



**Content Area:** English Language Arts

**Grade Level:** 8th Grade

**Curriculum Map/Scope & Sequence (2022)**

<b>Unit</b>	Module 1 - The Poetics and Power of Storytelling
<b>Quarter</b>	Quarter 1 (9 Weeks)
<b>Questions</b>	<p>Essential Question: What is the power of storytelling?</p> <ul style="list-style-type: none"><li>● Focus Question 1: What shapes Josh Bell’s sense of himself and his world?</li><li>● Focus Question #2: How does form shape a story’s meaning?</li><li>● Focus Question #3: What is the role of expression in storytelling?</li><li>● Focus Question #4: How do stories help us make sense of ourselves and the world?</li><li>● Focus Question #5: What does it mean to be a storyteller?</li></ul>
<b>Student Understandings</b>	<ul style="list-style-type: none"><li>● Imagining and expressing ourselves through narrative and language is essential to our humanity.</li><li>● Storytelling is a personal, social, and cultural form of expression that we use to make sense of ourselves and the world.</li><li>● Stories affect human beings in distinctive ways that allow them to process their own and others’ experiences.</li><li>● An individual’s sense of self is an important part of identity, and is shaped by many factors.</li><li>● Complex stories illuminate insights about identity, family, culture, and experience.</li><li>● The expression and form of narratives shape their meaning.</li></ul>
<b>Texts</b>	<p><b>Core Texts</b></p> <ul style="list-style-type: none"><li>● Novel (Literary) - <i>The Crossover</i>, Kwame Alexander</li></ul> <p><b>Supplementary Texts</b></p> <ul style="list-style-type: none"><li>● Journalism<ul style="list-style-type: none"><li>○ “Gators Fall in Quarterfinals” by The Associated Press</li></ul></li><li>● Literary Nonfiction<ul style="list-style-type: none"><li>○ “The Man Made of Words” by N. Scott Momaday</li></ul></li><li>● Music<ul style="list-style-type: none"><li>○ “Filthy McNasty” by Horace Silver</li></ul></li><li>● Paintings<ul style="list-style-type: none"><li>○ The Block by Romare Bearden</li><li>○ Children's Games by Pieter Bruegel the Elder</li></ul></li><li>● Poetry<ul style="list-style-type: none"><li>○ Nikki-Rosa” by Nikki Giovanni</li><li>○ “Slam, Dunk, &amp; Hook” by Yusef Komunyakaa,</li><li>○ “Sometimes Silence Is the Loudest Kind of Noise” by Bassey Ikpi</li></ul></li><li>● Scientific Accounts<ul style="list-style-type: none"><li>○ “This Is Your Life (and How You Tell It)” by Benedict Carey</li><li>○ “Your Brain on Fiction” by Annie Murphy Paul, The New York Times</li></ul></li><li>● Speech<ul style="list-style-type: none"><li>○ "The Danger of a Single Story" by Chimamanda Ngozi Adichie</li></ul></li><li>● Images<ul style="list-style-type: none"><li>○ Image of Michael Jordan</li><li>○ Fat Man Kicks Man in Hat Illustration</li></ul></li><li>● Websites<ul style="list-style-type: none"><li>○ “Romare Bearden: Let's Walk the Bloc” from metmuseum.org</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ What is Storytelling? from National Storytelling Network</li> <li>○ Ultimate Youth Basketball Guide</li> <li>● Videos <ul style="list-style-type: none"> <li>○ “Sometimes Silence Is the Loudest Kind of Noise” by Bassef Ikpi</li> <li>○ “Nikki Rosa on Def Jam Poetry” by Nikki Giovanni</li> <li>○ “Slam, Dunk, &amp; Hook” by Yusef Komunyakaa</li> </ul> </li> </ul>
<b>Learning Goals</b>	<p><b>Knowledge Goals</b></p> <ul style="list-style-type: none"> <li>● Identify and interpret the ways form, content, and expression contribute to the meaning of stories.</li> <li>● Explain the concept of “sense of self” and the factors that can shape a person’s sense of self.</li> <li>● Summarize a range of cultural, scientific, and literary explanations of the distinctive role of storytelling in people’s lives.</li> <li>● Articulate a well-formed understanding of the power of storytelling.</li> <li>● Delineate the purpose and effects of sensory, descriptive, and figurative language in storytelling.</li> <li>● Define narrative elements and poetic terms.</li> </ul> <p><b>Reading Goals</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast poetic forms and structures. (RL.8.5)</li> <li>● Analyze how a text’s language, form, and content work together to convey a cohesive and compelling narrative. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5)</li> <li>● Analyze the impact of word choice and figurative language on a text’s meaning. (RL.8.4, RI.8.4)</li> <li>● Apply ideas and concepts from informational texts to readings of literary texts in order to analyze the power of storytelling. (RL.8.2, RI.8.2)</li> </ul> <p><b>Writing Goals</b></p> <ul style="list-style-type: none"> <li>● Use descriptive and sensory language that appeals to the senses, helps the reader imagine an abstract idea, and deepens understanding of an experience or character. (W.8.3)</li> <li>● Write and revise a variety of poetry that conveys a narrative, represents different poetic types, and effectively employ descriptive and sensory language. (W.8.3, W.8.4, W.8.5, W.8.10)</li> <li>● Effectively incorporate evidence from informational texts into informative writing to convey an understanding of the power of storytelling. (W.8.2)</li> </ul> <p><b>Speaking and Listening Goals</b></p> <ul style="list-style-type: none"> <li>● Apply an understanding of the role of oral expression in storytelling by using purposeful rhetorical techniques in performing poetry and tailoring speaking to an audience. (SL.8.4, SL.8.5, SL.8.6)</li> <li>● Purposefully listen in service of a specific writing goal. (SL.8.1)</li> </ul> <p><b>Language Goals</b></p> <ul style="list-style-type: none"> <li>● Use context clues and Greek or Latin affixes and roots to determine and clarify the meanings of unknown words. (L.8.4.a, L.8.4.b)</li> <li>● Analyze figures of speech in context and communicate understanding through literary analysis and creative writing. (L.8.5.a)</li> <li>● Form and use verbs in the indicative, imperative, and interrogative moods in appropriate contexts. (L.8.1.c)</li> </ul>
<b>Standards</b>	<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>● RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RL.8.2: 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.</li> <li>● RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>● RL.8.5: 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.</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>● RI.8.2: 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.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>● W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● W.8.5: With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience are addressed.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● SL.8.4: 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.</li> <li>● SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>● SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul> <p><b>Language</b></p>

	<ul style="list-style-type: none"> <li>● L.8.1.c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>● L.8.2.a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>● L.8.5.a: Interpret figures of speech (e.g. verbal irony, puns) in context.</li> </ul>
<b>Major Assessments</b>	<ul style="list-style-type: none"> <li>● Synthesize an understanding of narrative form and Josh’s identity in The Crossover through the writing and analysis of an original list poem, using descriptive and sensory language.</li> <li>● Write three ToSEEC (i.e., a paragraph containing a Topic Statement, Evidence, Elaboration, and a Concluding Statement) paragraphs that compare and contrast the content and form of two poems from The Crossover.</li> <li>● Write, perform, and record a definition poem that expresses an understanding of the relationship between form, content, and poetic performance.</li> <li>● Write a thesis statement and two ToSEEC paragraphs that examine ideas about the power of stories in two informational texts.</li> <li>● Write a portfolio of three poems that demonstrates an understanding of ideas of the power of stories, the effects of descriptive and sensory language, narrative arc, and the relationship between content and structure. Write a cover letter explaining and analyzing creative choices. Then perform the poetry portfolio for an audience, with attention to poetic expression.</li> </ul>



**Content Area:** English Language Arts

**Grade Level:** 8th Grade

**Curriculum Map/Scope & Sequence (2022)**

<b>Unit</b>	Module 2 - The Great War
<b>Quarter</b>	Quarter 2 (9 Weeks)
<b>Questions</b>	<p>Essential Question: How do literature and art illuminate the effects of World War I?</p> <ul style="list-style-type: none"><li>● Focus Question #1: Why did countries and individuals join World War I?</li><li>● Focus Question #2: How did the conditions on the front affect soldiers?</li><li>● Focus Question #3: How do texts inspired by World War I illuminate attitudes toward the war?</li><li>● Focus Question #4: How do texts inspired by World War I illuminate attitudes toward the war?</li><li>● Focus Question #5: How does <i>All Quiet on the Western Front</i> illuminate the effects of World War I?</li></ul>
<b>Student Understandings</b>	<ul style="list-style-type: none"><li>● As the first modern war, in its length and use of technology, World War I provoked a wide-ranging and innovative response in literature, visual art, and film.</li><li>● Literature and art illuminate individuals' various experiences of war and convey a sense of how the Great War impacted individuals' understanding of other humans as well as the future of humanity.</li><li>● Literature and art express ways that the war caused an irreparable rupture from the past and the familiar, portraying this effect at the individual level and also more broadly, connecting to larger abstract ideas about the human experience.</li><li>● Soldiers experienced grueling and unprecedented conditions on the front that are vividly conveyed through figurative and sensory language in literature and visual and sound techniques in film.</li></ul>
<b>Texts</b>	<p><b>Core Texts</b></p> <ul style="list-style-type: none"><li>● Novel (Literary) - <i>All Quiet on the Western Front</i>, Erich Maria Remarque (translator A.W. When)</li></ul> <p><b>Supplementary Texts</b></p> <ul style="list-style-type: none"><li>● Film<ul style="list-style-type: none"><li>○ <i>All Quiet on the Western Front</i>, Lewis Milestone (excerpts): "The Charge", "Before the Storm", "Forgive me, Comrade"</li></ul></li><li>● Historical Accounts<ul style="list-style-type: none"><li>○ "The Peace President Goes to War" by Duane Damon</li><li>○ "The War to End All Wars" by Shari Lyn Zuber</li><li>○ "Fighting From the Trenches" by Kathryn M. Horst</li><li>○ "The Forgotten Female Shell-Shock Victims of World War I" by Hannah Groch-Begley</li><li>○ "Your country needs you": why did so many volunteer in 1914?" by Toby Thacker</li></ul></li><li>● Journalism<ul style="list-style-type: none"><li>○ "The teenage soldiers of World War One" by BBC Magazine</li></ul></li><li>● Paintings<ul style="list-style-type: none"><li>○ <i>Gassed</i> by John Singer Sargent</li><li>○ <i>Soldiers Playing Cards</i> by Fernand Léger</li></ul></li><li>● Poetry<ul style="list-style-type: none"><li>○ "Dulce et Decorum Est" by Wilfred Owen</li><li>○ "In Flanders Fields" by John McCrae</li></ul></li></ul>
<b>Learning Goals</b>	<p><b>Knowledge Goals</b></p> <ul style="list-style-type: none"><li>● Identify how writers and artists depict attitudes toward World War I.</li><li>● Explain how war can have a significant effect on individuals, and society at large.</li><li>● Analyze how significant incidents from individual experiences of World War I can illuminate the physical and psychological effects of war.</li></ul> <p><b>Reading Goals</b></p>

	<ul style="list-style-type: none"> <li>Analyze how particular incidents in a novel reveal aspects of a character or provoke a decision and develop the effects of war on individuals. (RL.8.1, RL.8.2, RL.8.3)</li> <li>Analyze how informative and literary texts convey various attitudes about the war. (RL.8.3, RI.8.1, RI.8.3)</li> <li>Identify and evaluate choices made by a director or actors in film adaptations and analyze the relationship between the source text and the films in depicting incidents and their effects. (RL.8.1, RL.8.3, RL.8.7)</li> <li>Identify how an informative text makes connections and distinctions among ideas about the effects of war. (RI.8.2, RI.8.3)</li> </ul> <p><b>Writing Goals</b></p> <ul style="list-style-type: none"> <li>Use well-chosen evidence in order to demonstrate a thorough and comprehensive understanding of a subject in explanatory writing. (W.8.2.b, W.8.9)</li> <li>Practice organizing evidence and information in explanatory writing by using categories and subcategories. (W.8.2.a)</li> <li>Draft a thesis statement and a concluding statement that encompass a category and explain its broader significance, in order to demonstrate a nuanced understanding of a category. (W.8.2.f)</li> </ul> <p><b>Speaking and Listening Goals</b></p> <ul style="list-style-type: none"> <li>Listen from a speaker’s perspective, both to demonstrate a sophisticated understanding of the perspective of a character, as well as to build understanding of peers’ perspectives and ideas.</li> <li>Collaborate in Socratic Seminars by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, and responsively revising or reinforcing their own ideas by thinking aloud. (SL.8.1.d, SL.8.6)</li> </ul> <p><b>Language Goals</b></p> <ul style="list-style-type: none"> <li>Use clear and precise language to demonstrate understanding of texts and recognize and correct wordiness and redundancy. (L.7.3.a)</li> <li>Employ indicative, imperative, and interrogative verb moods to show awareness of speaker, context, and ideas and correct inappropriate shifts in verb moods. (L.8.1.c, L.8.1.d)</li> <li>Form and use active and passive verb voices to emphasize the actor or the action and correct inappropriate shifts in verb mood. (L.8.1.b, L.8.1.d, L.8.3.a)</li> <li>Apply knowledge of texts to use an ellipsis to indicate an omission of irrelevant information. (L.8.2.b)</li> <li>Utilize knowledge of prefixes and roots (dis-, -punct-, -cede-) and context clues to determine the meanings of unknown words. (L.8.4.a, L.8.4.b)</li> <li>Distinguish among the connotations and denotations of particular words to better understand each of the words. (L.8.5.b, L.8.5.c)</li> </ul>
<b>Standards</b>	<p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> </ul> <p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>RL.8.3: 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.</li> <li>RL.8.7: 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 the director or actors.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>SL.8.1.b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>SL.8.1.d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>L.8.1.b: Form and use verbs in the active and passive voice.</li> <li>L.8.1.d: Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>L.8.2.b: Use an ellipsis to indicate an omission.</li> <li>L.8.5.b: Use the relationship between particular words to better understand each of the words.</li> <li>L.8.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul>
<b>Major Assessments</b>	<ul style="list-style-type: none"> <li>Write two explanatory paragraphs that identify and explain the British and American reasons for joining World War I.</li> <li>Write a one-page letter from the point of view of a character from All Quiet on the Western Front that demonstrates an understanding of the conditions of the front and their effects on a soldier.</li> <li>Write three-paragraph explanatory essay that evaluates how a scene from Lewis Milestone’s 1930 adaptation of All Quiet on the Western Front interprets war’s effect on humanity in comparison to the novel.</li> <li>Write a four-paragraph explanatory essay that explains how an article about female shell-shock victims makes connections and distinctions among ideas about the psychological effects of war on men and women.</li> <li>Write an explanatory essay that explains a psychological effect of war on Paul. Examine the different ways this effect is defined and developed in the novel. Establishing the effect as a broad category, identify subcategories and develop the essay by demonstrating how three incidents in the novel reveal different aspects of this effect.</li> </ul>



**Content Area:** English Language Arts  
**Grade Level:** 8th Grade

**Curriculum Map/Scope & Sequence (2022)**

<b>Unit</b>	Module 3 - What is love?
<b>Quarter</b>	Quarter 3 (9 Weeks)
<b>Questions</b>	<p>Essential Question: What is love?</p> <ul style="list-style-type: none"> <li>● Focus Question 1: How do characters in A Midsummer Night’s Dream understand love?</li> <li>● Focus Question #2: What defines the experience of love?</li> <li>● Focus Question #3: What makes love complicated?</li> <li>● Focus Question #4: Is love real in A Midsummer Night’s Dream?</li> <li>● Focus Question #5: Is love in a Midsummer Night’s Dream a result of agency or fate?</li> </ul>
<b>Student Understandings</b>	<ul style="list-style-type: none"> <li>● Love may be a personal and emotional experience, but it is also a physical, mental, and social experience.</li> <li>● Love can be complicated, manipulated, or shaped by factors beyond an individual’s control.</li> <li>● Arguments require logical reasoning.</li> </ul>
<b>Texts</b>	<p><b>Core Texts</b></p> <ul style="list-style-type: none"> <li>● Drama (Literary) - A Midsummer Night’s Dream, William Shakespeare</li> </ul> <p><b>Supplementary Texts</b></p> <ul style="list-style-type: none"> <li>● Opinion Piece <ul style="list-style-type: none"> <li>○ “What is love? Five Theories on the Greatest Emotion of All,” Jim Al-Khalili, Philippa Perry, Julian Baggini, Jojo Moyes, and Catherine Wybourne</li> </ul> </li> <li>● Paintings <ul style="list-style-type: none"> <li>○ The Birthday, Marc Chagall</li> <li>○ The Arnolfini Portrait, Jan Van Eyck</li> <li>○ Starry Night, Vincent van Gogh</li> </ul> </li> <li>● Scientific Account <ul style="list-style-type: none"> <li>○ “In the Brain, Romantic Love Is Basically an Addiction,” Helen Fisher</li> </ul> </li> <li>● Short Story <ul style="list-style-type: none"> <li>○ “EPICAC,” Kurt Vonnegut</li> </ul> </li> <li>● Illustration <ul style="list-style-type: none"> <li>○ "March of Progress," Rudolph Zallinger</li> </ul> </li> <li>● Song <ul style="list-style-type: none"> <li>○ "All I Want is You," Barry Louis Polisar</li> </ul> </li> </ul>
<b>Learning Goals</b>	<p><b>Knowledge Goals</b></p> <ul style="list-style-type: none"> <li>● Identify how drama, fiction, and informational texts define love and its impact.</li> <li>● Understand why love is a complex idea and experience.</li> <li>● Analyze how love is affected by social norms, human agency, and matters beyond one’s control.</li> </ul> <p><b>Reading Goals</b></p> <ul style="list-style-type: none"> <li>● Determine one or more themes of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. (RL.8.2)</li> <li>● Analyze the impact of word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4, RI.8.4)</li> <li>● Analyze how differences in the points of view of the characters and the audience (e.g., created through the use of dramatic irony) create effects such as suspense or humor. (RL.8.6)</li> <li>● Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, explaining how the material is rendered new. (RL.8.9)</li> <li>● Delineate and evaluate the argument and specific claims in a text, assessing the reasoning and evidence, and recognizing when irrelevant evidence is introduced. (RI.8.8)</li> </ul>

**Writing Goals**

- Assert clear and logical evidence-based claims in response to debatable questions. (W.8.1.a)
- Write an argument essay that supports well-distinguished claims with clear reasons that are developed logically with relevant evidence and demonstrate understanding of the text. (W.8.1)
- Try a new approach to argument sequencing, by purposefully reordering pieces of an argument to create different effects. (W.8.5)
- Distinguish claims from alternate or opposing claims, using appropriate transitions. (W.8.1.a, W.8.1.c)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (W.8.1.d)

**Speaking and Listening Goals**

- Focus on purpose of discussion through preparation and posing of questions that connect ideas of several speakers using relevant evidence. (SL.8.1.c)
- Listen to assess the logic of a speaker's assertions. (SL.8.3)

**Language Goals**

- Use grade-appropriate morphemes to infer the meaning of words and verify the preliminary definitions using a dictionary. (L.8.4.b, L.8.4.d)
- Consult a glossary to find the pronunciation of words and to determine the precise meanings of words. (L.8.4.c)
- Distinguish among the connotations of words with similar denotations to analyze a text. (L.8.5.c)
- Accurately use grade-appropriate, general academic, and domain-specific vocabulary. (L.8.6)
- Form and use verbs in the conditional and subjunctive moods to express uncertainty and hypothetical situations. (L.8.1.c, L.8.3.a)
- Recognize and correct inappropriate shifts in verb moods. (L.8.1.d)
- Spell correctly. (L.8.2.c)

**Standards****Reading Literature**

- RL.8.2: 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.
- RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.6: 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.
- RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**Reading Informational Text**

- RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Writing**

- W.8.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 8 here.)

**Speaking and Listening**

- SL.8.a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1.c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Language**

- L.8.1.c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1.d: Recognize and correct inappropriate shifts in verb voice and mood.
- L.8.2.a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2.c: Spell correctly.
- L.8.4.b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4.d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

	<ul style="list-style-type: none"> <li>● L.8.5.a: Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>● L.8.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul>
<b>Major Assessments</b>	<ul style="list-style-type: none"> <li>● Write four informative/explanatory paragraphs that identify and explain one character’s understanding of love from A Midsummer Night’s Dream.</li> <li>● Write two informative/explanatory paragraphs that explain and evaluate Helen Fisher’s argument in “In the Brain, Romantic Love Is Basically an Addiction.”</li> <li>● Write two informative/explanatory paragraphs that explain how the love triangle in Kurt Vonnegut’s “EPICAC” draws on the complexities of love in A Midsummer Night’s Dream and also makes this pattern of events new.</li> <li>● Write a one-paragraph argument about whether love is strange or true that is supported with reason, evidence and elaboration.</li> <li>● Write an argument essay that argues whether the outcome of a romantic relationship between one of the four lovers is directed by agency or fate.</li> </ul>



**Content Area:** English Language Arts

**Grade Level:** 8th Grade

**Curriculum Map/Scope & Sequence (2022)**

<b>Unit</b>	Module 4 - Teens as Change Agents
<b>Quarter</b>	Quarter 4 (9 Weeks)
<b>Questions</b>	<p>Essential Question: How do people effect social change?</p> <ul style="list-style-type: none"> <li>● Focus Question #1: What motivated Claudette Colvin?</li> <li>● Focus Question #2: What role did Claudette Colvin and others play in the Civil Rights Movement?</li> <li>● Focus Question #3: What strategies do people use to effect social change?</li> <li>● Focus Question #4: How do teens effect social change?</li> <li>● Focus Question #5: What is the story of the year?</li> </ul>
<b>Student Understandings</b>	<ul style="list-style-type: none"> <li>● Social change occurs through a series of strategies, actions, and responses performed by different people with different roles.</li> <li>● Challenging injustice is never easy, and often includes overcoming obstacles, facing conflict, or meeting with resistance.</li> <li>● Change agents can be motivated by personal, social, or historical circumstances, and challenges to injustice can be enacted by anyone who is motivated to stand up for what they believe.</li> </ul>
<b>Texts</b>	<p><b>Core Texts</b></p> <ul style="list-style-type: none"> <li>● Historical Account (Informational) <ul style="list-style-type: none"> <li>○ Claudette Colvin: Twice Toward Justice, Phillip Hoose</li> </ul> </li> </ul> <p><b>Supplementary Texts</b></p> <ul style="list-style-type: none"> <li>● Articles <ul style="list-style-type: none"> <li>○ “Small Change,” Malcolm Gladwell</li> <li>○ “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire,” Sam Gustin</li> <li>○ “About,” Wired</li> </ul> </li> <li>● Magazines <ul style="list-style-type: none"> <li>○ “Bring new beauty to hard-to-manage hair with Lustrasilk,” Ebony</li> <li>○ “Models Can’t Take Chances,” Ebony</li> </ul> </li> <li>● Sculpture <ul style="list-style-type: none"> <li>○ Ladder for Booker T. Washington, Martin Puryear</li> </ul> </li> <li>● Photograph <ul style="list-style-type: none"> <li>○ Photograph of Alabama historical marker for Rosa Parks and the Montgomery bus boycott</li> <li>○ Photograph of the sit-in in Greensboro, NC., Fine Arts America</li> </ul> </li> <li>● Video <ul style="list-style-type: none"> <li>○ “Claudette Colvin: The Original Rosa Parks,” Great Big Story</li> </ul> </li> <li>● Speech <ul style="list-style-type: none"> <li>○ The Address to the First Montgomery Improvement Association Mass Meeting, Martin Luther King, Jr.</li> </ul> </li> <li>● Websites <ul style="list-style-type: none"> <li>○ “The Racial Dot Map,” Dustin A. Cable</li> <li>○ “Civil Rights Timeline,” Kids Laws</li> <li>○ “How the Arab Spring Engulfed the Middle East and Changed the World,” Michael Safi et al.</li> </ul> </li> <li>● Correspondence <ul style="list-style-type: none"> <li>○ Letter from Parks to Myles Horton, Wisconsin Historical Society</li> </ul> </li> </ul>
<b>Learning Goals</b>	<b>Knowledge Goals</b>

- Explain and re-evaluate the contributions different people made to the Civil Rights Movement, especially Claudette Colvin.
- Analyze Claudette Colvin’s contributions to the Civil Rights Movement in relation to a broader range of historical events, actors, and ideas.
- Define what it means to challenge injustice in the context of specific historical, social, and individual circumstances.
- Identify diverse strategies to effect social change.
- Apply an understanding of an individual’s motivations and strategies for creating social change to the development of an original research project focused on a teen change agent.

**Reading Goals**

- Identify and analyze the structure of a paragraph, including the role of particular sentences in developing and refining a key concept. (RI.8.1, RI.8.5)
- Determine an author’s point of view or purpose, and explain how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.1, RI.8.6)
- Analyze and assess the purpose, motives, and credibility of information presented in diverse medias. (RI.8.1, RI.8.7, W.8.8, SL.8.2)
- Analyze two or more texts’ presentation of conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation. (RI.8.1, RI.8.9)

**Writing Goals**

- Write an informative research essay that synthesizes evidence from multiple texts, integrates multimedia information and formats, and uses technology to present and publish findings. (W.8.2, W.8.6, SL.8.5)
- Develop the focus of an informative research essay and presentation by selecting, synthesizing, and editing information and evidence from multiple individually-researched texts. (W.8.2.b, W.8.7, W.8.8)
- Strengthen claims and audience interest by integrating diverse media and formats in writing and oral presentations. (W.8.2.a, W.8.2.b, W.8.6, W.8.8, SL.8.4, SL.8.5)
- Conduct short research projects to answer a question, including self-generated questions, using search terms effectively, and gathering information from multiple print and digital sources. (W.8.7, W.8.8)
- Assess sources for credibility and accuracy, identifying gaps in knowledge generating new questions for additional research. (W.8.7, W.8.8)
- Deepen understanding of incorporating evidence effectively by making strategic decisions about when to quote and paraphrase, while avoiding plagiarism and formatting correctly. (W.8.8)

**Speaking and Listening Goals**

- Orally analyze and assess the purpose, social, commercial or political motives, and credibility of information presented in diverse medias. (RI.8.7, W.8.8, SL.8.2)
- Present research findings succinctly, focusing on essential information and ideas. (SL.8.4)
- Present research using multimedia, appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4, SL.8.5)

**Language Goals**

- Explain the function of verbals in general, use verbals in writing, and explain their functions in particular sentences. (L.8.1.a)
- In speaking and writing, use verbs in the active or passive voice and in the conditional and subjunctive mood to achieve particular effects. (L.8.3.a)
- Use context clues to determine the meaning or the word and verify its definition in the dictionary. (L.8.4.a, L.8.4.d)
- Determine and use the relationship between words to better understand each word. (L.8.5.b)

**Standards**

**Reading Literature**

- RL.8.

**Reading Informational Text**

- RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6: 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.
- RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

**Writing**

- W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Speaking and Listening**

- SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.4: 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.
- SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>● L.8.1.a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>● L.8.3.a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> <li>● L.8.4.a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● L.8.4.d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> <li>● L.8.5.b: Use the relationship between particular words to better understand each of the words.</li> </ul>
<p><b>Major Assessments</b></p>	<ul style="list-style-type: none"> <li>● Write an informative, professional letter making a case for the inclusion of two different artifacts in various mediums in an exhibit about Claudette Colvin's motivations for creating change.</li> <li>● Write a two-paragraph annotated bibliography entry that explains Phillip Hoose's purpose in writing about Claudette Colvin, and how he acknowledges and responds to conflicting viewpoints.</li> <li>● Complete a graphic organizer and write an informative paragraph in order to explain how two arguments about social media as a strategy for social change disagree on matters of fact and interpretation.</li> <li>● Write an informative/explanatory essay to present research about a teen change agent that uses specific strategies to effect social change. Then, translate that essay into a multimedia presentation to present findings to a wider audience.</li> </ul>