b, 6.2c Capitalization, Punctuation, Spelling</p>					

CURRICULUM MAP

Name of Course: English 8 - Grading Period 4

Text: HMH Introduction to Literature - Grade 8

GP4	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12																																																																
	Unit 4 HMH Intro to Literature 8	Unit 4 HMH Intro to Literature 8	Unit 4 HMH Intro to Literature 8	Unit 4 HMH Intro to Literature 8	Unit 4 HMH Intro to Literature 8	Unit 4 HMH Intro to Literature 8																																																																
Essential Questions	What will people risk to be free?	What will people risk to be free?	What will people risk to be free? <u>Important Concept</u> How can small roles play big parts?	What is the cost of freedom? <u>Important Concept</u> What is the ultimate sacrifice?	What is the cost of freedom? <u>Important Concept</u> Are there different levels of freedom?	What is the cost of freedom? <u>Important Concept</u> What are different aspects of the abolition movement?																																																																
Skills Focus	"Notice and Note" Annotation Strategy Constructed Response (RACE/CE) Analyze structure of an autobiography. Understand pronoun use in an autobiography	"Notice and Note" Annotation Strategy Constructed Response (RACE/CE) Author's Craft Characterization Word Choice Run-on Sentences	Sequencing Setting Mood Sentence Fragments	Poetry Genre <ul style="list-style-type: none"> • Chorus • Elegy • Figurative Language 	Chronological Structure Paraphrase Sound devices Theme	Research Report Source Synthesis Documentation																																																																
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Suggested Literature/Unit	<i>From</i> Narrative of the Life of Frederick Douglass	<i>From</i> Harriet Tubman	"The Drummer Boy of Shiloh"	"O Captain! My Captain!"	"Not My Bones"/ from <i>Fortune's Bones</i> Independent Reading	(Independent Reading while writing a Research Report)
Products/ Assessments Teachers will assess students using formal common assessments and additional formative assessments/ performance tasks. Common Assessments Performance Tasks	Constructed Response (RACE/CE) Literary Analysis -HMH "Check Your Understanding" (Exit tickets and/or quizzes)	Constructed Response (RACE/CE) Write a speech focused on risks and freedom. -HMH "Check Your Understanding" (Exit tickets and/or quizzes)	Write a report about "The Drummer Boy of Shiloh." Focus on the use of sequencing, setting, and mood. -HMH "Check Your Understanding" Common Assessment #1	Poem Analysis Students write their own poem (see essential questions) -HMH "Check Your Understanding" (Exit tickets and/or quizzes)	Visual expression of poem's theme and devices Poem recitation Research report with source synthesis -HMH "Check Your Understanding" (Exit tickets and/or quizzes)	Research report with source synthesis -HMH "Check Your Understanding" Common Assessment #2
Key Academic Vocabulary	Analyze Annotate Author's Purpose Autobiography Cause and Effect Context Clues Inference Latin Roots	Biography Characterization Evaluate Interpret Mood Parallelism Predict Run-on sentences Tone Voice	Allusion Historical fiction Idioms Imagery Sentence Fragments Setting Symbol Theme	Lyric poetry Elegy Figurative language Alliteration Assonance Consonance Onomatopoeia Metaphor Mood Simile Tone Voice Metaphor Extended metaphor Interpret	Author's Purpose Chronological Structure Paraphrase Irony Theme	Cite/Citation Plagiarizing Paraphrase Summarize Draft Revise Edit Publish *Academic vocabulary introduced in GP #4 will be revisited and reinforced throughout the academic year.
Integrated Grammar Skills	W.8.6.1a Pronoun/Antecedent Agreement. W.8.6.1c Adjectives and Adverbs 8.W.6.1b Verbals, Active and Passive Voice 8.W.6.1d Phrases and Clauses, Modifiers 8.W.6.1e Sentence types and patterns, fragments, run ons 8.W.6.2.a, 6.2b , 6.2c Capitalization, Punctuation, Spelling					