

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

**Subject: ELA 8**

**School Year: 2023-2024**

Unit & NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Assessments	Time Frame
<b>Unit I: Narrative Nonfiction</b>  <u>NYS Standards</u>  8R1 8R3 8R9  8W1d 8W1f 8W2b 8W5 8W6  8SL1 8SL4 8SL5  8L3 8L4 8L6	What is the importance of writing non-fiction stories?  How do we cite sources when doing research online?  <hr/> <u>Tier 2</u>  Cite Convey Criteria Incorporate Paraphrase Specify	<u>Central Texts</u> Previous State Tests Autobiographical and Biographical Excerpts  <u>Skills:</u>  <b>Citing Relevant Information</b> <ul style="list-style-type: none"> <li>- Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.</li> <li>- In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.</li> <li>- Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</li> </ul> <b>Purposeful Writing</b> <ul style="list-style-type: none"> <li>- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>- Maintain a style and tone appropriate to the writing task</li> <li>- Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</li> <li>- Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> <b>Building Researching Prowess</b> <ul style="list-style-type: none"> <li>- Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry</li> </ul>	<u>Formative</u>  Daily Questions  Latin Chunks  Cornell Notes  Paraphrasing Responses  Biography Rough Draft  Autobiography  ELA 8 State Test Questions  <u>Summative</u>  Unit Quiz  End of Unit Assessment: Biography Final Draft	September

		<p>when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p> <ul style="list-style-type: none"> <li>- Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</li> </ul> <p><b>Develop Linguistic Practices</b></p> <ul style="list-style-type: none"> <li>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> <li>-Use context as a clue to the meaning of a word or phrase.</li> <li>-Use Greek or Latin affixes and roots as clues to the meaning of a word .</li> <li>-Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>- Verify the preliminary determination of the meaning of a word or phrase.</li> </ul>	<p>Benchmark 1</p> <p>AIMSweb Fall Benchmark</p>	
<p><b>Unit II: Bildungsroman / Coming of Age</b></p> <p><u>NYS Standards</u></p> <p>8L4 (a-d)</p>	<p>What is the importance of identity?</p> <p>How do authors use literary elements to convey meaning?</p> <hr/> <p><u>Tier 2:</u></p> <p>Anticipate Constant Contrast Collaborate Depict Evaluate Expand Generate</p>	<p><u>Central texts:</u> <i>The Outsiders</i> by S.E Hinton</p> <p><b>Develop Linguistic Practices</b></p> <ul style="list-style-type: none"> <li>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> <li>-Use context as a clue to the meaning of a word or phrase.</li> <li>-Use Greek or Latin affixes and roots as clues to the meaning of a word .</li> <li>-Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>- Verify the preliminary determination of the meaning of a word or phrase.</li> </ul>	<p><u>Formative</u></p> <p>Daily Questions</p> <p>Reading Packet</p> <p>Socratic Seminar</p> <p>Cornell Notes</p> <p><u>Summative</u></p> <p>Unit Quizzes</p> <p>Unit test</p> <p>Final Project</p>	<p>October - November</p>

	Reflection Represent Summarize			
<b>Unit III: Poetry/Short Stories</b>  <u>NYS Standards</u>  8R2 8R3 8R4 8R6 8R9  8W1d 8W2f 8W3 8W4  8SL1 8SL5  8L3 8L4 8L5 8L6	What is the importance of analyzing stories?  How is symbolism used in literature?  <hr/> <u>Tier 2:</u>  Articulate Compare Comprehend Consider Context Design Incorporate Perspective Theme	<u>Central Texts:</u>  The Lottery A Horseman in the Sky The Monkey's Paw  <u>Skills</u>  <b>Use Structure to Determine Meaning</b> <ul style="list-style-type: none"> <li>- 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, tone, and mood, including words with multiple meanings.</li> <li>- In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone</li> <li>- Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</li> </ul> <b>Creative Writing</b> <ul style="list-style-type: none"> <li>- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>- Establish and maintain a style appropriate to the writing task.</li> <li>- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</li> <li>- Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</li> </ul> <b>Develop Linguistic Practices</b> <ul style="list-style-type: none"> <li>- Determine or clarify the meaning of unknown and</li> </ul>	<u>Formative</u>  Daily Questions  Cornell Notes  Poetry + Haiku Rough Drafts  Short Story Rough Draft  <u>Summative</u> Check In/ Out  Unit Quizzes  Short Story Final Draft  Poetry + Haiku Final Draft  Midterm (Common Assessment 2)  AIMSweb Winter Benchmark	December - January

		<p>multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>- Use context as a clue to the meaning of a word or phrase.</li> <li>- Use Greek or Latin affixes and roots as clues to the meaning of a word .</li> <li>- Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>- Verify the preliminary determination of the meaning of a word or phrase.</li> </ul>		
<p><b>Unit IV: Historical Fiction</b></p> <p><u>NYS Standards</u></p> <p>8R1 8R2 8R3 8R4 8R5 8R6 8R9</p> <p>8W1a 8W1b 8W1c 8W1d 8W1e</p> <p>8SL1 8SL5</p> <p>8L3 8L4 8L5 8L6</p>	<p>How can historical fiction help teach non-fiction ideas, themes, and stories?</p> <p>How can we relate the protagonist to our own lives?</p> <hr/> <p><u>Tier 2:</u></p> <p>Claim Clarify Describe Develop Explain Inference Interpret Justify Prioritize Support Valid</p>	<p><u>Central Text:</u></p> <p><i>Fever 1793</i></p> <p><b>Writing Arguments</b></p> <ul style="list-style-type: none"> <li>- Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</li> <li>- Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</li> <li>- Use precise language and content-specific vocabulary to argue a claim.</li> <li>- Provide a concluding statement or section that explains the significance of the argument presented.</li> </ul> <p><b>Develop Linguistic Practices</b></p> <ul style="list-style-type: none"> <li>- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> <li>- Use context as a clue to the meaning of a word or phrase.</li> <li>- Use Greek or Latin affixes and roots as clues to the meaning of a word .</li> <li>- Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> </ul>	<p><u>Formative</u></p> <p>Daily Questions</p> <p>Cornell Notes</p> <p>Reading Packet</p> <p>Essay Draft</p> <p><u>Summative</u></p> <p>Check In/ Out</p> <p>Unit Quizzes</p> <p>Unit Test</p> <p>Essay Final Draft</p>	<p>February - March</p>

8L4 (a-d)		<ul style="list-style-type: none"> <li>- Verify the preliminary determination of the meaning of a word or phrase.</li> </ul>		
<b>Unit V: Historical Non-Fiction</b>  <u>NYS Standards</u>  8R1 8R2 8R3 8R4 8R5 8R6 8R9  8W2a 8W2b 8W2c 8W2d 8W2e  8SL1 8SL5  8L3 8L4 8L5 8L6	What is the importance of engaging non-fiction texts?  What is heroism?  <hr/> <u>Tier 2:</u>  Analyze Annotate Apply Argument Consider Credibility Demonstrate Determine Establish Examine Investigate Verify	Reading: Unbroken Local History  <u>Skills</u>  <b>Finding Key Ideas</b> <ul style="list-style-type: none"> <li>- Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.</li> <li>- Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.</li> <li>- 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, tone, and mood, including words with multiple meanings.</li> </ul> <b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>- Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</li> <li>- Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</li> </ul> <b>Develop Linguistic Practices</b> <ul style="list-style-type: none"> <li>- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> <li>- Use context as a clue to the meaning of a word or phrase.</li> <li>- Use Greek or Latin affixes and roots as clues to the meaning of a</li> </ul>	<u>Formative</u>  Daily Questions  Cornell Notes  Chapter Worksheets  Research Paper Rough Draft  <u>Summative</u>  Unit Quizzes  Unit Test Research Paper Final Draft  AIMSweb Spring Benchmark	April-May

		<p>word .</p> <ul style="list-style-type: none"> <li>- Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>- Verify the preliminary determination of the meaning of a word.</li> </ul>		
<p><b>Unit VI: Literature in the World</b></p> <p><u>NYS Standards</u></p> <p>8R1 8R2 8R3 8R4 8R6</p> <p>8W1 8W2 8W5</p> <p>8SL1 8SL5</p> <p>8L3 8L4 8L5 8L6</p>	<p>What is the purpose of digital media in our Modern World?</p> <p>How can we effectively interact with digital media?</p> <hr/> <p><u>Tier 2:</u></p> <p>Assess Calculate Comprehend Compute Correlation Incorporate Predict Rationale Sequence Simplify Speculate</p>	<p><u>Central Texts</u></p> <p>Newspaper Excerpts Graphic Novels Digital Literature</p> <p><u>Skills</u></p> <p><b>Finding Purpose in Different Text Types</b></p> <ul style="list-style-type: none"> <li>- Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.</li> <li>- Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</li> <li>- Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</li> </ul> <p><b>Develop Linguistic Practices</b></p> <ul style="list-style-type: none"> <li>- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> <li>- Use context as a clue to the meaning of a word or phrase.</li> <li>- Use Greek or Latin affixes and roots as clues to the meaning of a word .</li> <li>- Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>- Verify the preliminary determination of the meaning of a word.</li> </ul>	<p><u>Formative</u></p> <p>Daily Questions</p> <p>Cornell Notes</p> <p>Digital Project Draft</p> <p><u>Summative</u></p> <p>Unit Quizzes</p> <p>Digital Project Final Draft</p> <p>Final (Common Assessment 3)</p>	June

*\*Denotes Priority Standard*