

Southern Cayuga Central School District – Curriculum Map

Subject: ELA 8

School Year: 2021-2022

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p>Module 1: <i>Inside Out & Back Again</i> Reading Closely and Writing to Learn, Finding Home: Refugees</p> <p><u>NYS Standards:</u> RL.8.1, 8.3, 8.4, 8.6 R.I.8.1, 8.2, 8.3, 8.4 W.8.2, 8.3, 8.4, 8.7, 8.9, 8.11 L.8.4, 8.6</p>	<ul style="list-style-type: none"> • What is home? • How do critical incidents reveal character? • What common themes are universal to the refugee experience? <ul style="list-style-type: none"> ★ Home ★ Conflict ★ Perspective ★ Identity ★ Character ★ Refugee ★ Universal theme ★ Point of View ★ Setting ★ Context ★ Close Reading ★ Textual Evidence ★ Theme ★ Summarize ★ Prefix/Suffix ★ Transitions ★ Citation 	<p><u>Central Texts:</u></p> <ol style="list-style-type: none"> 1. Thanhha Lai, <i>Inside Out & Back Again</i> (New York: HarperCollins, 2011) (Students will read Part 1 during the first unit.) 2. Tod Olson, “The Vietnam Wars,” <i>Scholastic</i>, February 24, 1995, 16–20. 3. Joseph Shapiro and Sandra Bartlett, “Forgotten Ship: A Daring Rescue as Saigon Fell,” transcript, National Public Radio, August 31, 2010. 4. Fox Butterfield, “Panic Rises in Saigon, but the Exits Are Few,” <i>New York Times</i>, April 1975. 5. Catherine Gevert, “Refugees: Who, Where, and Why,” <i>Faces</i>. 19.1 (2002): 6-8. 6. Arthur Brice, “Children of War,” <i>Scholastic</i>, March 1994. 7. Til Gurung, speech at Refugee Transitions’ World of Difference Benefit Luncheon, San Francisco, November 3, 2010. 8. Ana Marie Fantino and Alice Colak, “Refugee Children In Canada: Searching For Identity.” <i>Child Welfare</i> 80.5 (2001): 587-596. <p><u>SKILLS</u> <u>Unit 1: Building Background Knowledge:</u></p>	<p><u>Mid-Unit 1 Assessment:</u> Getting to Know a Character, selected response and extended response (RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a)</p> <p><u>End of Unit 1 Assessment-</u> Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Texts (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9)</p>	<p>September-October</p>

		<p><u>War Coming Close to Home</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none">-show understanding of how critical incidents reveal the dynamic nature of Ha, the main character, whose Vietnamese family is deciding whether to flee during the fall of Sawill-Consider how text structure, figurative language, and specific word choice contribute to a text’s meaning.-Building skills using context clues.-Begin the routine of “QuickWrites,” receiving explicit instruction and then practicing writing strong paragraphs in order to effectively cite and analyze text.-Carefully examine how word choice and tone contribute to the meaning of both informational text and specific poems in the novel.		
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<p>Module 1: <i>Inside Out & Back Again</i> Reading Closely and Writing to Learn, Finding Home: Refugees</p> <p><u>NYS Standards:</u> RL.8.1, 8.3, 8.4, 8.6 R.I.8.1, 8.2, 8.3, 8.4 W.8.2, 8.3, 8.4, 8.7, 8.9, 8.11 L.8.4, 8.6</p>	<ul style="list-style-type: none"> • What is home? • How do critical incidents reveal character? • What common themes are universal to the refugee experience? <ul style="list-style-type: none"> ★ Home ★ Conflict ★ Perspective ★ Identity ★ Character ★ Refugee ★ Universal theme ★ Point of View ★ Setting ★ Context ★ Close Reading ★ Textual Evidence ★ Theme ★ Summarize ★ Prefix/Suffix ★ Transitions ★ Cite 	<p><u>Unit 2: Case Study: Why do people flee home?</u> <i>Students will:</i></p> <ul style="list-style-type: none"> -Read and analyze informational texts that convey the universal themes and experiences of refugees across various times and cultures. -Focus on how particular incidents move the story forward and reveal aspects of Ha’s character. -Analyze Ha as a case study of a refugee who is faced with challenges that represent the universal refugee themes of fleeing and finding home. -Read and analyze informational text and one refugee’s experience of finding home. -Analyze the significance of the novel’s title and how it relates to the universal refugee experience and the challenges Ha faces as a refugee. 	<p><u>Mid Unit 2 Assessment:</u> Analyzing an Informational Text About a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9.)</p> <p><u>End of Unit 2 Assessment:</u> Analysis Essay: Explain the Significance of the Novel’s Title and Its Relationship to Universal refugee Experiences and Ha’s character (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9)</p>	<p>November</p>
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<p>Literature Circles NYS Standards: R.L.8.1, 8.2, 8.3, 8.5, 8.6, 8.9, 8.10 S.L.8.1, 8.4</p>	<ul style="list-style-type: none"> • What characteristics of a text show that it fits its genre? • How does the author reach his/her purpose for the text? • How does the author’s use of figurative language/literary elements add meaning and enjoyment to the text for the reader? • How does the author use of character, plot and setting to appeal the reader? <ul style="list-style-type: none"> ★ Genre ★ Protagonist ★ Antagonist ★ Theme ★ Setting ★ Conflict ★ Irony ★ Tone ★ Mood ★ Characterization ★ Exposition ★ Rising Action ★ Climax ★ Falling Action ★ Resolution 	<p>Central Texts <i>Touching Spirit Bear</i> by Jo Knowles <i>Tears of a Tiger</i> by Sharon Draper <i>Turtles All the Way Down</i> by John Green <i>Smiles to Go</i> by Jerry Spinella <i>See You at Harry’s</i> by Jo Knowles <i>Fever</i> by Laurie Halse Anderson <i>Out of the Dust</i> by Karen Hesse Reader’s notebook</p> <p>SKILLS <i>Students will:</i> -Read closely to determine what the text says explicitly and make logical inferences. -Determine central ideas/themes and analyze development over the course of the text. -Analyze how the text structure or form contributes to meaning. -Analyze how particular elements of the story interact. -Analyze how an author develops and contrasts the perspectives of different characters or narrators in the text. -Engage effectively in a range of collaborative discussions surrounding text with other students.</p>	<p>End of Unit Assessments: Literary Terms Test on Literature Circle Book</p> <p>Google Presentation Research Project: Culminating Activity for Literature Study (R.L.8.1, 8.2, 8.3, 8.5, 8.6, 8.10)</p>	<p>December</p>
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<p>Style and the Power of Language in <i>House on Mango Street</i> by Sandra Cisneros</p> <p><u>NYS Standards:</u> RL.8.1, 8.3, 8.4, 8.6 W.8.1, 8.3, 8.4, 8.5 L.8.4, 8.5, 8.6</p>	<ul style="list-style-type: none"> •What is a vignette? •How does the author’s use of figurative language/literary elements add meaning and enjoyment to the text for the reader? •Where does our sense of identity come from? <ul style="list-style-type: none"> ★ Vignette ★ Theme ★ Conflict ★ Metaphor ★ Simile ★ Home ★ Tone ★ Mood 	<p><u>Central Texts</u> <i>House on Mango Street</i> by Sandra Cisneros</p> <p><u>Skills</u> <i>Students will:</i></p> <ul style="list-style-type: none"> -Determine central ideas/themes and analyze development over the course of the text. -Analyze how the text structure or form contributes to meaning. -Analyze the impact of specific word choices on meaning and tone. -Analyze how particular elements of the story interact. -Analyze the structure the author uses to organize a text. -Determine an author’s point of view/purpose. 	<p><u>End of Unit Assessments:</u> Written Assessment- Writing a Vignette</p>	<p>January- February</p>
<p><i>The Outsiders</i> by S.E. Hinton</p> <p><u>NYS Standards:</u> R.L.8.1, 8.2, 8.3, 8.5, 8.6, 8.9, 8.10 S.L.8.1, 8.4</p>	<p>How do societal divisions affect communities?</p> <ul style="list-style-type: none"> • Do social class and wealth affect happiness? • How do cliques and gangs affect our worldview? • What makes up a person’s identity? • What are the limitations of friendship? • What does our response to conflict teach us about ourselves?Characterization <ul style="list-style-type: none"> ★ Setting ★ Symbolism ★ Conflict ★ Perception ★ Tone 	<p><u>Central Texts</u> <i>The Outsiders</i> by S.E. Hinton</p> <p><u>Skills</u> <i>Students will:</i></p> <ul style="list-style-type: none"> -Determine central ideas/themes and analyze development over the course of the text. -Analyze how an author develops and contrasts the perspectives of different characters or narrators in the text. -Synthesize evidence from multiple sources -Synthesize the characteristics of a character -Evaluate an understanding of the societal issues presented within The Outsiders community 	<p><u>End of Unit Assessments:</u> Writing a Newspaper Article Writing an Obituary Final Quiz Final Analysis Prompt on Perspective (RL.7.2 RI.7.4 W7.8 SL.7.1 L.7.4a L.7.6)</p>	<p>February- March</p>

	<ul style="list-style-type: none"> ★ Analyze ★ Reflect ★ Justify ★ Evolve ★ Stereotypes ★ Popular culture 	-Summarize how a main event affects and contributes to the plot of a novel.		
<p>Unbroken, Laura Hillenbrand</p> <p><u>NYS Standards:</u></p> <p>R.1.8.1, 8.2, 8.3, 8.4 W.8.2, 8.3, 8.4, 8.7, 8.9, 8.11 L.8.4, 8.6</p>	<ul style="list-style-type: none"> • How does war and conflict affect individuals and societies? • How do historians/readers reconcile multiple accounts of the same event? • How can narrative be used to communicate real events? 	<p>Central Texts <i>Unbroken, Laura Hillenbrand</i> <i>Franklin D. Roosevelt, “Day of Infamy” speech, delivered Dec. 8, 1941, as found at http://history1900s.about.com/od/franklinroosevelt/a/Day-Of-Infamy-Speech.htm</i></p>	<p><u>Mid-Unit Assessment</u></p> <p><u>End-of-Unit Assessment</u></p> <p>Research project</p>	April-May
<p>Short Stories Unit</p> <p><u>NYS Standards:</u></p> <p>RL.8.1, 8.3, 8.4, 8.6 W.8.2, 8.3, 8.4, 8.7, 8.9, 8.11 L.8.4, 8.5, 8.6</p>	<ul style="list-style-type: none"> • How does the author reach his/her purpose for the text? • How does the author use of character, plot and setting to appeal the reader? • How does the author’s use of literary elements add meaning and enjoyment to the text for the reader? <ul style="list-style-type: none"> ★ Theme ★ Personal Narrative ★ Setting ★ Imagery ★ Point of View ★ Tone 	<p>Central Texts Selections from <i>Explorations in Literature</i> “The Tell-Tale Heart” Edgar Allan Poe “Paw-Paw” by Laurence Yep Selections from <i>Discoveries in Literature/</i> Seventh Edition (BILL) “The Circuit” by Francisco Jimenez “The Smallest Dragonboy” by Anne McCaffrey</p> <p>Skills <i>Students will:</i> -Determine central ideas/themes and analyze development over the course of the text. -Analyze how the text structure or form contributes to meaning.</p>	<p><u>End of Unit Assessments:</u></p> <p>Final test - short answer questions and multiple choice</p>	June

	★ Internal Conflict	<ul style="list-style-type: none">-Analyze how particular elements of the story interact.-Analyze the impact of specific word choices on meaning and tone.-Analyze the structure the author uses to organize a text.-Determine an author's point of view/purpose.		
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<p><u>Narrative Writing</u> <i>Personal Narratives that Pop!</i> <u>NYS Standards Covered</u> W.7.3, 7.4, 7.5, 7.6</p>	<ul style="list-style-type: none"> •What is the writing process? •What is my story? •What is a personal narrative? •How does dialogue create the scene for the reader? •How do topic sentences help frame my paper for the reader? •How does an effectively written personal narrative help me reflect on my experiences? <ul style="list-style-type: none"> ★ Personal narrative ★ Dialogue ★ Anecdote ★ Conflict ★ Excerpt 	<p><u>Central Texts</u></p> <ol style="list-style-type: none"> 1. Sample Narratives - excerpts from <i>My Life in Dog Years</i> by Gary Paulsen <i>Crunchtime</i> by Gretchen Bernabei 2. "The Introductory Paragraph" by Grace Fleming, About.com <p><u>Skills</u></p> <p>Students will...</p> <ul style="list-style-type: none"> -Write a personal narrative using the writing process. -Compose topic sentences. -Use colons and hyphens correctly. -Use transition words, coordinating conjunctions, and semicolons to combine sentences. -Use capitalization rules consistently. <p>Reflect on their life experiences.</p>	<p><u>End of Unit Assessments:</u></p> <p>Quickwrites Graphic Organizers Drafted/Published Personal Narrative Essay (W.7.3, 7.4, 7.5, 7.6)</p>	
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