

Moon Area School District Curriculum Map

Course: Language Arts 8

Grade Level: 8

Content Area: English

Frequency: Full-Year Course

Big Ideas

1. Building strong foundations help us be a stronger reader and writer.
2. Structure and organization of texts impacts the meaning.
3. People understand texts differently based on their different world views.
4. The medium of communication affects the message.
5. Different genres develop an understanding of themes.
6. Learners grow and change through their educational experiences.

Essential Questions

7. How does a learner build a strong foundation?
8. How does an author convey meaning through structure and organization?
9. How does an author's purpose / point of view influence a reader's understanding?
10. How does the medium of communication affect the message?
11. How does a variety of genres develop an understanding of a similar theme?
12. How have you, as a learner grown this year?

Primary Resource(s) & Technology:

McDougal Littell Pennsylvania, IXL online software, Scope Scholastic, News ELA, Microsoft Teams, Promethean Boards, Student Laptops

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
UNIT 1: How does a learner build a strong foundation?	<ul style="list-style-type: none">• 1.2.8.B. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.• 1.2.8.F. Analyze the influence of the words and phrases in a text including figurative and connotative, and technical	Goal of Unit: Introduce elements of English Language Arts that will be utilized throughout the year	9 Weeks

	<p>meanings; and how they shape meaning and tone.</p> <ul style="list-style-type: none">• 1.3.8.G. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.• 1.3.8.K. Read and comprehend literary fiction on grade level, reading independently and proficiently.• 1.3.8.C. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.• 1.3.8.A. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.• 1.3.8.H. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.• 1.3.8.I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.• 1.3.8.F. Analyze the influence of the words and phrases in a text including figurative and connotative meanings and		
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	<p>how they shape meaning and tone.</p> <ul style="list-style-type: none"> • 1.4.8.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. 		
<p>UNIT 2: How does an author convey meaning through structure and organization?</p>	<ul style="list-style-type: none"> • 1.2.8.B. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. • 1.2.8.A. 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. • 1.2.8.I. Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. • 1.2.8.E. Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept. • 1.3.8.G. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. • 1.3.8.K. Read and comprehend literary fiction on grade level, reading 	<p>Goal of Unit: Identify and write in various text structures. Utilize elements of a piece (footnotes, graphs, etc.) to understand literary work.</p>	<p>9 Weeks</p>

	<p>independently and proficiently.</p> <ul style="list-style-type: none">• 1.3.8.E. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.• 1.3.8.H. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.• 1.4.8.C. Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.• 1.4.8.P. Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.• 1.4.8.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.		
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<p>UNIT 3: How does an author's purpose / point of view influence a reader's understanding?</p>	<ul style="list-style-type: none"> • 1.2.8.B. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. • 1.2.8.D. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • 1.3.8.G. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. • 1.3.8.K. Read and comprehend literary fiction on grade level, reading independently and proficiently. • 1.3.8.D. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. • 1.4.8.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. 	<p>Goal of Unit: Students identify why an author is writing, what they are hoping to accomplish, if their intent is actually accomplished, etc. How irony and satire are used to achieve an author's purpose.</p>	<p>5 Weeks</p>
<p>UNIT 4: How does the medium of communication influence a reader's understanding?</p>	<ul style="list-style-type: none"> • 1.2.8.B. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, 	<p>Goal of Unit: Students will be able to make a claim and defend it with evidence. Students will learn and utilize the parts of an argument.</p>	<p>6 Weeks</p>

<p>n affect the message?</p>	<p>and/or generalizations drawn from the text.</p> <ul style="list-style-type: none"> • 1.2.8.H. Evaluate authors’ argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. • 1.2.8.G. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. • 1.3.8.G. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. • 1.3.8.K. Read and comprehend literary fiction on grade level, reading independently and proficiently. • 1.4.8.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. • 1.4.8.I. Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. • 1.5.8.B. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the 	<p>Public speaking skills will be taught, practiced, and assessed.</p>	
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	<p>relevance and sufficiency of the evidence.</p> <ul style="list-style-type: none"> • 1.5.8.F. Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. • 1.5.8.D. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. 		
<p>UNIT 5: How does a variety of genres develop an understanding of a similar theme?</p>	<ul style="list-style-type: none"> • 1.2.8.B. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. • 1.2.8.C. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. • 1.3.8.G. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. • 1.3.8.K. Read and comprehend literary fiction on grade level, reading independently and proficiently. • 1.4.8.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade- 	<p>Goal of Unit: Students will be able to apply and analyze texts within their context of world history. They will be able to connect history through various mediums, including through non-fiction.</p>	<p>4 Weeks</p>

	<p>level reading standards for literature and literary nonfiction.</p> <ul style="list-style-type: none"> • 1.5.8.C. Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation. 		
<p>UNIT 6: How have you, as a learner grown this year?</p>	<ul style="list-style-type: none"> • 1.2.8.B. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. • 1.3.8.G. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. • 1.3.8.K. Read and comprehend literary fiction on grade level, reading independently and proficiently. • 1.4.8.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. 	<p>Goal of Unit: Students will explore specific types of characters that are found across all of literature.</p>	<p>6 Weeks</p>