

## Grade 8 ELA – Curriculum Planning Guide – 2017-2018

### First Nine Weeks – Theme: Culture and Belonging (Collection One)

**Reading Essential Question:** How can I define my identity yet still belong to a group or culture?

**Subquestions:** In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

Does labeling and stereotyping influence how we look at and understand the world?

**Writing Essential Question:** How do I write an engaging narrative?

**Subquestions:** What are the characteristics of good writers? What life lessons have I learned that are worth sharing with others?

Reading Selections		Writing	Communication	Standards to Build on All Year Long
Literature	Informational			
<p><u>Suggested Short Stories:</u></p> <ul style="list-style-type: none"> <li>• “My Favorite Chaperone”, p. 3</li> <li>• “Golden Glass” Close Reader</li> </ul> <p><u>Suggested Poetry:</u></p> <ul style="list-style-type: none"> <li>• “The Powwow at the End of the World” p. 75</li> </ul> <p><u>Suggested Media Resources:</u></p> <ul style="list-style-type: none"> <li>• New <i>Immigrants Share Their Stories</i> by Lisa Gossels (media analysis – documentary)</li> <li>• Additional Media found in Digital Collection</li> </ul> <p>(RL.5.1, RL.6.1, RL.8.1, RL.9.1, RL.11.1, RL. 13.3)</p>	<p><u>Suggested Informational Texts:</u></p> <ul style="list-style-type: none"> <li>• “Bonne Annee” p.31</li> <li>• “A Place to Call Home” p. 41</li> <li>• “What to Bring” Close Reader</li> <li>• “Museum Indians” Close Reader</li> </ul> <p>(RI.5.1, RI.6.1, RI.8.1, RI.10.1)</p>	<p>Suggested Activities/Strategies:</p> <ul style="list-style-type: none"> <li>• <u>Collection 1 Performance Tasks:</u></li> <li>• Personal Narrative, p. 83</li> <li>• Parts of Speech, Parts of a Sentence, Phrases, Clauses (W.4.1a-d)</li> <li>• SAT Vocabulary</li> <li>• Greek/Latin Affixes</li> </ul> <p>(W.1.3, W.2.1a-f, W.2.1j-m, W.3.b-f, W.3.1h, W.4.1a-d, W.5.2a-b)</p>	<p>Suggested Activities/Strategies:</p> <ul style="list-style-type: none"> <li>• Group Discussion, p. 78 (Performance Task)</li> <li>• Socratic Seminar connecting a short story, poem, and informational piece on the same topic</li> </ul> <p>(C.1.1, C.1.4, C.1.5, C.2.1, C.2.4, C.3.2, C.3.7, C.4.1, C.5.1, C.5.2)</p>	<p>I.1.1, I.2.1, I.3.1, I.3.2, I.3.3, I.3.4, I.4.1, I.4.2, I.4.3, I.5.1, I.5.2, I.5.3</p> <p>RL.9.1, RL.10.1, RL.12.1, RL.12.2, RL.13.1, RL.13.2, RL.13.3</p> <p>RI.4.1, RI.4.2, RI.4.3, RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.8.2, RI.12.1, RI.12.2, RI.12.3</p> <p>W.4.1 a-d, W.5.2 a-b</p> <p>Four Level Analysis (Michael Clay Thompson): These .pdf files provide a short explanation and examples of this grammar strategy that can be introduced at the beginning of the year and continued throughout the year (bellringers, daily practice, etc.): <a href="http://www.scgifted.org/4Lev">http://www.scgifted.org/4Lev</a></p>

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Reading Selections		Writing	Communication	Standards to Build on All Year Long
Literature	Informational			
				<a href="#">eIPlus.pdf</a>  <i>The Magic Lens</i> by Michael Clay Thompson (most A5 Schools should have a copy of this in their professional library): This is Thompson's book that introduces parts of speech and basic grammar concepts using four-level analysis (above). This is a comprehensive method of teaching grammar that could be used throughout the year, but must be introduced in the first few weeks.

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### First Nine Weeks – Theme: The Thrill of Horror (Collection 2)

**Reading Essential Question:** How and why does fear and fear of the unknown change our perspective on things?

**Subquestions:** What is evil? How do different cultures shape the definitions of good and evil? Why do we like to be scared?

How is fear a limiting and motivating factor? What does our fascination with horror say about our culture?

**Writing Essential Question:** How do I analyze literature? How do I persuade others through written and oral communication?

**Subquestions:** How do I write a thesis statement? How do persuasive techniques enhance my ability to communicate ideas?

Reading Selections		Writing	Communications	Standards to Build on All Year Long
Literature	Informational			
<p><u>Suggested Literature:</u>  <i>Fall of the House of Usher and Other</i>  OR  <i>Dracula</i></p> <p><u>Suggested Short Stories:</u></p> <ul style="list-style-type: none"> <li>• "The Tell-Tale Heart", p. 89</li> <li>• "The Outsiders", Close Reader</li> <li>• "The Monkey's Paw", p. 105</li> </ul> <p><u>Suggested Poetry:</u></p> <ul style="list-style-type: none"> <li>• Frankenstein by Edward Field (textbook)</li> <li>• The Raven by Edgar Allen Poe  <a href="http://www.poetryfoundation.org/poem/178713">http://www.poetryfoundation.org/poem/178713</a></li> </ul>	<p><u>Suggested Informational Texts:</u></p> <ul style="list-style-type: none"> <li>• "Scary Tales", p. 99</li> <li>• "Man-made Monsters", Close Reader</li> <li>• "What is the Horror Genre", p. 125</li> </ul> <p>(RI.4.1, RI. 5.1, RI.6.1, RI.8.1, RI.10.1)</p>	<p><u>Suggested Activities/Strategies:</u>  Collection 2 Performance Tasks</p> <ul style="list-style-type: none"> <li>• Literary Analysis, p. 137</li> </ul> <p><u>Performance Assessment:</u>  Unit 3 Literary Analysis, p.70</p> <p>(W.1, W.1.1a-b, W.1.1d-e, W.2-1e-f, W.4.1, W.4.1a, W.5.2, W.5.2a-b, W.6, W.9)</p>	<p><u>Suggested Activities/Strategies:</u>  Collection 2 Performance Tasks</p> <ul style="list-style-type: none"> <li>• Persuasive Speech, p. 133</li> </ul> <p>(C.1, C.1.1, C.1.2, C.1.4, C.1.5, C.3, C.3.2, C.4.1)</p>	<p>Students should practice prompt writing for standardized testing. Teachers should give several lessons on test writing, and allow opportunities for students to practice timed writing.</p>

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Reading Selections		Writing	Communications	Standards to Build on All Year Long
Literature	Informational			
<p><u>Suggested Media Resources:</u></p> <ul style="list-style-type: none"> <li>• Film clip from The Monkey's Paw in textbook digital collection</li> <li>• Film clip from The Simpsons episode parody of The Raven  <a href="http://www.teachertube.com/viewVideo.php?video_id=251203">http://www.teachertube.com/viewVideo.php?video_id=251203</a></li> <li>• BrainPop on Edgar Allan Poe</li> <li>• Edgar Allan Poe Virtual Museum Tour  <a href="http://www.poemuseum.org/about-360.php">http://www.poemuseum.org/about-360.php</a></li> <li>• Dracula, The Ballet  <a href="http://columbiacityballet.com/production/dracula">http://columbiacityballet.com/production/dracula</a>            (you can find a variety of videos of performances of this ballet on the internet)</li> </ul> <p>(RL.5.1, RL.6.1, RL.8.1, RL.9.1, RL. 11.1, RL.12, RL.12.2, RL.13)</p>				

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### Second Nine Weeks – Theme: Move Towards Freedom (Collection 3)

**Reading Essential Question:** How can a person help to promote change? How does learning from the past benefit the future?

**Subquestions:** Is it ever necessary to question the status quo? What is the purpose of change in society?

What are the benefits and consequences of questioning / challenging social order?

**Writing Essential Question:** How do I incorporate research into my writing?

**Subquestions:** How do I give credit to original sources in my writing? How do I use MLA format?

Reading Selections		Writing	Communication	Standards to Build on All Year Long
Literature	Informational			
<p><u>Required Novel:</u> <i>Soldier's Heart</i></p> <p><u>Suggested Short Stories:</u></p> <p><u>Suggested Poetry:</u></p> <ul style="list-style-type: none"> <li>O Captain My Captain - Textbook</li> <li>"Barbara Frietchie" (<a href="http://www.poetryfoundation.org/poem/174751">http://www.poetryfoundation.org/poem/174751</a>)</li> <li>Paul Revere's Ride by Henry Wadsworth Longfellow (<a href="http://www.poets.org/viewmedia.php/prmMID/15640">http://www.poets.org/viewmedia.php/prmMID/15640</a>)</li> <li>I Know Why the Caged Bird Sings by Maya Angelou (<a href="http://www.poemhunter.com/poem/i-know-why-the-caged-bird-sings/">http://www.poemhunter.com/poem/i-know-why-the-caged-bird-sings/</a>)</li> </ul>	<p><u>Suggested Informational Texts:</u></p> <ul style="list-style-type: none"> <li>From Harriett Tubman - Textbook</li> <li>From Bloody Times: The Funeral of Abraham Lincoln - Textbook</li> <li>Gettysburg Address – <a href="http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm">http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm</a></li> <li>Civil War Journal – Close Reader</li> <li>A Mystery of Heroism – Close Reader</li> <li>My Friend Douglas – Close Reader</li> <li>Preamble &amp; 1<sup>st</sup> Amendment to the Constitution <a href="http://constitutionus.com/">http://constitutionus.com/</a></li> <li>Paul Revere's Ride by David Hackett Fisher <a href="http://www.slps.org/cms/lib03/MO01001157/Ce">http://www.slps.org/cms/lib03/MO01001157/Ce</a></li> </ul>	<p><u>Suggested Activities/Strategies: Collection 3 Performance Tasks</u></p> <ul style="list-style-type: none"> <li>Visual Presentation</li> <li>Literary Analysis</li> <li>Informative/Explanatory Writing</li> </ul>	<p>Suggested Activities/Strategies:</p>	<p>Students should practice prompt writing for standardized testing. Teachers should give several lessons on test writing, and allow opportunities for students to practice timed writing.</p>

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Reading Selections		Writing	Communication	Standards to Build on All Year Long
Literature	Informational			
<ul style="list-style-type: none"> <li>Sympathy by Paul Lawrence Dunbar (<a href="http://www.poets.org/vi ewmedia.php/prmMID/16071">http://www.poets.org/vi ewmedia.php/prmMID/16071</a>)</li> <li>I, Too, Sing America by Langston Hughes (<a href="http://www.poets.org/vi ewmedia.php/prmMID/15615">http://www.poets.org/vi ewmedia.php/prmMID/15615</a>)</li> </ul> <p>Suggested Media Resources:</p> <ul style="list-style-type: none"> <li><a href="http://www.learntheaddress.org">www.learntheaddress.org</a></li> <li><i>The Midnight Ride</i> by Grant Wood - <a href="http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_3A.pdf">http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_3A.pdf</a></li> <li><i>Retroactive 1</i> by Robert Rauschenberg - <a href="http://www.warhol.org/education/resourceslessons/Robert-Rauschenberg/">http://www.warhol.org/education/resourceslessons/Robert-Rauschenberg/</a></li> <li>Resource for Individual Selections – Digital Overview on pp. 142b-142c in teacher’s edition of textbook.</li> </ul>	<a href="http://www.poetryfoundation.org/learn/teaching-tools/lesson-plans/2503/Booknotes-P%20Revere.pdf">http://www.poetryfoundation.org/learn/teaching-tools/lesson-plans/2503/Booknotes-P%20Revere.pdf</a>			

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### Third Nine Weeks – Theme: Approaching Adulthood (Collection 4)

**Reading Essential Question:** What does it mean to be an insider or an outsider?

**Subquestions:** How can I be responsible for myself and others? When does an adolescent become an adult?

How are stereotypes used to manipulate us? Can I change people's perceptions and expectations of me?

**Writing Essential Question:** What makes a good argument? How do writers use claims, reasons, and evidence to develop an argument?

**Subquestions:** How does argument writing differ from persuasion? In what ways are they alike?

Reading Selections		Writing	Communications	
Literature	Informational			
<p><u>Suggested Literature:</u> <i>The Outsiders</i></p> <p><u>Suggested Short Stories:</u></p> <ul style="list-style-type: none"> <li>• "Marigolds", p. 213</li> <li>• "The Whistle", Close Reader</li> </ul> <p><u>Suggested Poetry:</u></p> <ul style="list-style-type: none"> <li>• Hanging Fire</li> <li>• Teenagers</li> <li>• "Identity", Close Reader</li> <li>• "Hard on the Gas", Close Reader</li> <li>• "We Real Cool"</li> <li>• "We Wear the Masque"</li> </ul> <p><u>Suggested Media Resources:</u></p> <ul style="list-style-type: none"> <li>• Your Phone Can Wait (Public Service Announcement) with video clip in Digital Collection (textbook)</li> <li>• Driving Distracted (poster) also in Digital Collection (textbook)</li> </ul>	<p><u>Suggested Informational Texts:</u></p> <ul style="list-style-type: none"> <li>• "When Do Kids Become Adults"</li> <li>• "Much Too Young to Work So Hard"</li> <li>• "Is Sixteen Too Young To Drive a Car?"</li> <li>• "Fatal Car Crashes Drop for 16 year olds, Drop for Older Teens"</li> </ul>	<p><u>Suggested Activities/Strategies:</u> <u>Collection 4 Performance Tasks:</u></p> <ul style="list-style-type: none"> <li>• Literary Analysis, p. 269</li> <li>• Multi-media campaign, p. 273</li> </ul> <p><u>Performance Assessment:</u> Unit 1 Argumentative Essay. p. 4</p> <ul style="list-style-type: none"> <li>• Argumentative Essay focusing on one theme of the collection. Use p. 243 in Collections to teach arguments, claims, and evidence.</li> </ul>	<p><u>Suggested Activities/Strategies:</u> Groups</p>	

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### Fourth Nine Weeks – Theme: The Value of Work (Collection 6)

**Reading Essential Question:** What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?

**Subquestions:** Which is more critical for success--work ethic or talent?  
How do fundamental literacy skills prepare individuals for work after graduation?

**Writing Essential Question:** How does an individual use writing skills to self-advocate?

**Subquestions:** How do I consider purpose and audience when choosing an organizational strategy?

Reading Selections		Writing	Communications	Communications Cont.
Literature	Informational			
<p><u>Suggested Literature:</u>  Novel from optional list or Collection 5 on Anne Frank</p> <p><u>Suggested Short Stories:</u></p> <ul style="list-style-type: none"> <li>• <i>From</i> The Adventures of Tom Sawyer by Mark Twain</li> <li>• The Flying Machine by Ray Bradbury (close reader)</li> <li>• There Will Come Soft Rains by Ray Bradbury (<a href="http://www.elizabethskadden.com/files/therewillcomesoftrainsbradbury.pdf">http://www.elizabethskadden.com/files/therewillcomesoftrainsbradbury.pdf</a>)</li> </ul> <p><u>Suggested Poetry:</u></p> <ul style="list-style-type: none"> <li>• Chicago by Carl Sandburg, Find Work by Rhina P. Espaillat, My</li> </ul>	<p><u>Suggested Informational Texts:</u></p> <ul style="list-style-type: none"> <li>• One Last Time (memoir) by Gary Soto (textbook)</li> <li>• The Real McCoy by Jim Haskins (close reader)</li> <li>• Teens Need Jobs, Not Just Cash by Anne Michaud (argument) (textbook)</li> <li>• Teens at Work (textbook)</li> <li>• The Deadly Consequences of Nuclear War - <a href="http://www.nucleardarkness.org/warconsequences/hundredfiftytonessmoke/">http://www.nucleardarkness.org/warconsequences/hundredfiftytonessmoke/</a>)</li> <li>• Why Developing a Good Work Ethic is Essential to Career Success - <a href="http://blog.online.saintleo.edu/career-">http://blog.online.saintleo.edu/career-</a></li> </ul>	<p>Suggested Activities/Strategies: <u>Collection 6 Performance Tasks</u></p> <p>Review or PBL Unit</p>	<p>Suggested Activities/Strategies:</p>	

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Reading Selections		Writing	Communications	Communications Cont.
Literature	Informational			
<p>Mother Enters the Workforce by Rita Dove</p> <p><u>Suggested Media Resources:</u></p> <ul style="list-style-type: none"> <li>• The Flying Machine by Ray Bradbury (graphic story)</li> <li>• BrainPop on The Great Wall (to go with The Flying Machine)</li> </ul>	<p><a href="#">advice/Why-Developing-A-Good-Work-Ethic-Is-Essential-To-Career-Success</a></p>			