

Middle/Senior High School Curriculum Map
English 8H Curriculum Map

Course Title: English 8	Quarter: 1	Academic Year: 2024-2025
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Essential Questions for this Quarter:

1. In what way is graduation a rite of passage, or significant milestone that indicates growth? What other rites of passage are you familiar with?
2. What are some milestones on the path to growing up?
3. What event changed your understanding of yourself, or that of someone you know?
4. What defines an event or experience in a young person’s life as a milestone or rite of passage?
5. What rite of passage has held the most significance for you or for a person you know well?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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<p>UNIT 1 : Rites of Passage</p>	<p>Reading Literary Text 8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text. 8.RL.2.2: Analyze the development of a</p>	<p>Launch Text: Red Roses</p> <p>Anchor Text (Short Story): <i>The Medicine Bag</i> by Virginia Driving Hawk Sneve</p> <p>Media: Video: <i>Apache Girl's Rite of Passage</i> The National Geographic Society</p> <p>Letter: <i>You Are the Electric Boogaloo</i> by Geoff Herbach</p>	<ul style="list-style-type: none"> · · Read and analyze how authors express point of view in nonfiction narrative. · Expand Knowledge and use of academic and thematic vocabulary. · Write a nonfiction narrative in which you develop experiences or events using effective technique · Conduct research projects of various lengths to explore a topic and clarify meaning 	<p>Selection Quizzes</p> <p>Write A Nonfiction Narrative Prompt: What event changed your understanding of yourself, or that of someone you know?</p> <p>Present a Nonfiction</p>	<p>Unit Video: Dear Graduates – A Message from Kid President</p> <p>Textbook</p> <p>Computer</p> <p>Internet</p>
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	<p>theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.</p> <p>Reading Informational Text 8.RN.4.2: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says</p>	<p><i>Just Be Yourself!</i> By Stephanie Pellegrin</p> <p>Poetry: <i>Hanging Fire</i> by Audre Lorde</p> <p><i>Translating Grandfather's House</i> By E.J. Vega</p> <p>Short Story: <i>The Setting Sun and the Rolling World</i> by Charles Mungoshi</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> · Cub Pilot on the Mississippi by Mark Twain · from I Know Why the Caged Bird Sings by Maya Angelou · Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood by Natalie St. John · Childhood and Poetry by Pablo Neruda · The Winter Hibiscus by Minfong Ho 	<ul style="list-style-type: none"> · Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verb · Collaborate with your team to build on the ideas of others, develop consensus, and communicate <p>Integrate audio, visuals, and text in presentations</p>	<p>Narrative Prompt: What defines an event or experience in a young person's life as a milestone or rite of passage?</p> <p>Writing to Sources: Nonfiction Narrative Prompt: What rite of passage has held the most significance for you or for a person you know well?</p>	
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	<p>explicitly as well as inferences drawn from the text.</p> <p>Speaking & Listening and Language</p> <p>8.W.6.1b: Verbs – Explaining the function of verbals</p> <p>8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p> <p>8.SL.4.1: 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</p>				
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	<p>volume, and clear pronunciation. 8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources. 8.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p> <p>Writing</p> <p>8.W.3.3: Write narrative</p>				
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	compositions in a variety of forms 8.W.3.2: Write informative compositions on a variety of topics				
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English 8 Curriculum Map

Course Title: English 8	Quarter: 2	Academic Year: 2024-2025
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Essential Questions for this Quarter:

1. How might the Nazi’s treatment of European Jews have affected everyone else?
2. How do we remember the past?
3. How are historical events reflected in the play *The Diary of Anne Frank*?
4. How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past?
5. How can literature help us remember and honor the victims of the Holocaust?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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UNIT 2 : The Holocaust	Reading Literary Text 8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play	Launch Text: The Grand Mosque of Paris Anchor Text (Drama): <i>The Diary of Anne Frank, Act I</i> by Frances Goodrich & Albert Hackett Anchor Text	· · Read and analyze how authors discuss a cause, event, or condition that produces a specific result · Expand Knowledge and use of academic and thematic vocabulary.	Selection Quizzes Write an Explanatory Essay Prompt: How are historical	Unit Video: The Holocaust Textbook Computer
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	<p>stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</p> <p>8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.</p> <p>8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to</p>	<p>(Drama): <i>The Diary of Anne Frank, Act II</i> by Frances Goodrich & Albert Hackett</p> <p>Media: Timeline: <i>Frank Family and World War II Timelines</i></p> <p>Diary: <i>from Anne Frank: The Diary of a Young Girl</i> by Anne Frank</p> <p>Speech: <i>Acceptance Speech for the Nobel Peace Prize</i> by Elie Wiesel</p> <p>Media: Graphic Novel: <i>from Maus</i> by Art Spiegelman</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> · Saving the Children by Bob Simon · A Great Adventure in the Shadow of War by Mary Helen Dirks · Irena Sendler: Rescuer of the Children of Warsaw by Chana Kroll · Quiet Resistance from Courageous Teen Resisters by Ann Byers · Remembering a Devoted Keeper of Anne Frank's Legacy by Moni Basu 	<ul style="list-style-type: none"> · Write an explanatory essay in which you effectively incorporate the key elements of an argument · Conduct research projects of various lengths to explore a topic and clarify meaning. · Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions · Collaborate with your team to build on the ideas of others, develop consensus, and communicate <p>Integrate audio, visuals, and text in presentations</p>	<p>events reflected in the play <i>The Diary of Anne Frank</i>?</p> <p>Present an Explanatory Essay Prompt: Discuss how the texts read relate to the Holocaust</p> <p>Writing to Sources: Explanatory Essay Writing Prompt: How can literature help us remember and honor the victims of the Holocaust?</p>	<p>Internet</p> <p><i>Night</i> by Elie Wiesel</p>
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	<p>the characters, setting, and plot; provide a detailed summary that supports the analysis.</p> <p>8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Reading Informational Text</p> <p>8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.</p>	<p>· I'll Go Fetch Her Tomorrow from Hidden Like Anne Frank by Bloeme Emden with Marcel Prins</p>			
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	<p>8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.</p> <p>Speaking & Listening and Language 8.W.6.1b: Verbs – Explaining the function of verbals 8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling 8.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant</p>				
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	<p>evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>8.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>				
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	<p>Writing 8.W.3.2: Write informative compositions on a variety of topics 8.W.3.3: Write narrative compositions in a variety of forms 8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts. 8.W.3.1: Write arguments in a variety of forms</p>				
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English 8 Curriculum Map

Course Title: English 8	Quarter: 3	Academic Year: 2024-2025
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Essential Questions for this Quarter:

<ol style="list-style-type: none"> 1. Why is volunteering, engaging in sports and hobbies, and pursuing personal dreams so fulfilling? 2. When is it right to take a stand? 3. What is a problem you think needs to be solved? How would you solve it? 4. When you take a stand, how much does winning matter? 5. Is it important for people to make their own choices in life?
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Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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<p>UNIT 3: What Matters</p>	<p>Reading Literary Text 8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors 8.RL.2.1: Cite the textual evidence</p>	<p>Launch Text: Freedom of the Press?</p> <p>Anchor/Magazine Article: <i>Barrington Irving, Pilot and Educator</i> National Geographic</p> <p>Anchor Text (Opinion piece): <i>Three Cheers for the Nanny State</i> By Sarah Conly</p>	<ul style="list-style-type: none"> · Evaluate written arguments by analyzing how authors state and support their claims · Expand Knowledge and use of academic and Concept vocabulary · Write an argumentative essay in which you effectively incorporate the key elements of an argument · Conduct research projects of various lengths to explore a topic and clarify meaning. 	<p>Selection Quizzes</p> <p>Write an Argument Prompt: What is a problem you think needs to be solved? How would you solve it?</p> <p>Present an Argument Deliver an Oral Presentation Prompt: When you</p>	<p>Unit Video: Philippe Petit</p> <p>Textbook</p> <p>Computer</p> <p>Internet</p> <p><i>Roll of Thunder, Hear My Cry</i></p>
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<p>that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text. 8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently. 8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. 8.RL.2.3: Analyze how particular lines of dialogue or incidents in a</p>	<p>Anchor Text (Opinion piece): <i>Ban the Ban!</i> by Sidney Anne Stone <i>Soda's a Problem but . . .</i> by Karin Klein Speech: <i>Words Do Not Pay</i> by Chief Joseph Memoir: <i>from Follow the Rabbit-Proof Fence</i> by Doris Pilkington Media: Video: <i>The Moth Presents</i> by Aleeza Kazmi Select and read a story from selections available online · <i>from Through My Eyes</i> by Ruby Bridges · <i>The Unknown Citizen</i> by W. H. Auden · <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry</p>	<ul style="list-style-type: none"> · Demonstrate command of the conventions of standard English grammar and usage, including correct usage of nouns, pronouns, adjectives, adverbs, clauses, and sentence structure · Collaborate with your team to build on the ideas of others, develop consensus, and communicate <p>Integrate audio, visuals, and text in presentations</p>	<p>take a stand, how much does winning matter?</p> <p>Writing to Sources: Argument Prompt: Is it important for people to make their own choices in life?</p>	
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	<p>work of literature propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Reading Informational Text</p> <p>8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.</p> <p>8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective</p>				
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	<p>summary of the text.</p> <p>Speaking & Listening and Language</p> <p>8.W.6.1b: Verbs – Explaining the function of verbals</p> <p>8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p> <p>8.SL.4.1: 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>				
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	<p>8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>8.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p> <p>Writing 8.W.3.2: Write informative compositions on a variety of topics</p> <p>8.W.3.3: Write</p>				
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	<p>narrative compositions in a variety of forms 8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts. 8.W.3.1: Write arguments in a variety of forms</p>				
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English 8 Curriculum Map

Course Title: English 8	Quarter: 4	Academic Year: 2024-2025
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Essential Questions for this Quarter:

1. What limits might there be on the capacity of human memory?
2. In what different ways can people be different?
3. What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?
4. How does each selection highlight a different way to be intelligent?
5. In what different ways can people be intelligent?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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<p>Unit 4: Human Intelligence</p>	<p>Reading Literary Text 8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by</p>	<p>Anchor Text (Short Story): <i>Flowers for Algernon</i> by Daniel Keyes</p> <p>Media (Video): <i>from Flowers for Algernon</i> by David Rogers</p> <p>Memoir: <i>from Blue Nines and Red Words / from Born</i></p>	<ul style="list-style-type: none"> · Gather information and ideas from a variety of texts. · Expand Knowledge and use of academic and thematic vocabulary · Write an informative essay in which you examine a topic and convey ideas, concepts, and information 	<p>Selection Quizzes</p> <p>Informative Speech Prompt: What has happened to you so far as a result of the experiment, and what do you predict will</p>	<p>Unit Video: Amazing Man Draws NYC From Memory</p> <p>Textbook</p> <p>Computer</p>
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<p>the director or actors 8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text. 8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently. 8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.</p>	<p><i>on a Blue Day</i> by Daniel Tammet</p> <p>Media (Infographic): <i>The Theory of Multiple Intelligences Infographic</i> by Howard Gardner</p> <p>Poetry: <i>Retort</i> by Paul Laurence Dunbar <i>from The People, Yes</i> by Carl Sandburg</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> · Is Personal Intelligence Important? By John D. Mayer, Ph.D. · Why Is Emotional Intelligence Important for Teens? By Divya Parekh · The More You Know, the Smarter You Are? By Jim Vega · from <i>The Future of the Mind</i> by Michio Kaku 	<ul style="list-style-type: none"> · Conduct research projects of various lengths to explore a topic and clarify meaning. · Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs · Collaborate with your team to build on the ideas of others, develop consensus, and communicate <p>Integrate audio, visuals, and text in presentations</p>	<p>happen to you as time progresses?</p> <p>Present an Informative Multimedia Presentation Prompt: How does each selection highlight a different way to be intelligent?</p> <p>Writing to Sources: Informative Essay Prompt: In what different ways can people be intelligent?</p>	<p>Internet</p> <p><i>The Time Machine</i></p>
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	<p>8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Reading Informational Text</p> <p>8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.</p> <p>8.RN.2.2: Analyze the development of a central idea over the course of a text, including its</p>				
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	<p>relationship to supporting ideas; provide a detailed, objective summary of the text.</p> <p>Speaking & Listening and Language 8.W.6.1b: Verbs – Explaining the function of verbals 8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling 8.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use</p>				
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	<p>appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>8.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p> <p>Writing</p> <p>8.W.3.2: Write informative compositions</p>				
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on a variety of topics
8.W.3.3:
Write narrative compositions in a variety of forms
8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
8.W.3.1:
Write arguments in a variety of forms