

GVCS Curriculum Map Template – Grade 8 English

Month & Duration	Program/Materials/ Resources	Skills/Standard	Vocabulary	Assessment																						
<i>September</i> <i>Week 1-2</i>	<ul style="list-style-type: none"> Welcome Week Team Building Syllabus & Expectations Implement IXL Routine & Homework Expectations Set Up Composition Notebooks 	<ul style="list-style-type: none"> Team Building Collaborate w/ Peers Get to know students Build relationships Review grammar skills Understand and demonstrate classroom/homework/class work expectations 	N/A	<i>IXL Diagnostic #1</i>																						
<i>September - October</i> <i>Week 3-6</i>	Realistic Fiction Unit <i>Freak the Mighty</i> Novel Study	<ul style="list-style-type: none"> Point of View Plot Character Traits Characterization Text Structures Literary Conflict Theme Narrative Point of View Authors Purpose Comparing Text Summaries <p>8. RL.1, 8. RL. 2, 8. RL. 3, 8. RL 4, 8. RL 5, 8. RL 7, 8. RL 9 8. RL 10</p>	<p>Students will document new vocabulary words using FREYER model and work closely with new strategies and tools to use to determine and apply definition of words below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">CHP 1-3</td> <td style="padding: 2px;">unvanquished, vacant, propulsion</td> </tr> <tr> <td style="padding: 2px;">CHP 4-5</td> <td style="padding: 2px;">sobriquet, demeanor, invincible</td> </tr> <tr> <td style="padding: 2px;">CHP 6-7</td> <td style="padding: 2px;">deficiency, trajectory, converging</td> </tr> <tr> <td style="padding: 2px;">CHP 8-9</td> <td style="padding: 2px;">sentimental, evasive, archetype, psyche</td> </tr> <tr> <td style="padding: 2px;">CHP 10-11</td> <td style="padding: 2px;">decibel, optimum, soot, fealty, tenements</td> </tr> <tr> <td style="padding: 2px;">CHP 12-13</td> <td style="padding: 2px;">justice, dyslexic, parole</td> </tr> <tr> <td style="padding: 2px;">CHP 14-15</td> <td style="padding: 2px;">intervention, obligation, abide, toxic</td> </tr> <tr> <td style="padding: 2px;">CHP 16-17</td> <td style="padding: 2px;">deprived, sought, humanity</td> </tr> <tr> <td style="padding: 2px;">CHP 18-19</td> <td style="padding: 2px;">illiterate, puny, accommodations</td> </tr> <tr> <td style="padding: 2px;">CHP 20-21</td> <td style="padding: 2px;">frantic, abduction, aberration, testify</td> </tr> <tr> <td style="padding: 2px;">CHP 22-24</td> <td style="padding: 2px;">prodigy, tracheotomy, stabilized</td> </tr> </table>	CHP 1-3	unvanquished, vacant, propulsion	CHP 4-5	sobriquet, demeanor, invincible	CHP 6-7	deficiency, trajectory, converging	CHP 8-9	sentimental, evasive, archetype, psyche	CHP 10-11	decibel, optimum, soot, fealty, tenements	CHP 12-13	justice, dyslexic, parole	CHP 14-15	intervention, obligation, abide, toxic	CHP 16-17	deprived, sought, humanity	CHP 18-19	illiterate, puny, accommodations	CHP 20-21	frantic, abduction, aberration, testify	CHP 22-24	prodigy, tracheotomy, stabilized	<ul style="list-style-type: none"> Bell Ringers (Graded/Informal) Daily Grammar Homework (Graded/Formal) Socratic Seminar Participation (Participation/Informal) Quick Writes (Informal) Reading Responses (Formal) <p style="text-align: center;"><i>Progress Monitor Check Weekly with IXL</i></p>
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<i>October - November</i> <i>Week 7-10</i>	Narrative Writing Unit Week 1: Narrative Short Story Unit	<ul style="list-style-type: none"> Personal Narrative Writing Conferences Planning Drafting Revising Editing <p>8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and clear sequencing.</p>	<p>Introduction Body/Paragraph Conclusion Chronological order Transition words Relevant details Draft Revise Edit Publish</p>	<ul style="list-style-type: none"> Quick Writes Graphic Organizers End of Unit Narrative Writing Piece <p style="text-align: center;"><i>Progress Monitor Check Weekly with IXL</i></p>																						

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		8W3a, 8W3b, 8W3c, 8W3d, 8W3e 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.																
<i>November - December Week 11-16</i>	Drama Unit <i>The Christmas Carol</i> Week 1: Charles Dickens Short Story Unit	<ul style="list-style-type: none"> • Similes • Making connections • Visualization • Characterization • Compare & Contrast • Setting • Mood • Text Evidence • Allusion • Suspense • Theme • Personal reflection • Plot Structure RL.8.6, RL.8.7, RL.8.9, RL.8.10, RL.8.11	Drama Simile Allusion Stanza Plot Character Tension Language	<ul style="list-style-type: none"> • Bell Ringers (Graded/Informal) • Daily Grammar Homework (Graded/Formal) • Socratic Seminar Participation (Participation/Informal) • Quick Writes (Informal) • Reading Responses (Formal) <div style="text-align: center; color: #e67e22;">Progress Monitor Check Weekly with IXL</div>														
<i>January - February Week 17-22</i>	Adventure Fiction Unit <i>Call of the Wild</i> Week 1: Jack London Short Story Unit	<ul style="list-style-type: none"> • Text Selection Purpose • Point of View • Central Idea and Plot • Theme • Conflict and Characters • Characterization • Text Structures • Movie Comparison • Comparing Text • Historical Account • Summaries 8. RL.1, 8. RL. 2, 8. RL. 3, 8. RL 4, 8. RL 5, 8. RL 7, 8. RL 9, 8. RL 10	Students will document new vocabulary words using FREYER model and work closely with new strategies and tools to use to determine and apply definition of words below: <table border="1" style="margin-top: 10px; width: 100%;"> <tr> <td>CHP 1</td> <td>calamity, genial, progeny</td> </tr> <tr> <td>CHP 2</td> <td>peril, imperative, discomfiture</td> </tr> <tr> <td>CHP 3</td> <td>precipitate, timid</td> </tr> <tr> <td>CHP 4</td> <td>obdurate, solidarity, potent</td> </tr> <tr> <td>CHP 5</td> <td>malingerer, feign, superfluous</td> </tr> <tr> <td>CHP 6</td> <td>pompous, eloquent, transient</td> </tr> <tr> <td>CHP 7</td> <td>Ramshackle, melancholy, vigilant</td> </tr> </table>	CHP 1	calamity, genial, progeny	CHP 2	peril, imperative, discomfiture	CHP 3	precipitate, timid	CHP 4	obdurate, solidarity, potent	CHP 5	malingerer, feign, superfluous	CHP 6	pompous, eloquent, transient	CHP 7	Ramshackle, melancholy, vigilant	<ul style="list-style-type: none"> • Bell Ringers (Graded/Informal) • Daily Grammar Homework (Graded/Formal) • Socratic Seminar Participation (Participation/Informal) • Quick Writes (Informal) • Reading Responses (Formal) <div style="text-align: center; color: #e67e22;">IXL Diagnostic #2</div>
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<i>February 24th - March 14th</i>	Nonfiction Unit <i>The Finest Hour</i>	<ul style="list-style-type: none"> • Nonfiction Text Structures • Key Concepts • Objective Summaries 	Students will document new vocabulary words using FREYER model and work closely with new strategies and tools to use to determine	<ul style="list-style-type: none"> • Bell Ringers (Graded/Informal) • Daily Grammar Homework 														

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<p><i>Week 23-25</i></p>		<ul style="list-style-type: none"> • Primary & Secondary Sources • Text features • Central Idea Development • Authors Purpose • Movie Comparison <p>8RI. 1, 8RI. 2, 8RI. 3, 8RI. 4, 8RI. 5, 8RI. 6, 8RI. 7, 8RI. 8, 8RI. 9</p>	<p style="text-align: center;">and apply definition of words below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">CHP 1-2</td> <td style="padding: 2px;">Rudderless, arduous, dubious</td> </tr> <tr> <td style="padding: 2px;">CHP 3-4</td> <td style="padding: 2px;">Bide, circuitous, dexterity</td> </tr> <tr> <td style="padding: 2px;">CHP 5-6</td> <td style="padding: 2px;">Gumption, trepidation</td> </tr> <tr> <td style="padding: 2px;">CHP 7-8</td> <td style="padding: 2px;">Disorient, confines, incredulous</td> </tr> <tr> <td style="padding: 2px;">CHP 9-10</td> <td style="padding: 2px;">Affable, ominous, diminutive</td> </tr> <tr> <td style="padding: 2px;">CHP 11-12</td> <td style="padding: 2px;">improbable, indelible, coherently</td> </tr> <tr> <td style="padding: 2px;">CHP 13</td> <td style="padding: 2px;">dexterity, recoil, detonate</td> </tr> <tr> <td style="padding: 2px;">CHP 14</td> <td style="padding: 2px;">scrutiny, abreast, gauge</td> </tr> <tr> <td style="padding: 2px;">CHP 15-16</td> <td style="padding: 2px;">inconceivable, ominous</td> </tr> <tr> <td style="padding: 2px;">CHP 17-19</td> <td style="padding: 2px;">adulation, surmised, manifold</td> </tr> </table>	CHP 1-2	Rudderless, arduous, dubious	CHP 3-4	Bide, circuitous, dexterity	CHP 5-6	Gumption, trepidation	CHP 7-8	Disorient, confines, incredulous	CHP 9-10	Affable, ominous, diminutive	CHP 11-12	improbable, indelible, coherently	CHP 13	dexterity, recoil, detonate	CHP 14	scrutiny, abreast, gauge	CHP 15-16	inconceivable, ominous	CHP 17-19	adulation, surmised, manifold	<p style="text-align: right;">(Graded/Formal)</p> <ul style="list-style-type: none"> • Socratic Seminar Participation (Participation/Informal) • Quick Writes (Informal) • Reading Responses (Formal) <p style="text-align: center; color: #E67E22;">Progress Monitor Check Weekly with IXL</p>
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<p><i>March – April</i> <i>Week 26-29</i></p>	<p style="text-align: center;">Expository Writing Unit</p>	<ul style="list-style-type: none"> • Compare & Contrast • Cause & Effect • Problem & Solution • Planning • Drafting • Revising • Editing <p>8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>8W2a, 8W2b, 8W2c, 8W2d, 8W2e, 8W2f</p> <p>8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Introduction Body/Paragraph Conclusion Chronological order Transition words Relevant details Compare Contrast Problem Solution Draft Revise Edit Publish</p>	<p style="text-align: center; color: #E67E22;">Progress Monitor Check Weekly with IXL</p>																				

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<p><i>2 Weeks - (Flexible depending on dates from the state)</i></p>	<p>State Test Prep</p>	<p style="text-align: center;">Priority Standards</p> <p>RL. 2 – Determine one or more themes of central idea of a text and analyze their development.</p> <p>RL. 4 – Determine meaning of words and phrases as they are used in a text. Analyze impact of specific word choices.</p> <p>RL. & RI. 3 – In informational/literary text, analyze how particular lines of dialogue or events propel the action.</p>	<ul style="list-style-type: none"> • Analyze what question is asking • Determine key words in question • Highlight question words • Plan how to answer <p>(multiple choice/constructed response)</p> <ul style="list-style-type: none"> • Eliminate choices • Determine strategies to find answer <p>Students will review grade level T2 and T3 vocabulary. Students will also review words to help them understand the question being asked in multiple choice and constructed response questions.</p>	<p>The NYS 8th Grade ELA Test</p>																						
<p><i>April – May Week 30-32</i></p>	<p>Poetry Unit <i>The Cross Over</i></p>	<p>8. RL.1, 8. RL. 2, 8. RL. 3, 8. RL 4, 8. RL 5, 8. RL 7, 8. RL 9 8. RL 10</p> <p>8W11- 8W4: Create a poem, story, play, artwork or other response to text, author, theme, or personal experience.</p>	<p>Students will document new vocabulary words using FREYER model and work closely with new strategies and tools to use to determine and apply definition of words below:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="padding: 2px;">PG 1-20</td><td style="padding: 2px;">Dubious, banished, agitating</td></tr> <tr><td style="padding: 2px;">PG 21-42</td><td style="padding: 2px;">Impersonation, taunt, calamity</td></tr> <tr><td style="padding: 2px;">PG 43-65</td><td style="padding: 2px;">Pulchritudinous, frantically, amateurs</td></tr> <tr><td style="padding: 2px;">PG 66-88</td><td style="padding: 2px;">Hypertension, camaraderie, imbecile</td></tr> <tr><td style="padding: 2px;">PG 89-111</td><td style="padding: 2px;">Moony, ironic, opulent</td></tr> <tr><td style="padding: 2px;">PG 112-134</td><td style="padding: 2px;">Economy</td></tr> <tr><td style="padding: 2px;">PG 135-155</td><td style="padding: 2px;">Churlish, profusely, phenom</td></tr> <tr><td style="padding: 2px;">PG 156-178</td><td style="padding: 2px;">Allegiance, tension</td></tr> <tr><td style="padding: 2px;">PG 179-196</td><td style="padding: 2px;">Heirloom, estranged, contemplating</td></tr> <tr><td style="padding: 2px;">PG 197-216</td><td style="padding: 2px;">Genetics, righteous, spokes</td></tr> <tr><td style="padding: 2px;">PG 217-237</td><td style="padding: 2px;">Complication, inevitable</td></tr> </table>	PG 1-20	Dubious, banished, agitating	PG 21-42	Impersonation, taunt, calamity	PG 43-65	Pulchritudinous, frantically, amateurs	PG 66-88	Hypertension, camaraderie, imbecile	PG 89-111	Moony, ironic, opulent	PG 112-134	Economy	PG 135-155	Churlish, profusely, phenom	PG 156-178	Allegiance, tension	PG 179-196	Heirloom, estranged, contemplating	PG 197-216	Genetics, righteous, spokes	PG 217-237	Complication, inevitable	<ul style="list-style-type: none"> • Bell Ringers (Graded/Informal) • Daily Grammar Homework (Graded/Formal) • Socratic Seminar Participation (Participation/Informal) • Quick Writes (Informal) • Reading Responses (Formal) <p style="text-align: center; color: #E67E22; margin-top: 20px;">Progress Monitor Check Weekly on IXL</p>
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<p style="text-align: center;"><i>May – June</i> <i>Week 33-29</i></p>	<p style="text-align: center;">Argumentative Writing Unit</p>	<ul style="list-style-type: none"> • Writing Conferences • Planning • Drafting • Revising • Editing <p>8W1: Write Arguments to support claims with clear reasons and relevant evidence.</p> <p>8W1a, 8W1b, 8W1c, 8W1d, 8W1e, 8W1f</p> <p>8W6: Conduct research to answer questions...</p> <p>8W7: Gather relevant information from multiple sources...</p> <p>8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Claim Counterclaim Reasons Evidence Research Introduction Conclusion Relevant facts Transition words Relevant details Draft Revise Edit Publish</p>	<ul style="list-style-type: none"> • Quick Writes • Graphic Organizers • End of Unit Argumentative Writing Piece <p style="text-align: center; color: #c07040;">IXL Diagnostic #3</p>
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