

**MASHPEE MIDDLESCHOOL
ENGLISH DEPARTMENT
CURRICULUM REVISION 2012
GRADE LEVEL 8**

COURSE NAME: Grade 8 English Language Arts

STRANDS: LANGUAGE STRAND/READING AND LITERATURE STRAND/COMPOSITION STRAND/MEDIA STRAND

THEME/ESSENTIAL GUIDING QUESTIONS: Culture/Social Issues- How does culture influence social interaction?

FOCUS QUESTIONS: Why does diversity affect culture? What is prejudice? What is tolerance?

| <u>STATE STANDARD/ COMMON CORE</u> | <u>LEARN EXP</u> | <u>LITERARY CONCEPTS</u> | <u>SKILLS</u> | <u>INSTRUCTIONAL STRATEGIES</u> | <u>ASSESSMENT</u> | <u>RESOURCES/ MATERIALS</u> | <u>PACING GUIDE</u> |
|---|------------------|---|---|---|--|--|---|
| R.8. 2-3, 8, 9 SL.8. 3-4 L.8. 3-6 W.8. 2, 4-5, 8 MA.8.A MA.3.A | 1-5 | Elements of nonfiction Author's purpose Historical background Fact/opinion | Analyze elements of nonfiction Determine author's purpose Analyze historical background | Guided reading Discussions Research Making connection (self, world, other texts) | Quizzes Tests Essay writing | "Home Front" | 3 days |
| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 | 1-5 | Elements of fiction Awareness of genre Standard English | Identify elements of fiction Recognize/ incorporate new vocabulary | Making connections (self, world, other facts) Identify elements of fiction Study Island | Group discussions Participation Quizzes Tests | "Spotted Eagle and Black Crow" "Raven & Coming of Daylight" "Racing the Great Bear" "Three Wise Guys" "The Girl in Lavender Dress" | 3 days 2 days 2 days 1 day 2 days |
| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 MA.8.A MA.3.A | 1-5 | Elements of fiction Oral tradition Figurative lang. Hyperbole Good/evil | Compare texts Understand and acquire new vocabulary Fact/opinion | Note taking Guided reading Summarizing Discussions | Group discussions Quizzes Tests | "Souls in Purgatory" "Brer Possum's Dilemma" "John Henry" "Aunty Misery" "Pecos Bill" | 2 days 1 day 1 day 1 day 3 days 2 days |

Learning Expectations: 1-Problem Solving, 2-Writing, 3-Reading Critically, 4-Speaking, 5-Technology, 6 –Habits of the Mind

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| | | | | | | “Otoonah” | |
| | | | | | | “Woman in the Snow” | |
| W.8.1-10 MA.3.A | 1-6 | Author’s purpose Genre Point of View Alt. Viewpoints Paragraph Organization | Annotation & Analysis Genre Identification Acquiring new voc. Identify Issues, introduction, main argument & conclusion Assemble cohesive essay | Discussion Demonstration of lessons Guided practice Read Alouds Free writing planner Cut and paste activities Worksheets | Group discussion Worksheet Written rebuttal Essay | <u>Empowering Writers</u> -organization & analysis SmartBoard | (Sept- Oct) |

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| THEME/ESSENTIAL GUIDING QUESTIONS: Choices: How do choices affect change? |
| FOCUS QUESTIONS: What is courage? What makes a hero? Why do heroes exist? |

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|--|------------------|---|---|--|---|---|---|
| R.8. 2-3, 8, 9 SL.8. 3-4 L.8. 3-6 W.8. 2, 4-5, 8 | 1-5 | Genre Fiction Vocabulary | Identifying elements of fiction Demonstrate knowledge of theme Predicting outcome | Guided reading Summarizing Story-telling discussion | Group discussion Participation Quizzes Tests | <u>Crispin and the Cross of Lead</u> | 4 weeks |
| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 MA.8.A MA.3.A | 1-5 | Theme Irony Nonfiction Main idea/ supporting Details Vocabulary | Recognizing vocabulary in context Demonstrate knowledge of elements of nonfiction | Understanding vocabulary in context Guided reading Making connections (self, world, other texts) | Group discussions Tests Quizzes | “The Clown” | 3 days |
| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 MA.8.A MA.3.A | 1-5 | Imagery Rhythm/Rhyme Elements of poetry | Identify a regular beat Analyze elements of poetry | Discussions Guided reading Making connections (self, world, other texts) | Group discussions Oral reading Tests Quizzes | “Paul Revere’s Ride” “The Lesson of the Moth” “I Belong” “The Road Not Taken” “There Is This That I | 1 day 1 day 1 day 1 day 1 day |

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| | | | | | | Know About Hockey, My Lad” | |
| W.8.1-10 MA.3.A | 1-6 | Audience Awareness Point of View | Pro & Con Connotation and Denotation Finding Critical Language Alternative Point of View Affirming the Audience | Overhead/PPT Teacher worksheets “Bandwagon” technique | Write a Pro & Con paper Worksheets | <u>Empowering Writers</u> Audience Awareness | (Nov-Dec) |

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| FOCUS QUESTIONS: How is self-identity established? How does love affect family? How does one grow and change? What is unconditional love? |

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| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 MA.8.A MA.3.A | 1-5 | Elements of fiction Author's purpose | Understand and acquire new vocabulary Key elements of fiction Determine effects of setting on character | Guided Reading Summarizing Discussions Incorporate new vocabulary into writing samples | Quizzes/tests Essay | "The Treasure of Lemon Brown" "The Lie" "La Cucarachita" <u>No Promises in the Wind</u> | 3 days 4 days 1 day 3-4 weeks |
| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 MA.8.A MA.3.A | 1-5 | Components of poetry Figurative language Theme Author's purpose | Identify genre Distinguish between simile/metaphor | Guided reading Note taking Discussions | Graphic organizers Group discussions Quizzes Tests Essay | "My Mother Really Knew" "Rice and Rose Bowl Blues" "In a Neighborhood in LA" "Think as I Think" | 1 day 1 day 1 day 1 day |
| W.8.1-10 MA.3.A | 1-6 | Main Arguments Specific Distinctive Arguments Sentence variety | Generate specific distinctive arguments List Pros and Cons Choose a position | Ask/list, link/choose Revising weak sentences | Revise weak essay Worksheets | <u>Empowering Writers Distinctive Main Arguments</u> | (Jan-Feb) |

Learning Expectations: 1-Problem Solving, 2-Writing, 3-Reading Critically, 4-Speaking, 5-Technology, 6 –Habits of the Mind

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| | | | Three main arguments Practice strong sentence variety | | | | |
| W.8.1-10 MA.3.A | 1-3, 5-6 | MLA Format Guided Research | Source cards Paraphrasing Summarizing Note taking Citation | Direct Instruction Peer Editing | Formative Assessment Source Cards 3-7 p. research paper Works cited page | <u>Easy Bib</u> Internet Library Computers | 15 Days |

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| THEME/ESSENTIAL GUIDING QUESTIONS: Morality: What is the nature of morality? |
| FOCUS QUESTIONS: What are the catalysts and consequences of revenge? How do beliefs and values guide behavior? Why is there a struggle between good and evil? |

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| R.8. 2-3, 8, 9 SL.8. 3-4 L.8. 3-6 W.8. 2, 4-5, 8 | 1-5 | Main idea and supporting details Setting Theme Fiction | Predicting Brainstorming Analyze elements of fiction Compare/contrast | Making connections (self, world, other texts) Identify elements of fiction | Group discussions Presentations Essays Tests Quizzes | <u>The Outsiders</u> by S.E. Hinton Related materials Video of <u>The Outsiders</u> | 4-5 weeks |
| R.8. 2-3, 8, 9 SL.8. 3-4 L.8. 3-6 W.8. 2, 4-5, 8 MA.3.A | 1-5 | Vocabulary Moral Fiction | Demonstrate knowledge of : Main idea Setting Characters | Brainstorm Illustrate Vocabulary introduction and review Discuss consequences | Illustrations of setting Tests Quizzes Participation | “Paul Bunyan and the Winter of the Blue Snow” | 4 days |
| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 MA.8.A | 1-5 | Vocabulary Elements – Fiction Mood Tone Sensory Writing | Demonstrate knowledge of: Mood Tone Sensory writing | Making connections (self, world, other texts) Support with examples | Group discussion Tests Quizzes | “The Tell Tale Heart” Media film | 5 days |
| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 | 1-6 | Genre Supporting Details | Noting similarities “Joining Bandwagon” | Questioning techniques Discussion | Worksheets Discussion | Empowering Writers Supporting Details SmartBoard | (March) |

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| MA.8.A MA.3.A | | Elaboration techniques Question analysis | Rhetorical questions Elaboration Summarizing Identifying details Revision | Guided practice Modeling | Questioning Revised paragraph | | |
| W.8.1-10 MA.3.A | 1-6 | Writing Effective Intro. Paragraphs | Writing a persuasive lead Writing an issue statement Revising a lead Stating issue clearly | Revise a series of leads Revise weak intros | Revise and rewrite intro paragraph Discussion | Empowering Writers Effective Introduction Paragraphs SmartBoard | (March) |

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| THEME/ESSENTIAL GUIDING QUESTIONS: Responsibility: What constitutes responsibility? |
| FOCUS QUESTIONS: What is justice? How are prejudice and bias created? What are responsibilities of the individual in regard to issues of social justice? Do we have choices concerning fairness and justice? |

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| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 MA.8.A MA.3.A | 1-5 | Genre Drama Dialogue Flashback | Identify genre Identify elements of drama Role playing Oral presentations | Understanding vocabulary in context Activate prior knowledge Locate and explain examples of literary concepts | Oral Presentation Role Playing Tests Quizzes | <u>The Million Pound Bank Note</u> | 2 weeks |
| R.8.1-5 L.8.1-4 W.8.2,10 SL.8.1-1-6 MA.8.A MA.3.A | 1-5 | Nonfiction Author's Purpose Fact and opinion | Identify fact and main idea Analyze elements of nonfiction Distinguish/ determine author's purpose | Understand vocabulary Activate prior knowledge Guided reading Discussions Summarizing Differentiate fact/opinion Identify author's purpose | Tests Quizzes Essay | "Lincoln: A Photobiography -Reflections on Civil War" "Harriet Tubman: Conductor on the Underground Railroad" <u>Farewell to Manzanar</u> | 3 days 5 days 4-5 days 3 weeks |
| R.8.1-4,8,10 SL.8.2,3 L.8.1-6 W.8.2,4,5,9-10 MA.3.A | 1-5 | Poetry Author's Purpose Oral Presentation Figurative Language | Identify elements of poetry Demonstrate appropriate consideration – audience Analyze author's purpose | Understanding vocabulary in context Analyze the effects of figurative language: simile, metaphor, alliteration | Group Discussion Oral Presentation Tests Quizzes | "Dirge Without Music" "O Captain! My Captain!" | 1 day 1 day |
| W.8.1-10 MA.3.A | 1-6 | Powerful Concluding Paragraphs, | "Now or Never" Statements Revise Redundant | "Call to Action" Colorful language | Revise Weak Conclusion | <u>Empowering Writers</u> Powerful Conclusion Paragraph, Prompts, Process | (Apr-June) |

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| | | Arguments, Persuasive Writing | Arguments Colorful Vocab/ Specific Examples Highlight Important Argument Revise Weak Conclusion Process Writing Using Facts to Support Position | Vocabulary instruction Review components | Worksheets Timed Assessments Five Paragraph Essay | writing | |
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