

**Southern Cayuga Central School District – Curriculum Map**

**Subject: ELA 8**

**School Year: 2019-2020**

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p><b>Module 1: <i>Inside Out &amp; Back Again</i></b>  <b>Reading Closely and Writing to Learn, Finding Home: Refugees</b></p> <p><b><u>NYS Standards:</u></b>                      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"> <li>• What is home?</li> <li>• How do critical incidents reveal character?</li> <li>• What common themes are universal to the refugee experience?</li> </ul> <ul style="list-style-type: none"> <li>★ Home</li> <li>★ Conflict</li> <li>★ Perspective</li> <li>★ Identity</li> <li>★ Character</li> <li>★ Refugee</li> <li>★ Universal theme</li> <li>★ Point of View</li> <li>★ Setting</li> <li>★ Context</li> <li>★ Close Reading</li> <li>★ Textual Evidence</li> <li>★ Theme</li> <li>★ Summarize</li> <li>★ Prefix/Suffix</li> <li>★ Transitions</li> <li>★ Citation</li> </ul>	<p><b><u>Central Texts:</u></b></p> <ol style="list-style-type: none"> <li>1. Thanhha Lai, <i>Inside Out &amp; Back Again</i> (New York: HarperCollins, 2011) (Students will read Part 1 during the first unit.)</li> <li>2. Tod Olson, “The Vietnam Wars,” <i>Scholastic</i>, February 24, 1995, 16–20.</li> <li>3. Joseph Shapiro and Sandra Bartlett, “Forgotten Ship: A Daring Rescue as Saigon Fell,” transcript, National Public Radio, August 31, 2010.</li> <li>4. Fox Butterfield, “Panic Rises in Saigon, but the Exits Are Few,” <i>New York Times</i>, April 1975.</li> <li>5. Catherine Gevert, “Refugees: Who, Where, and Why,” <i>Faces</i>. 19.1 (2002): 6-8.</li> <li>6. Arthur Brice, “Children of War,” <i>Scholastic</i>, March 1994.</li> <li>7. Til Gurung, speech at Refugee Transitions’ World of Difference Benefit Luncheon, San Francisco, November 3, 2010.</li> <li>8. Ana Marie Fantino and Alice Colak, “Refugee Children In Canada: Searching For Identity.” <i>Child Welfare</i> 80.5 (2001): 587-596.</li> </ol> <p><b><u>SKILLS</u></b></p>	<p><b><u>Mid-Unit 1 Assessment:</u></b>                      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><b><u>End of Unit 1 Assessment-</u></b>                      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><b><u>Unit 1: Building Background Knowledge:</u></b> <b><u>War Coming Close to Home</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>-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</li><li>-Consider how text structure, figurative language, and specific word choice contribute to a text’s meaning.</li><li>-Building skills using context clues.</li><li>-Begin the routine of “QuickWrites,” receiving explicit instruction and then practicing writing strong paragraphs in order to effectively cite and analyze text.</li><li>-Carefully examine how word choice and tone contribute to the meaning of both informational text and specific poems in the novel.</li></ul>		
--	--	---	--	--

<p><b>Module 1: <i>Inside Out &amp; Back Again</i></b>  <b>Reading Closely and Writing to Learn, Finding Home: Refugees</b></p> <p><b><u>NYS Standards:</u></b>  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"> <li>• What is home?</li> <li>• How do critical incidents reveal character?</li> <li>• What common themes are universal to the refugee experience? <ul style="list-style-type: none"> <li>★ Home</li> <li>★ Conflict</li> <li>★ Perspective</li> <li>★ Identity</li> <li>★ Character</li> <li>★ Refugee</li> <li>★ Universal theme</li> <li>★ Point of View</li> <li>★ Setting</li> <li>★ Context</li> <li>★ Close Reading</li> <li>★ Textual Evidence</li> <li>★ Theme</li> <li>★ Summarize</li> <li>★ Prefix/Suffix</li> <li>★ Transitions</li> <li>★ Cite</li> </ul> </li> </ul>	<p><b><u>Unit 2: Case Study: Why do people flee home?</u></b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>-Read and analyze informational texts that convey the universal themes and experiences of refugees across various times and cultures.</li> <li>-Focus on how particular incidents move the story forward and reveal aspects of Ha’s character.</li> <li>-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.</li> <li>-Read and analyze informational text and one refugee’s experience of finding home.</li> <li>-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.</li> </ul>	<p><b><u>Mid Unit 2 Assessment:</u></b>  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><b><u>End of Unit 2 Assessment:</u></b>  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>
---	---	--	---	-----------------

<p><b>Literature Circles</b>  <b><u>NYS Standards:</u></b>  <b>R.L.8.1, 8.2, 8.3, 8.5, 8.6, 8.9, 8.10</b>  <b>S.L.8.1, 8.4</b></p>	<ul style="list-style-type: none"> <li>• What characteristics of a text show that it fits its genre?</li> <li>• How does the author reach his/her purpose for the text?</li> <li>• How does the author’s use of figurative language/literary elements add meaning and enjoyment to the text for the reader?</li> <li>• How does the author use of character, plot and setting to appeal the reader? <ul style="list-style-type: none"> <li>★ Genre</li> <li>★ Protagonist</li> <li>★ Antagonist</li> <li>★ Theme</li> <li>★ Setting</li> <li>★ Conflict</li> <li>★ Irony</li> <li>★ Tone</li> <li>★ Mood</li> <li>★ Characterization</li> <li>★ Exposition</li> <li>★ Rising Action</li> <li>★ Climax</li> <li>★ Falling Action</li> <li>★ Resolution</li> </ul> </li> </ul>	<p><b><u>Central Texts</u></b>  <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><b><u>SKILLS</u></b>  <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><b><u>End of Unit Assessments:</u></b>  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>
--	--	--	---	-----------------

<p><b>Style and the Power of Language in <i>House on Mango Street</i> by Sandra Cisneros</b></p>	<ul style="list-style-type: none"> <li>•What is a vignette?</li> <li>•How does the author’s use of figurative language/literary elements add meaning and enjoyment to the text for the reader?</li> <li>•Where does our sense of identity come from? <ul style="list-style-type: none"> <li>★ Vignette</li> <li>★ Theme</li> <li>★ Conflict</li> <li>★ Metaphor</li> <li>★ Simile</li> <li>★ Home</li> <li>★ Tone</li> <li>★ Mood</li> </ul> </li> </ul>	<p><b>Central Texts</b> <i>House on Mango Street</i> by Sandra Cisneros</p> <p><b>Skills</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>-Determine central ideas/themes and analyze development over the course of the text.</li> <li>-Analyze how the text structure or form contributes to meaning.</li> <li>-Analyze the impact of specific word choices on meaning and tone.</li> <li>-Analyze how particular elements of the story interact.</li> <li>-Analyze the structure the author uses to organize a text.</li> <li>-Determine an author’s point of view/purpose.</li> </ul>	<p><b>End of Unit Assessments:</b> Written Assessment- Writing a Vignette</p>	<p>January- February</p>
<p><b><i>The Outsiders</i> by S.E. Hinton</b></p>	<p>How do societal divisions affect communities?</p> <ul style="list-style-type: none"> <li>• Do social class and wealth affect happiness?</li> <li>• How do cliques and gangs affect our worldview?</li> <li>• What makes up a person’s identity?</li> <li>• What are the limitations of friendship?</li> <li>• What does our response to conflict teach us about ourselves?Characterization</li> </ul> <ul style="list-style-type: none"> <li>★ Setting</li> <li>★ Symbolism</li> <li>★ Conflict</li> <li>★ Perception</li> <li>★ Tone</li> </ul>	<p><b>Central Texts</b> <i>The Outsiders</i> by S.E. Hinton</p> <p><b>Skills</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>-Determine central ideas/themes and analyze development over the course of the text.</li> <li>-Analyze how an author develops and contrasts the perspectives of different characters or narrators in the text.</li> <li>-Synthesize evidence from multiple sources</li> <li>-Synthesize the characteristics of a character</li> <li>-Evaluate an understanding of the societal issues presented within The Outsiders community</li> </ul>	<p><b>End of Unit Assessments:</b> 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"> <li>★ Analyze</li> <li>★ Reflect</li> <li>★ Justify</li> <li>★ Evolve</li> <li>★ Stereotypes</li> <li>★ Popular culture</li> </ul>	-Summarize how a main event affects and contributes to the plot of a novel.		
<b>Short Stories Unit</b>	<ul style="list-style-type: none"> <li>• How does the author reach his/her purpose for the text?</li> <li>• How does the author use of character, plot and setting to appeal the reader?</li> <li>• 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"> <li>★ Theme</li> <li>★ Personal Narrative</li> <li>★ Setting</li> <li>★ Imagery</li> <li>★ Point of View</li> <li>★ Tone</li> <li>★ Internal Conflict</li> </ul> </li> </ul>	<p><b>Central Texts</b></p> <p>Selections from <i>Explorations in Literature</i></p> <p>“The Tell-Tale Heart” Edgar Allan Poe</p> <p>“Paw-Paw” by Laurence Yep</p> <p>Selections from <i>Discoveries in Literature/</i> Seventh Edition (BILL)</p> <p>“The Circuit” by Francisco Jimenez</p> <p>“The Smallest Dragonboy” by Anne McCaffrey</p> <p><b>Skills</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>-Determine central ideas/themes and analyze development over the course of the text.</li> <li>-Analyze how the text structure or form contributes to meaning.</li> <li>-Analyze how particular elements of the story interact.</li> <li>-Analyze the impact of specific word choices on meaning and tone.</li> <li>-Analyze the structure the author uses to organize a text.</li> <li>-Determine an author’s point of view/purpose.</li> </ul>	<p><b>End of Unit Assessments:</b></p> <p>Final test - short answer questions and multiple choice</p>	April

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

<p><b>Literature Circles</b>  <b><u>NYS Standards:</u></b>  <b>R.L.8.1, 8.2, 8.3, 8.5, 8.6, 8.9, 8.10</b>  <b>S.L.8.1, 8.4</b></p>	<ul style="list-style-type: none"> <li>• What characteristics of a text show that it fits its genre?</li> <li>• How does the author reach his/her purpose for the text?</li> <li>• How does the author’s use of figurative language add meaning and enjoyment to the text for the reader?</li> <li>• How does the author use character, plot and setting to appeal the reader? <ul style="list-style-type: none"> <li>★ Genre</li> <li>★ Protagonist</li> <li>★ Antagonist</li> <li>★ Theme</li> <li>★ Setting</li> <li>★ Conflict</li> <li>★ Tone</li> <li>★ Mood</li> <li>★ Characterization</li> <li>★ Exposition</li> <li>★ Rising Action</li> <li>★ Climax</li> <li>★ Falling Action</li> <li>★ Resolution</li> </ul> </li> </ul>	<p><b><u>Central Texts</u></b>  <i>The Face on a Milk Carton</i> by Caroline B. Cooney  <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff  <i>The Westing Game</i> by Ellen Raskin  <i>Maniac Magee</i> by Jerry Spinelli  <i>Between Shades of Gray</i> by Ruta Sepetys  <i>Tangerine</i> by Edward Bloor  Reader’s notebook</p> <p><b><u>SKILLS</u></b>  <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><b><u>End of Unit Assessments:</u></b>  Literary Terms Test on Literature Circle Book</p> <p>Multi-Genre Project:  Culminating Activity for Literature Study (R.L.8.1, 8.2, 8.3, 8.5, 8.6, 8.10)</p>	<p>June</p>
--	--	--	---	-------------