



Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.



Grade 8 English Language Arts

Purpose of the Document: This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child’s teacher and/or review the course Schoology page with your child for additional information.

Program Mission: The Secondary English Language Arts Department will empower all students with the agency to navigate a diverse and technologically fluid society, articulate informed viewpoints, engage in productive collaborations, and disrupt limiting patterns so that they can pursue personally meaningful goals.

Commitment Statements:

In recognition of the honor and privilege of being Teachers of English Language Arts, we commit to the following values and behaviors that will strengthen our community and promote life-long learning.

- We will collaborate with our colleagues, students, parents, and communities to develop teaching practices that are grounded in research, relevant to our students’ lives, and reflective of technological and cultural advancements.
- We will engage in honest self-reflection, supporting one another as we build on our strengths and recognize our limitations, always seeking to balance autonomy and accountability.
- We will strive to educate the whole learner, demonstrating empathy and respect while providing learning experiences that are aligned with state standards and flexible enough to adapt as we meet the needs of each learner.
- We will earn the trust of our students, providing a safe space for vulnerability and diversity. As guides and advocates, we will help our students find purpose and meaning in their lives, working alongside them to remove barriers to their personal and academic growth.

Course Description: The CCPS Secondary English Language Arts Curriculum has been designed using the quad text set framework. Units of study are grounded in complex, grade-level texts and made accessible to all learners through supplementary texts (visual texts, informational texts, young adult literature) that build background and vocabulary. Text sets are aligned with focus standards and explored through the lens of essential questions that challenge students to consider the author's craft and purpose.

MODULE 1- Narrative Elements and Theme

<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or determine an outcome? 	
<p>Standards/ and or skills taught</p> <ul style="list-style-type: none"> ● Identify the theme or central idea ● Analyze dialogue ● Analyze how differences in points of view create suspense ● Write narratives 	
<p>Unit 1 How students are graded:</p> <ul style="list-style-type: none"> ● Anchor chart(s) ● Response to text ● Essay Organizer/outline ● Summative Benchmark Essay: Identify a common theme in Poe’s works and explain how motifs helped to develop that theme. Use evidence from multiple texts to support your response. 	<p>Unit 2 How students are graded</p> <ul style="list-style-type: none"> ● Quick write ● Exit ticket ● County mid-unit assessment (summative or formative) ● Summative Benchmark Essay: After reading Call of the Wild, extend the ending of the story by creating a new narrative or recreate an event from a chapter. Incorporate three elements of suspense into your writing (mood, dangerous actions, dramatic irony, foreshadowing, pacing, or delaying the answer to a question). Engage the reader through the use of narrative techniques, such as vivid imagery, dialogue, and descriptive language.
<p>Unit 1 Resources:</p>	<p>Unit 2 Resources:</p>

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| <ul style="list-style-type: none"> ● Target Texts: <ul style="list-style-type: none"> ○ “The Raven” by Edgar Allan Poe ○ “The Cask of Amontillado” by Edgar Allan Poe or PDF version ○ “Hop Frog” by Edgar Allan Poe ○ “The Black Cat” by Edgar Allan Poe ○ “Annabel Lee” by Edgar Allan Poe ● Supporting Texts: <ul style="list-style-type: none"> ○ Biography ○ Articles on motifs ○ Background video ○ “The Raven” Simpsons episode ● YA Options: <ul style="list-style-type: none"> ○ The Night Gardener (L 690) ○ I am Number Four (L 700) ○ Ender’s Game (L 780) ○ House of the Scorpion (L 660) | <ul style="list-style-type: none"> ● Target Text: The Call of the Wild by Jack London (1080 L) ● Supporting Texts: <ul style="list-style-type: none"> ○ Audiovisual: <ul style="list-style-type: none"> ■ Gold Rush in Alaska Video from Discovery Education ■ Training sled dogs video ■ 8 below clip ■ Balto: Steele is Lost clip ○ Optional: <ul style="list-style-type: none"> ■ Understanding the Nature Versus Nurture Concept in Dogs by Adrienne Janet Farricelli (1100 L) ○ Poetry: <ul style="list-style-type: none"> ■ “The Call of the Wild”, Robert Service ● YA Options: <ul style="list-style-type: none"> ○ Peak, Roland Smith (L 760) ○ My Side of the Mountain, Jean Craighead George (L 810) ○ Touching Spirit Bear, Ben Mikaelson (L 730) ○ The Maze Runner, James Dashner (L 770) ○ The House of the Scorpion, Nancy Farmer (L 660) ○ Ship Breaker, Paolo Bacigalupi (L 690) |
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Home and School Connection

- Find an interesting family photo and write a story using only dialogue.

MODULE 2, Units 3 and 4

Essential Questions

Standards/ and or skills taught •	
Unit 3 How students are graded: •	Unit 4 How students are graded: •
Unit 3 Resources: •	Unit 4 Resources: •
Home and School Connection Review media sources together and evaluate their reliability	

MODULE 3, Units 5 and 6- Author’s Choice

Essential Questions	
Units 5 and 6 Standards/ and or skills taught: •	
Unit 5 How students are graded: •	Unit 6 How students are graded:
Unit 5	

Resources: <ul style="list-style-type: none"> • Target Texts: 	
Home and School Connection	

MODULE 4, Unit 6- Theme Analysis

Essential Questions
Standards/ and or skills taught
How students are graded:
Resources:
Home and School Connection