



GREAT NECK PUBLIC SCHOOLS

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Curriculum Profile: English 8

<u>Department</u>	English
<u>Course Name</u>	English 8
<u>Course Length</u>	1 Year
<u>High School Credits</u>	N/A
<u>Description</u>	English 8 follows several Teachers College Reading and Writing Project's Units of Study, and provides students with a broad range of experiences in reading, writing, and discussion. Each unit follows a workshop model, and throughout the year, students read and analyze a variety of titles, write regularly across many genres, discuss ideas critically as a class and in small groups, and conference with teachers to maximize learning and success.
<u>Target/eligible students</u>	All grade 8 students
<u>State Learning Standards Link(s)</u>	http://www.nysed.gov/common/nysed/files/68elastandardsglance.pdf
<u>Primary texts and materials</u>	Current Summer Reading (Varies by Year) <i>Summerlost</i> by Ally Condie, <i>The Inheritance Games</i> by Jennifer Lynn Barnes <i>Crossover</i> by Kwame Alexander, <i>Projekt 1065</i> by Alan Gratz, <i>Taking Up Space</i> by Alyson Gerber Read <i>Scythe</i> by Neal Shusterman * (Self Select), <i>The Knife of Never Letting Go</i> by Patrick Ness * (Self Select), <i>Warcross</i> by Marie Lu * (Self Select), <i>The One and Only Bob</i> by Katherine Applegate ** (ENL), <i>Lowji Discovers America</i> by Candace Fleming ** (ENL) <i>Matched</i> by Ally Condie, <i>Among the Hidden</i> by Margaret Peterson Haddix, <i>Legend</i> [graphic novel] by Marie Lu, <i>The Gender Game</i> by Bella Forrest Short Stories: "And Summer is Gone" by Susie Kretschmer, "Fairy Tale" by Todd Strasser, "School Spirit" by Jerry Spinelli Other titles include: "The Fight" Adam Bagdasarian, "Born Worker" Gary Soto, "Pancakes" Joan Bauer, "The Fight" Brain Hartman, "Eraser Tattoo" Jason Reynolds, "Super Human" Nicola Yoon, "The Gift of the Magi" O'Henry, "The Lottery" Shirley Jackson, "The Most Dangerous Game" Richard Connell, "The Necklace" Guy de Maupassant, "The Cask of Amontillado," "The Fall of the House of Usher" Edgar Allan Poe, "The Bet" Anton Checkov, "The Monkey's Paw" W.W. Jacobs, "To Build a Fire" Jack London, "I Go Along" Richard Peck, "If You Kiss a Boy" Alex Sanchez, "Kate the Great" Meg Cabot, "The Sniper" Liam O'Flaherty, "Harrison Bergeron" Kurt Vonnegut, <i>Flowers for Algernon</i> (excerpt) Daniel Keyes, "The Babysitter" Jane Yolen, "The Snake Mafia" Gennifer Choldenko, "The Gun" Carol Ellis, "The Green Killer" M.E. Kerr. "Rules of the Game" Amy Tan, "Satyagraha" Alden R. Carter, "I've Got Gloria" M.E. Kerr, "The Save" Joseph Bruchac, "Button, Button" Richard Matheson, "The Landlady" Roald Dahl, "Lamb to the Slaughter" Roald Dahl, "The Veldt" Ray Bradbury, "Where Are You Going, Where Have You Been?" Joyce Carol Oates, "Fish Cheeks" Amy Tan, "Amigo Brothers" Piri Thomas Graphic Novels (Choice) <i>Understanding Comics: The Invisible Art</i> - Scott McCloud, <i>Maus I & Maus II</i> - Art Spiegelman, <i>Dragon Hoops</i> - Gene Luen Yang, <i>American Born Chinese</i> - Gene Luen Yang, <i>Superman Smashes the Klan</i> - Gene Luen Yang art by Gurihiru, <i>Pashmina</i> - Nidhi Chalani,

Stitches - David Small, *Pride of Baghdad* - Brian K. Vaughan and illustrated by Niko Henrichon, *Superman for All Seasons* - Jeph Loeb with art by Tim Sale, *Ms. Marvel* - G. Willow Wilson, art by Adrian Alphona, *Smile, Guts, Drama, Sisters* - Raina Telgemeier, *El Deafo* - Cece Bell, *When Stars are Scattered* - By Victoria Jamieson and Omar Mohamed, Illustrated by Victoria Jamieson and Iman Geddy, *Hey, Kiddo* - Jarrett Krosoczka, *Trinity* - Jonathan Fetter-Vorm, *Sunny Side Up* series - Jennifer L. Holm, *Stargazing* - Jen Wang, *The Prince and the Dressmaker* - Jen Wang, *Yummy: The Last Days of a Southside Shorty* - Gregory Neri, *Zenobia* - Morten Dürr, Illustrated by Lars Horneman, *Illegal* - by Andrew Donkin and Eoin Colfer, *Child Soldier: When Boys and Girls Are Used in War*, by Jessica Dee Humphreys and Michel Chikwanine, *Robot Dreams* - Sara Varon, *Lumberjanes* - by ND Stevenson (Author), Shannon Watters (Author), Grace Ellis (Author), Gus A Allen (Illustrator), *Nimona* - ND Stevenson

Social Issues (Book Club Choices)

Front Desk - Kelly Yang, *The 57 Bus* - Dashka Slater, *You Should See Me in a Crown* - Leah Johnson, *Ghost* - Jason Reynolds, *You're Welcome Universe* - Whitney Gardner, *The Benefits of Being an Octopus* - Ann Braden, *Free Lunch* - Rex Ogle, *From a Whisper to Rallying Cry* - Paula Yoo, *Black Brother, Black Brother*- Jewell Parker Rhodes, *All American Boys* - Jason Reynolds & Brendan Kiely, *Bomb* - Steve Sheinkin

Drama/Classics

A Raisin in the Sun - Lorraine Hansberry

A Midsummer Night's Dream - (original) William Shakespeare

Dystopian Unit:

Mentor Texts (texts might be used in class): "The Lottery," by Shirley Jackson, "All Summer in a Day," by Ray Bradbury, "Harrison Bergeron," by Kurt Vonnegut, "The Fun They Had," by Isaac Asimov, "Ponies," by Kij Johnson, "There Will Come Soft Rains," by Ray Bradbury

Book Club Texts (students choose their books from list):

The Knife of Never Letting Go, by Patrick Ness (series), *Cinder*, by Marissa Meyer (series), *Matched*, by Ally Condie (series), *Legend*, Marie Lu (series), *Warcross*, by Marie Lu, *Uglies*, by Scott Westerfeld (series), *Uglies*, by Scott Westerfeld (series) [graphic novel], *Hunger Games*, by Suzanne Collins (series), *Divergent*, by Veronica Roth (series), *Spill Zone*, by Scott Westerfeld (series) [graphic novel], *Legend*, by Marie Lu (series) [graphic novel], *Maze Runner*, by James Dashner (series), *Among the Hidden*, by Margaret Peterson Haddix (series), *Delirium*, by Lauren Oliver (series), *War Girls*, by Tochi Onyebuchi, *City of Ember*, by Jeanne DuPrau (series), *Internment*, by Samira Ahmed, *The Selection*, by Kiera Kass

Social Justice Unit:

Mentor Texts (texts might be used in class): "The Stolen Party," by Lilianna Hecker, "Thank You Ma'am," by Langston Hughes, *Fresh Ink*, edited by Lamar Giles, *Hope Nation*, edited by Rose Brock, *Black Enough*, by Ibi Zoboi, "[TED Talk: The Danger of a Single Story](#)," by Chimamanda Ngozi Adichie, "[Sometimes You're a Caterpillar](#)" (YouTube), "[What is Equality and Social Justice](#)," "Guide Dogs Don't Lead Blind People, We Wander As One," by Haben Girma

Visiting Author Text: TBD novel from Stacey Lee

Book Club Texts (students choose their books from list): *The Hate U Give*, by Angie Thomas, *On the Come Up*, Angie Thomas, *Concrete Rose*, by Angie Thomas, *All-American Boys*, by Jason Reynolds, *This is My America*, by Kim Johnson, *Poet X*, by Elizabeth

	Acevedo, <i>With the Fire on High</i>, by Elizabeth Acevedo, <i>We Are Not Free</i>, by Traci Chee, <i>Amina's Voice</i>, by Hena Khan, <i>American Street</i>, by Ibi Zoboi, <i>Dark Dude</i>, by Oscar Hijuelos, <i>Punching the Air</i>, by Ibi Zoboi, <i>Slay</i>, by Brittney Morris, <i>Ghost Boys</i>, by Jewell Parker Rhodes, <i>Bad Boy</i>, by Walter Dean Myers, <i>Dear Martin</i>, by Nic Stone Poetry and ELA Skills Unit: Mentor Texts (texts might be used in class): "Highway Don't Care," by Tim McGraw & Taylor Swift, "The Climb," by Miley Cyrus, "The Rose That Grew from Concrete," by Tupac, "High Hopes," by Panic at the Disco, "Grenade," by Bruno Mars, "Mending Wall," by Robert Frost, "Dream Deferred," by Langston Hughes, "The Bigger Picture," by Lil Baby Literary Nonfiction and Memoir Unit: Mentor Texts (texts might be used in class): "Born a Crime," by Trevor Noah, "Facing It," by Yusef Komunyakha, "The Barrack" [from Night], by Ellie Weisel, "A Survivor's Story," by Charlotte Elmowitz, <i>Anne Frank</i>, by Anne Frank [play version] Book Club Texts (students choose their books from list): <i>Refugee</i>, by Alan Gratz, <i>They Called Us Enemy</i>, by George Takei [graphic novel], <i>Displacement</i>, by Kiku Hughes [graphic novel], <i>Illegal</i>, by Andrew Donkin & Eoin Colfer [graphic novel], <i>Tree Girl</i>, by Ben Mikaelson, <i>The Diary of Anne Frank</i>, by Anne Frank, <i>Unbroken</i>, by Laura Hillenbrand, <i>Rose Under Fire</i>, by Elizabeth E. Wein, <i>We Are Not Free</i>, by Traci Chee, <i>The Brooklyn Nine</i>, by Alan Gratz, <i>Girl in the Blue Coat</i>, by Monica Hesse, <i>The War Outside</i>, by Monica Hesse, <i>Flygirl</i>, by Sherri L. Smith, <i>American Ace</i>, by Marilyn Nelson, <i>Rad Girls Can</i>, by Kate Schatz, <i>Red Scarf Girl</i>, by Ji-Li Jiang, <i>Surviving Hitler</i>, by Andrea Warren, <i>Getting Away With Murder</i>, by Chris Crowe, <i>Just Mercy</i>, by Brian Stevenson Tough Text Unit: Mentor Texts (texts might be used in class): <i>Of Mice and Men</i>, by John Steinbeck, "To A Mouse" by Robert Burns (poem), various articles/videos about the Great Depression/the Dust Bowl Book Club Texts (students choose their books from list): <i>Deadline</i>, by Chris Crutcher, <i>Looking for Alaska</i>, by John Green, <i>The Absolutely True Diary of a Part-Time Indian</i>, by Sherman Alexie, <i>Twisted</i>, by Laurie Halse Andersen, <i>Curious Incident of the Dog in the Night-Time</i>, by Mark Haddon, <i>Whale Talk</i>, by Chris Crutcher, <i>Ironman</i>, by Chris Crutcher, <i>We Were Liars</i>, by E. Lockhart, <i>Everything, Everything</i>, by Nicola Yoon, <i>The Sun Is Also a Star</i>, by Nicola Yoon; <i>Love, Hate and Other Filters</i>, by Samira Ahmed, <i>The Hate U Give</i>, by Angie Thomas; <i>Eleanor & Park</i>, by Rainbow Rowell, <i>Aristotle & Dante Discover the Secrets of the Universe</i>, by Benjamin Alire Saenz; <i>Pop</i>, by Gordon Korman		
Scope/Sequence	*Standards/ Themes		
Unit 0 - Summer Reading	8R1, 8R2, 8R3	Students will read various texts. Students will summarize the texts and make inferences and cite textual evidence. After reading students will determine themes and central ideas and analyze their development over the course of the text. Students will analyze characters and their development and examine how particular lines of dialogue or events propel the action, reveal aspects of a character. or provoke a decision	

		Students will demonstrate their knowledge through focused annotations and an extended response (book review), which will primarily be used as a baseline writing sample and will foster discussion at the start of the school year.	
<u>Unit 1: Dystopian Literature</u>	8R1, 8R2, 8R3, 8R4, 8R5, 8R6, 8R8 8W1, 8W5 8SL1, 8SL3, 8SL4 8L1, 8L2, 8L4, 8L5	Students learn the essentials of 8th grade reading/writing and master dystopian elements. After reading various books in clubs, students learn how to write a strong and effective argumentative essay.	
<u>Unit 2 - Short Stories</u>	8R1, 8R2, 8R3, 8R4, 8R5, 8R6, 8R8 8W3, 8W3a, 8W3b, 8W3c, 8W3d, 8W3e 8SL1, 8SL3, 8SL4, 8SL5, 8SL6 8L1, 8L2, 8L3, 8L4, 8L5, 8L6	Students will read short stories and practice analyzing text structures and understanding character and characterization. Students will study plot elements and understand how to respond to texts. Students will use Reader's and Writer's Notebooks to reflect on texts. In addition, students will use writing strategies provided by the TCRWP to examine the author's craft and theme. Students will practice writing their own short stories and memoirs during this unit.	
<u>Unit 3: Realistic Fiction/Social Justice Book Clubs - Mini Research Unit</u>	8R1, 8R2, 8R3, 8R4, 8R5, 8R8 8W2, 8W5, 8W6, 8W7 8SL1, 8SL2 8L1, 8L2, 8L3, 8L4, 8L5, 8L6	Students learn the elements of realistic fiction, make text to text connections, evaluate opinions vs. facts, and evaluate author's purpose. After reading various books about different social justice issues, students research and write about social justice advocates. Students focus on author's craft, theme, social issues, research, reader response, conversations using stems, weekly checkpoints, focused annotations, discussion questions. In addition, Students may begin a Mini-Research Unit With a focus on: the selection of a research topic/social issue, use of library databases, research methods, CRAAP analysis of sources, citations, annotated bibliography, presentation of information in multimodal format	
<u>Unit 4 - Graphic Novels – Visual Literacy & Lenses</u>	8R1, 8R2, 8R3, 8R4, 8R5, 8R6, 8R7, 8R9 8W1, 8W3, 8W4, 8W5, 8W6 8SL1, 8SL3, 8SL4, 8SL5, 8SL6 8L1, 8L2, 8L3, 8L4, 8L5, 8L6	Students will read a variety of graphic novels and analyze them using visual literacy techniques. Students will understand genre and its use of art and words as medium and craft. Students will learn the text structures and examine the author's craft moves in the text. Students will further examine how the theme is presented in the texts. Through focused annotations, students will be able to recognize the theme, message and the social issues presented in the texts. Students will make text to text, text to self and text to world connections. In addition, after reading various texts, students will research the author's purpose and analyze the theme and message in the text, through the analysis of the elements of a graphic novel.	
<u>Unit 5: Poetry and ELA Skills</u>	8R1, 8R2, 8R3, 8R4, 8R5, 8R6, 8R7, 8R9 8W1, 8W3, 8W4, 8W5 8SL1, 8SL3, 8SL4, 8SL5, 8SL6 8L1, 8L2, 8L3, 8L4, 8L5, 8L6	Students learn techniques to understand, analyze, and critique poetry. This is done through annotations, pairing passages, reflection, and analysis of multiple-choice questions. Students will also learn/practice/master structure, craft, figurative language, song lyric analysis, author's purpose, and poet's message. This unit will culminate with students creating a poetry portfolio.	

<u>Unit 6 - Drama - Historical Fiction</u>	8R1, 8R2, 8R3, 8R4, 8R5, 8R6, 8R7, 8R9 8W1, 8W3, 8W4, 8W5 8SL1, 8SL3, 8SL4, 8SL5, 8SL6 8L1, 8L2, 8L3, 8L4, 8L5, 8L6	Students will read and act out the classic drama, <u>A Raisin in the Sun</u> , by Lorraine Hansberry. Analysis of the Three-Act structure and drama elements will be one aspect of study. Stage directions, dialogue, characterization, theme and symbolism will be studied. In addition, students will practice reading a text and viewing the film noting differences from text to film adaptation. In addition, students will examine the social and historical relevance of this classic text. Students will read nonfiction texts in order to understand the historical context of the classic.	
<u>Unit 7: Literary Nonfiction and Memoir</u>	8R1, 8R2, 8R3, 8R4, 8R5, 8R7, 8R9 8W1, 8W3, 8W4, 8W6, 8W7 8SL1, 8SL2, 8SL5 8L1, 8L2, 8L3, 8L4, 8L5, 8L6	Students learn how to read, analyze, interpret, and synthesize information from literary nonfiction, historical fiction, and memoirs. Some of the topics that will be explored are differences in genres, using text features like subheadings, the importance of captions/dialogue, historical setting, author's purpose, and author's message. After reading various books in the nonfiction genre, students will embark upon research and create a story revolving around one of the books from the unit.	
<u>Unit 8 - Drama - Classics- William Shakespeare</u> <u>A Midsummer Night's Dream</u>	8R1, 8R2, 8R3, 8R4, 8R5, 8R6, 8R7, 8R9 8W1, 8W3, 8W4, 8W5 8SL1, 8SL3, 8SL4, 8SL5, 8SL6 8L1, 8L2, 8L3, 8L4, 8L5, 8L6	Students will read William Shakespeare's, <u>A Midsummer Night's Dream</u> . Introduction and analysis of the Five-Act Structure will be one aspect of study. Students will learn to discern between the three and five-act structures noting the differences in text structure and development. Students read and act out the play in its original form and learn the context of the original Shakespearean language and its modern translation. Students will understand character development, setting, theme, and the introduction of the "play-within-a-play" craft move. Students will use their knowledge of drama terms to write their own one act play. In addition, students write poetry inspired by Shakespeare's language.	
<u>Unit 9 - Tough Texts</u>	8R1, 8R2, 8R3, 8R4, 8R5, 8R6, 8R8, 8R9 8W1, 8W2, 8W5, 8W6, 8W7 8SL1, 8SL2, ESL4 8L1, 8L2, 8L3, 8L4, 8L5, 8L6	Students learn how to read, interpret, analyze, and synthesize tough texts to prepare themselves for high school. This unit will focus on researching the time period, characterization, parallel structure, foreshadowing, flashbacks, symbolism, and author's message. While students are reading <i>Of Mice and Men</i> by John Steinbeck in class, they will be reading other tough texts at home. This unit will culminate with students writing a strongly defended five paragraph essay that references two of the tough texts that were read.	
<u>Additional Notes</u>	Enriched/Self Select Seminars – All 4 Quarters – Each 8th grade English teacher meets with different groups of students throughout the year. Topics & themes vary.		