

Grade 8 Curriculum Map

GRADE 8, UNIT 2 : The Holocaust				
INTRODUCTION	Unit Video: The Holocaust Discuss It: How might the Nazi's treatment of European Jews have affected everyone else?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Explanatory Essay Launch Text: The Grand Mosque of Paris (Lexile 990)		
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3				By the end of this unit students will be able to...
Anchor Text (Drama): <i>The Diary of Anne Frank, Act I</i> by Frances Goodrich & Albert Hackett Anchor Text (Drama): <i>The Diary of Anne Frank, Act II</i> by Frances Goodrich & Albert Hackett Media:Timeline: <i>Frank Family and World War II Timelines</i>	Whole-Class Learning Strategies: <ul style="list-style-type: none"> Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas 	Unit Goals: TG p. 90 <ul style="list-style-type: none"> Read and analyze how authors discuss a cause, event, or condition that produces a specific result RI.8.8 Expand Knowledge and use of academic and thematic vocabulary. RI.8.4 Write an explanatory essay in which you effectively incorporate the key elements of an argument W.8.2 Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.8.1 Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 Integrate audio, visuals, and text in presentations SL.8.5 		<ul style="list-style-type: none"> understand the importance of historical accuracy on texts interact in class appropriate discussion on topics understand the development of theme comprehend how the author uses actions within the play to build suspense and tension use context clues write a grade appropriate research paper using grade level grammar and word usage

Standards Covered				
Reading Literary Text RL.8.1, RL.8.2, RL.8.3, RL.8.7		Language L.8.1, L.8.3, L.8.4.a, L.8.4.b, L.8.5.b	Writing W.8.2.a, W.8.2.b	NOTES:

Making Meaning			Language Development		NOTES:
Days 4-8					
The Diary of Anne Frank, Act I: TG p. 100-155	Close Read TG p. 102: Look for words that tell what something looks like TG p. 104: Notice the voice telling the story changes TG p. 105: Look for use of dialogue and stage directions TG p. 107: Analyze conflict	Analyze the Text TG p. 152: <ul style="list-style-type: none"> Compare and contrast Make a judgement Paraphrase Analyze cause and effect 	Analyze Craft and Structure TG p. 153 Analyze Text Structures in Drama Dialogue Mood Conflicts Dramatic irony	Concept Vocabulary and Word Study TG p. 154 Words used to describe feelings of stress and conflict: Anxiously Tension Restraining Quarrels Bickering Hysterically	
			RL.8.3, RL.8.6	RL.8.4.a	

Making Meaning			Language Development		Effective Expression	
Days 9-13						
The Diary of Anne Frank, Act II: TG p. 156-193	Close Read TG p. 157: Notice details that show the passage of time TG p. 158: Understand diary TG p. 160: Highlight details that show Mr. and Mrs. Van Daan respond to Mr. Frank TG p. 161: Mark ellipses	Analyze the Text TG p. 188 <ul style="list-style-type: none"> Analyze Interpret Evaluate Paraphrase Answer the Essential Question PL.2	Analyze Craft and Structure TG p. 189 Character Motivation Internal motivations External motivations	Concept Vocabulary and Word Study TG p. 190 Words used to reveal feelings about the future: Foreboding Apprehension Intuition Mounting Rigid Insistent		Writing to Sources: TG p. 192 Drama Review
First Read Notice: Who the play is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 163: Analyze characterization TG p. 164: Mark exclamation points TG p. 166: Notice ellipses TG p. 169: Analyze dialogue TG p. 171: Highlight details that tell what characters are doing TG p. 173: Infer from dialogue TG p. 175: Analyze motivation TG p. 177: Highlight details of Anne’s behavior TG p. 179: Mark stage directions TG p. 181: Analyze character TG p. 183: Mark stage action about reactions to phone ringing TG p. 184: Analyze punctuation TG p. 186: Mark German words RL.8.1, RL.8.2, RL.8.3	RL.8.1, RL.8.3	L.8.4, L.8.4.b		RL.8.7, W.8.2, W.8.2.b, W.8.2.f	

Making Meaning		Effective Expression		NOTES:
Days 14-15				
<p>Frank Family and World War II Timelines: TG p. 194-201</p>	<p>Close Review TG p. 197: Reflect on chronology</p>	<p>Analyze the Media TG p. 199</p> <ul style="list-style-type: none"> • Interpret • Analyze • Interpret • Answer the Essential Question 	<p>Prepare to Compare TG p. 200 Comparing media with text</p>	<p>Write to Compare TG p. 201 Compare and contrast essay</p>
<p>First Review Examine: The timeline and sequence of events Annotate: By marking key events you want to revisit Connect: Ideas in the timeline to what you already know and what you have read Respond: Complete Comprehension check</p>			<p>RI.8.7, SL.8.1.a, SL.8.1.c</p>	<p>RI.8.7, W.8.2, W.8.2.a, W.8.2.b</p>
Performance Task: Writing Focus				
Days 16-18				
<p>TG p. 201-207 Write an Explanatory Essay Prompt: Complete a research paper over a Holocaust survivor. You are to focus on their life before, during and after the war. Language Development: Revising Sentences by Combining With Conjunctions</p>			<p>Standards: W.8.2, W.8.2.a-f, W.8.5, W.8.10, L.8.1, L.8.2, L.8.3</p>	

UNIT 2 Small-Group Learning		GRADE 8	
The Holocaust			
Introduction Day 19			
<p>Dairy: <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>Essential Question How do we remember the past?</p>	<p>Unit Goals: TG p. 90</p> <ul style="list-style-type: none"> • Read and analyze how authors discuss a cause, event, or condition that produces a specific result RI.8.8 • Expand Knowledge and use of academic and thematic vocabulary. RL.8.4, RI.8.4 • Write an explanatory essay in which you effectively incorporate the key elements of an argument W.8.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.8.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
<p>Reading Literary Text RL.8.10</p>	<p>Language L.8.1, L.8.4, L.8.4.a, L.8.4.b, L.8.5.c, L.8.6</p>	<p>Writing W.8.2, W.8.4, W.8.5, W.8.6, W.8.10</p>	<p>NOTES:</p>

Making Meaning			
Days 20-24			
<p><i>from Anne Frank: The Diary of a Young Girl</i> TG p. 212-221</p> <p>First Read Notice: Who the diary is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Analyze the Text TG p. 218</p> <ul style="list-style-type: none"> Review and Clarify Present and Discuss Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 219</p> <p>Central Idea and Supporting Details</p> <p>Central idea Stated central idea Topic Topic sentence Implied central Idea Inference</p>	<p>Concept Vocabulary and Word Study TG p. 212</p> <p>Context Clues</p> <p>TG p. 218 Words that describe limits and loss experienced by Jewish people during the Holocaust:</p> <p>Forbidden Restrictions Sacrifices</p>
	SL.8.1, SL.8.4	RI.8.1, RI.8.2, RI.8.5	L.8.4, L.8.4.b, L.8.4.d

Making Meaning			
Days 25-26			
<p>Acceptance Speech for the Nobel Peace Prize: TG p. 222-229</p> <p>First Read Notice: Who the speech is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Analyze the Text TG p. 226</p> <ul style="list-style-type: none"> Review and Clarify Present and Discuss Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 227</p> <p>Author's Purpose and Point of View</p> <p>author's purpose author's point of view</p>	<p>Concept Vocabulary and Word Study TG p. 222</p> <p>Using dictionary and thesaurus</p> <p>TG p. 226</p> <p>Words that have to do with suffering and oppression:</p> <p>Humiliation Persecuted Traumatized</p> <p>L.8.4, L.8.4.b, L.8.4.d</p>
	SL8.1, SL.8.4	RI.8.6	

Making Meaning			
Days 27-30			
<p>from Maus: TG p. 230-24</p> <p>First Review Look: At each panel and determine who or what it portrays Note: Elements in each comic that you find interesting and want to revisit Connect: Details in the graphic novel to other texts you've read or comics you've seen Respond: Complete Comprehension check</p>	<p>Close Review TG p. 232 Analyzing visual metaphors TG p. 234: Analyzing art TG p. 236: Analyzing art</p>	<p>Analyze the Media TG p. 240</p> <ul style="list-style-type: none"> • Review and clarify • Present and discuss • Answer the Essential Question <p>SL.8.1, SL.8.4</p>	<p>Media Vocabulary TG p. 240</p> <p>Panel Encapsulation Speech balloon</p> <p>L.8.6</p>

GRADE 8, UNIT 4 : Human Intelligence			
INTRODUCTION	Days 1 & 2	Unit Video: Amazing Man Draws NYC From Memory Discuss It: What limits might there be on the capacity of human memory?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative texts Launch Text: The Human Brain (Lexile 1120)
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3			By the end of this unit students will be able to...

<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>Performance-Based Assessment Task</p> <p>Writing Focus: Informative Speech</p> <p>Prompt: 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?</p> <p>W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b</p>	<p>Whole-Class Learning Strategies:</p> <ul style="list-style-type: none"> • Listen Actively • Clarify by asking questions • Monitor Understanding • Interact and Share ideas 	<p>Essential Question</p> <p>In what different ways can people be different?</p>	<p>Unit Goals: TG p. 342</p> <ul style="list-style-type: none"> • Gather information and ideas from a variety of texts. RI.8.10 • Expand Knowledge and use of academic and thematic vocabulary RI.8.4 • Write an informative essay in which you examine a topic and convey ideas, concepts, and information W.8.2 • Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs L.8.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	<ul style="list-style-type: none"> • participate in class discussion and grade level content • understand accuracy of the narrator • understand how point of view can impact the story • use context clues to determine the meaning of unknown vocabulary
Standards Covered					
<p>Reading Literary Text</p> <p>RL.8.1, RL.8.2, RL.8.6, RL.8.7</p>	<p>Reading Informational Text</p>	<p>Speaking & Listening</p> <p>SL.8.1.a-d, SL.8.2, SL.8.4, SL.8.5, SL.8.6</p>	<p>Language</p> <p>L.8.1, L.8.4.b</p>	<p>Writing</p> <p>W.8.2.b</p>	<p>NOTES:</p>

Making Meaning	Language Development
Days 14-15	

<p>from Flowers for Algernon: TG p. 384-389</p>	<p>Analyze the Media TG p. 387</p> <ul style="list-style-type: none"> • Present and discuss • Review and synthesize 	<p>Media Vocabulary TG p. 387</p> <p>Prop Sci-fi Adapted</p>
<p>First Review Watch: Who speaks, what they say, and how they say it Note: Elements that you find interesting or want to revisit Connect: Ideas in the video to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check</p>	<p>SL.8.1, SL.8.4</p>	<p>L.8.4</p>

“The Outsiders” by S.E. Hinton

Standards

- 8RL2.1, 8RL2.2, 8RL2.3, 8RL4.1, 8RL4.2, 8RV2.1, 8RV2.3, 8RV3.1, 8RV3.3, 8W3.1, 8W4
 - context clues
 - conflict
 - inferences made
 - analyzing what is said v.s. what is meant
 - character types
 - denotation and connotation
 - creative writing “Into the Future”

“The Pit and the Pendulum”

Standards

- 8RC1, 8RC2, 8RC8, 8RC11
 - figurative language
 - development of suspense
 - historical context
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