Curtis Junior High Honors English 8 Curriculum Map Draft

Unit 1	**Short Stories: Things Aren't Always as They Seem**
Time Frame	September-October
Essential Questions	How do we use our judgment and common sense to determine someone's character? How do authors use different literary devices to engage the reader?
Essential Standards	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.8.7) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.8.3)
Learning Targets	- SWBAT define literary terminology based on the definition provided by Holt McDougal Grade 8 Literature book. - SWBAT identify literary terminology within a given text, including short stories, novels, plays, etc. - SWBAT apply literary terminology within their own narrative writing. - SWBAT apply the components of a well-organized narrative. - SWBAT analyze the theme of a given text.
Academic Vocabulary	protagonist, antagonist, plot, exposition, rising action, climax, falling action, resolution,theme, conflict (internal/external), point of view (first person, third person limited, third person omniscient, unreliable narrator), characterization (direct/indirect), tone, suspense, symbolism, foreshadowing, author's purpose, marginal annotation, writing process, dialogue, figurative language
Textual Vocabulary	diatribe, tentatively, impromptu, intently, vehemently, acute, somnolent, ominous, resolute, derision, obscure, askew, audacity, sagacity, deterioration, rapacious, commence, introspective, comply, congenial, benediction, proclivity, peremptory, somnolent, collaborate, prodigy, palatable, prominent, invariably, surreptitiously
Content	Short Stories from *Holt McDougal Grade 8 Literature Book* "Raymond's Run" by Toni Cade Bambara "The Treasure of Lemon Brown" by Walter Dean Myers "The Ransom of Red Chief" by O. Henry "The Tell-Tale Heart" by Edgar Allan Poe "The Landlady" by Roald Dahl
Common Formative Assessments	- Formative Quick Checks - Narrative Brief Writes
Common Summative Assessments	- Unit Reading Exam - Narrative Writing Assessment

Unit 2	The Pearl: The Pursuit of Equality and Downfall of Character
Time Frame	October-December
Essential Question	To what extent does our desire for more change who we are?
Essential Standards	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.8.7) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.8.2) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)
Learning Targets	● SWBAT read a text in order to identify characterization and then use characterization to make inferences about that character's personality. ● SWBAT construct a well-organized expository literary analysis essay with regards to Steinbeck's The Pearl. ● SWBAT read a text and infer what themes are evident.
Academic Vocabulary	protagonist, antagonist, conflict, dynamic character, static character, indirect characterization, direct characterization, dialogue, inference, symbolism, theme, author's purpose, thesis statement, key ideas, concrete details, commentary, counterargument, proper parenthetical documentation (PPD), topic sentence, expository
Textual Vocabulary	avarice, benign, collusion, consecrated, contemptuous, countenance, dissemble, germane, incandescence, indigent, judicious, lament, lethargy, petulance, precipitate, stalwart, subjugate, undulating, vigor, weary
Texts	The Pearl by John Steinbeck "Money Makes Cares" Touchstones Book A Nonfiction Texts from Holt McDougal Grade 8 Literature Book ● "Educating Sons" by Chief Conasatego ● "The First Americans" by The Grand Council Fire of American Indians
Common Formative Assessments	● Formative Quick Checks ● Writing Entry and Exit Tickets ● Essay Graphic Organizer
Common Summative Assessments	● Common Literary Analysis Essay (Expository: Kino a dynamic character) ● Unit Reading Exam

Unit 3	Oral History: Growing Up
Time Frame	January
Essential Question	How do stories of your family or friends affect your intellectual understanding and growth?
Essential Standard	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.8.3)
Learning Targets	● SWBAT take a story obtained from a friend or family member and turn it into a first person narrative. ● SWBAT apply literary terminology within their own narrative writing. ● SWBAT apply the components of a well-organized narrative. ● SWBAT formally present their narratives to their classmates.
Academic Vocabulary	Interview, sensory details, point-of-view, writing process, narrative, pace/rate, non-verbal communication, volume/inflection, expression, tone, body language, gestures, eye contact, posture, articulation
Content	Interview Skills Oral History Anchor Papers ● *Brother Trouble* ● *Troubles at UPS* Presentation Skills
Common Formative Assessments	● Oral History Graphic Organizer Packet ● Impromptu Presentations
Common Summative Assessment	● Oral History and Presentation

Unit 4	Animal Farm: Absolute Power Corrupts Absolutely
Time Frame	February-March
Essential Question	Who or what is ultimately to blame for the failure of a society?
Essential Standards	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.8.7) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.8.1) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)
Learning Targets	● SWBAT recognize how literary elements reveal the author's purpose of a text. ● SWBAT make connections between the world, other texts, and themselves. ● SWBAT determine a character's motivation and how it impacts the overall plot of a narrative. ● SWBAT construct a argumentative essay with regards to George Orwell's <u>Animal Farm</u>.
Academic Vocabulary	protagonist, antagonist, conflict, dynamic character, static character, indirect characterization, direct characterization, dialogue, inference, symbolism, theme, author's purpose, dialogue, dialogue tag, imagery, dystopia, utopia, allegory, fable, paradox, propaganda, satire, symbolism, hypocrisy, irony, illusion, foreshadowing, analogy, figurative language
Textual Vocabulary	feeble, benevolent, vivacious, laborious, shirk, ensconce, vice, expound, indefatigable, preeminent, confer, reverent, capitulate, procure, cryptic, shrewd, exploit, maxim, obstinate, eloquent
Texts	*Animal Farm* by George Orwell "Red Terror" Video *The Onion*'s article "Books Can't Take You Anywhere" *UpFront* Article "The World's Newest Dictator" by Patricia Smith
Common Formative Assessments	● Socratic Seminar ● Post-It Note Annotations ● Vocabulary Assessments
Common Summative Assessments	● Unit Reading Exam ● Common Literary Analysis Essay (Argumentative: Who is to blame for the failure of Animal Farm?)

Unit 5	The Diary of Anne Frank: Believe There is Good
Time Frame	March-April
Essential Question	How can humans persevere in the most inhumane conditions and still find hope?
Essential Standards	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.8.7)
Learning Targets	● SWBAT recognize how literary elements reveal the author's purpose of a text. ● SWBAT make connections between the world, other texts, and themselves. ● SWBAT differentiate between a drama and other forms of literature.
Academic Vocabulary	basic dramatrinciples (crisis, conflict, complication, climax, resolution), flashback, shock of recognition, dramatic irony, static character, act, scene, stage directions, script, set, prop
Textual Vocabulary	abruptly, animation, conspicuous, disgruntled, foreboding, forlorn, fortify, gingerly, hysterically, inarticulate, indifference, indignantly, intuition, loathe, ostentatiously, stifling, sustenance, tyranny, unabashed, zeal
Texts	"The Diary of Anne Frank" by Goodrich and Hackett (*Holt McDougal Grade 8 Literature Book*) *One Survivor Remembers* JamesTown Critical Reading Series: Miep Gies Scholastic Scope Magazine: "The Boys Who Fought the Nazis"
Common Formative Assessments	● Socratic Seminar ● Independent Reading: Historical Fiction or Nonfiction ● Formative Quick Checks ● Anne Frank Webquest
Common Summative Assessment	● Unit Reading Exam

Unit 6	The Adventures of Tom Sawyer: Moral and Social Maturation
Time Frame	April-May
Essential Question	How do people find out where they belong?
Essential Standards	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.8.7) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.8.2) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)
Learning Targets	● SWBAT recognize how literary elements reveal the author's purpose of a text. ● SWBAT make connections between the world, other texts, and themselves. ● SWBAT determine a character's motivation and how it impacts the overall plot of a narrative. ● SWBAT construct a expository essay with regards to Twain's <u>The Adventures of Tom Sawyer</u>.
Academic Vocabulary	protagonist, antagonist, plot, exposition, rising action, climax, falling action, resolution,theme, conflict (internal/external), point of view (first person, third person limited, third person omniscient, unreliable narrator), characterization (direct/indirect), tone, suspense, symbolism, foreshadowing, author's purpose, marginal annotation, writing process, dialogue, figurative language, dialect, satire, irony
Textual Vocabulary	diplomacy, disconcerted, prodigious, preposterous, grapple, alacrity, covet, treacherous, lugubrious, impudence, clandestinely, rendezvous, jubilant, sumptuous, repentant, notoriety, languidly, vindictive, tedious, magnanimous, saturated, formidable, plausible, abstain, contrive, exultation, infatuated, apprehensively, dilapidated, appease
Content	<u>The Adventures of Tom Sawyer</u> by Mark Twain "The Celebrated Jumping Frog of Calavares County" by Mark Twain "Early Attempts at Humor" by Mark Twain
Common Formative Assessments	● Socratic Seminar ● Formative Quick Checks
Common Summative Assessment	● Unit Reading Exam ● Common Literary Analysis Essay (Expository: Tom Sawyer as a dynamic character)

Unit 7	Much Ado About Nothing: The Ideal of Social Grace and the Importance of Honor
Time Frame	June
Essential Question	*How can deception be used both positively and negatively as a means to an end?*
Essential Standards	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.8.7)
Learning Targets	● SWBAT recognize how literary elements reveal the author's purpose of a text. ● SWBAT make connections between the world, other texts, and themselves. ● SWBAT differentiate between a drama and other forms of literature.
Academic Vocabulary	five basic dramatic principles (crisis, conflict, complication, climax, resolution), shock of recognition, dramatic irony, static character, dynamic character, act, scene, stage directions, script, set, and prop
Content	*Much Ado About Nothing* by William Shakespeare Movie Version of *Much Ado About Nothing*, starring and directed by Kenneth Branagh
Common Formative Assessments	● Characterization Activity