

# Curriculum Guide

*Part 1 is a guide to the curriculum. It serves as an overview of the standards, pacing, assessments and resources for the entire course. Additionally, the guide outlines the modifications necessary to ensure all learners are academically successful.*

Part I	Curriculum Guide			
	Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
Pacing Guide	<p><b>Unit 1: Elements of Fiction</b></p> <p><b>43 Days</b></p> <ul style="list-style-type: none"> <li>- Introductory Unit</li> <li>- Plot, Conflict, and Setting</li> <li>- Setting and Mood</li> <li>- Compare/Contrast Essay</li> <li>- Theme and Symbol</li> <li>- Literary Analysis</li> </ul>	<p><b>Unit 2: Novel Study - <u>The Giver</u> , Social Justice Writing Project</b></p> <p><b>43 Days</b></p> <ul style="list-style-type: none"> <li>- Social Justice Writing Project</li> <li>- Socratic Seminar</li> <li>- Informational/Argumentative Writing</li> </ul>	<p><b>Unit 3:</b></p> <p><b>46 Days</b></p> <p>Novel Study – <u>Romiette and Julio</u>;</p> <ul style="list-style-type: none"> <li>-Cross-curricular Immigration Unit</li> <li>-Informational Writing</li> <li>- Socratic Seminar</li> </ul>	<p><b>Unit 4: Fiction and Poetry / The Holocaust Unit</b></p> <p><b>48 Days</b></p> <ul style="list-style-type: none"> <li>- Text Analysis Workshop: Appreciating Poetry</li> <li>- Theme and Symbol in Poetry</li> <li>- Theme and Symbol: The Diary of Anne Frank (Holocaust Unit)</li> <li>- Character and Point of View – Introductory</li> <li>- Character and Point of View</li> <li>- Socratic Seminar</li> <li>- Writer’s Workshop: Short Story</li> </ul>

Standards	<p>RL 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.</p> <p>RL 8.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 8.3- 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.</p> <p>RL 8.4-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</p>	<p><i>RL 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.</i></p> <p><i>RL 8.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i></p> <p><i>RL 8.3- 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.</i></p> <p><i>RL 8.4- 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 and tone, including analogies or allusions to other texts.</i></p>	<p>RL 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.</p> <p>RL 8.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 8.3- 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.</p> <p>RL 8.4- 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 and tone, including analogies or allusions to other texts.</p>	<p>RL 8.2-Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 8.5- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RI 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI 8.6-Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
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<p>choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL 8.5- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RI 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.</p> <p>RI 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI 8.3-Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g.,</p>	<p><i>RI.8.1-Cite several pieces of textual evidence and make relevant connections that most supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p><i>RI.8.2- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to the supporting ideas; provide an objective summary of the text.</i></p> <p><i>RI.8.4- 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 and tone; including analogies or allusions to other texts.</i></p> <p><i>RI.8.5- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to</i></p>	<p>RI.8.1-Cite several pieces of textual evidence and make relevant connections that most supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to the supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3-Analyze how particular lines of a dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI.8.4- 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 and tone;</p>	<p>RI 8.8- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>L 8.5 – Demonstrates the ability to determine the connotation (associations) of words with similar denotations (definitions)</p> <p>W. 8.3- Write narratives to develop real or imagined experiences or event using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>W 8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W 8.5 - With some guidance and support from peers and adults, develop</p>
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<p>through comparisons, analogies, or categories).  RI 8.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  RI 8.5-Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  RI 8.6-Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  L 8.4-Determine or clarify the meaning of unknown and multiple-meaning words or phrases based</p>	<p><i>develop and to refine a key concept.</i>  <i>RI.8.6- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</i>  <i>RI.8.10- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</i>  <i>W.8.1-W 8.3 Write (informative/explanatory, narrative, or argumentative) texts to examine a topic and convey ideas, concepts, and information; introduce and develop a topic clearly, and provide a supporting, concluding statement.</i>  <i>W.8.4- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</i></p>	<p>including analogies or allusions to other texts.  RL.8.6/RI 8.6 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  RI.8.5- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.  RI.8.6- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  RI.8.10- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.  W.8.2- Write informative/explanatory texts to examine a topic</p>	<p>ads strengthen writing as needed by planning reviewing, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  W 8.6 - Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
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<p>on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the</p>	<p><i>W.8.5- With some guidance and support from peers and adults, develop ads strengthen writing as needed by planning reviewing, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</i></p> <p><i>W.8.6- Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</i></p> <p><i>W.8.7- Conduct short research projects (choice) to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p> <p><i>W.8.8-Gather relevant information from multiple print and digital sources, using search terms</i></p>	<p>and convey ideas, concepts, and information; introduce and develop a topic clearly, and provide a supporting, concluding statement.</p> <p>W.8.4- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W.8.5- With some guidance and support from peers and adults, develop ads strengthen writing as needed by planning reviewing, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6- Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	
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<p>inferred meaning in context or in a dictionary).</p> <p>W.8.2- Write informative/explanatory texts to examine and convey complete ideas and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.5- With some guidance and support from peers and adults, develop and writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.8.6- Use technology, including the internet, to produce and publish writing and present the relationship between information and ideas</p>	<p><i>effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</i></p> <p><i>W.8.9-Apply grade 8 Reading standards to analyze and comment on fiction or nonfiction.</i></p> <p><i>W.8.10-Write routinely over extended timeframes and shorter timeframes for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>L.8.1- Demonstrate command of the conventions of standard English grammar and usage when writing.</i></p> <p><i>L.8.2-Demonstrate command of conventions of standard English capitalization, punctuation and spelling when writing.</i></p> <p><i>L.8.4- Determine or clarify the meaning of unknown and multiple-meaning words</i></p>	<p>W.8.7- Conduct short research projects (choice) to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9-Apply grade 8 Reading standards to analyze and comment on fiction or nonfiction.</p> <p>W.8.10-Write routinely over extended timeframes and shorter timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	
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<p>efficiently as well as to interact and collaborate with others.</p> <p>W.8.8- Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format.</p> <p>W.8.9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>W.8.10- Write routinely over extended timeframes and shorter timeframes for a range of tasks, purposes and audiences.</p> <p>L.8.1- Demonstrate command of the conventions of standard</p>	<p><i>or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p> <p><i>L.8.6- Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i></p> <p><i>SL.8.1A-D- Effectively engage in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p> <p><i>SL.8.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p>	<p>L.8.1- Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>L.8.2-Demonstrate command of conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>L.8.4- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>L.8.6- Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.1A-D- Effectively engage in a range of collaborative discussions</p>		
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<p>English grammar and usage when writing.</p> <p>L.8.2-Demonstrate command of conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>L.8.4- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>L.8.6- Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind the presentation.</p> <p>SL.8.5- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
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<b>Benchmark Assessments</b>	<i>Release 1 EdConnect Test Reading Inventory Running Records (every 4-6 weeks) Writing Portfolio</i>	<i>Release 2 EdConnect Test Reading Inventory Running Records (every 4-6 weeks) Writing Portfolio</i>	<i>Release 3 EdConnect Test Reading Inventory Running Records (every 4-6 weeks) Writing Portfolio</i>	<i>Release 4 EdConnect Test Reading Inventory Running Records (every 4-6 weeks) Writing Portfolio</i>
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**Books:** LITERATURE  
*Anthology Holt/McDougal*  
 Leveled texts are available in the school's guided reading library to meet the needs of all learners.

**Consumables:**  
*Reader's/Writer's Notebook, marble notebook, Adapted Readers, Writing Fundamentals*

**Websites:**  
<https://www.flocabulary.com>  
<http://www.Thinkcentral.com>

**Books:** LITERATURE  
 Anthology Holt/McDougal,  
 The Giver by Lois Lowry,  
 Social Justice Writing Project  
 Unit Timeline  
 Leveled texts are available in the school's guided reading library to meet the needs of all learners.

**Consumables:**  
 Reader's/Writer's Notebook,  
 2011 The Giver- Curriculum Resource,  
 The Giver Teacher's Guide,  
 The Giver: Educator's Resource Guide,  
 Novel-Ties Study Guide

**Websites:**  
 Social Justice Writing Project  
 "Cuz He's Black" by Javon Johnson (video)  
 "I'm NOT Black, You're NOT White" by Prince EA (video)  
 "Where Is the Love" by The Black Eyed Peas (music video and text)

**Examples of Utopian Societies**  
 http:  
[www.nps.gov/nr/travel/ama/na/utopian.htm](http://www.nps.gov/nr/travel/ama/na/utopian.htm)  
<http://www.wattpad.com/story/1614135>

**Books:**  
 LITERATURE Anthology  
 Holt/McDougal, Reading Fundamentals: U.S. Immigration ,  
 Romiette & Julio by Sharon Draper  
 Immigration Unit Mentor  
 Leveled texts are available in the school's guided reading library to meet the needs of all learners.

**Texts:**  
 Angel Island  
 Breaking Through  
 Flesh and Blood So Cheap  
 Modern Immigration and Expansion  
 Shutting Out the Sky

**Shared Text Documents:**  
 "Chinese Miners and the Gold Rush", Erin G. Interviews Gill M.,  
 Djibouti", excerpts from "The Life of a Polish Sweatshop Girl",  
 excerpts from "President Lyndon B. Johnson's Remarks",  
 excerpts from "Speech by Congressman Robert Clancy",  
 excerpts from "Speech by Senator Ellison

**Books:** LITERATURE  
 Anthology Holt/McDougal  
 Leveled texts are available in the school's guided reading library to meet the needs of all learners.

**Consumables:**  
 Reader's/Writer's Notebook, marble notebook,  
 Writing Fundamentals

**Websites:** kahoot.com

		<p><b>Examples of Dystopian Societies</b>  <a href="http://www.tnellen.com/cybereng/harrison.html">www.tnellen.com/cybereng/harrison.html</a></p> <p><b>Socratic Seminar</b>  <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p><b>Novel Vocabulary Practice</b>  <a href="https://quizlet.com/65255294/the-giver-flash-cards/">https://quizlet.com/65255294/the-giver-flash-cards/</a></p>	<p>DuRant Smith”, “The Value of Immigration”, Poetry Selections, Pro – and Anti – Immigration Cartoon, and other teacher provide documents.</p> <p><b>Consumables:</b>  Reader’s/Writer’s Notebook, Romiette &amp; Julio Curriculum Resource,</p> <p><b>Additional Texts for comparison:</b>  William Shakespeare’s Romeo &amp; Juliet  Romiette &amp; Julio Novel Guide (addendum)  Reader/Writer Notebook</p> <p><b>Websites:</b>  Robert Wise and Jerome Robbins -West Side Story (video clips)</p> <p><b>Socratic Seminar</b>  <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p><b>Novel Vocabulary Practice</b>  <a href="https://quizlet.com/subject/romiette-and-julio-vocab/">https://quizlet.com/subject/romiette-and-julio-vocab/</a></p>	
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<b>Modifications/ Accommodations</b>	<p>       ≠ <b>Modifications</b> alter the curriculum and are provided as per a student’s Individualized Education Plan (IEP).        ≠ <b>Accommodations</b> assist students in achieving success with the same curriculum and may be provided to any student.            ≠ Accommodations for LAL may include, but are not limited to the following:        ≠ Reading- Audio books, Reduce the amount of written text displayed at one time, Increase the font size of written text,            Provide outline for lesson, Use visual representation of material        ≠ Writing- Use audio voice recorder, Use wide-lined paper, Provide word processor/spell check, Allow dictation        ≠ Classroom Procedures- Allow responses in spoken form, Provide additional time, Provide choice seating        ≠ Additional accommodations may be found in the Pre-Invention Referral Manual (PRIM) available at each school.     </p> <p style="text-align: center;">       Embedded within each unit are the following sections to assist with providing differentiated instruction:        ≠ “Resources” provide options to differentiate instruction for all levels (Struggling Readers, On Level, Advanced and English Language Learners).        ≠ “Content and Language Objectives” provides information to support English Language Learners based on the WIDA Can-Do Descriptors.     </p>			
<b>Century 21<sup>st</sup></b>	<ul style="list-style-type: none"> <li>➤ Global Awareness</li> <li>➤ Financial, Economic, Business and Entrepreneurial Literacy</li> <li>➤ Civic Literacy</li> <li>➤ Health Literacy</li> <li>➤ Environmental</li> </ul>			
<b>Required 21<sup>st</sup> Century Life and Careers Standards</b>				

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizens and employee.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social, and economic impact of decisions.  
CRP7. Employ valid and reliable research strategies.  
CRP1. Act as a responsible and contributing citizens and employee.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP11. Use technology to enhance productivity.

**Interdisciplinary Connections**

- Unit 3: (Science) Hallucination/from Ellis Island and I/Science Wonder Stories Setting RL 1, RL 2 Reading Science Fiction RL 1, RL 2  
Unit 4: (History) The Diary of Anne Frank  
Unit 5: (Technology) Technology Workshop: Updating an Online Feature Article Updating an Online Feature Article SL 1c, SL 5  
Unit 6: (History) O Captain! My Captain!/I Saw Old General at Bay Style in Poetry RL 4–5 Understand Historical Context  
Unit 7: (Technology) Technology Workshop: Producing a Power Presentation Producing a Multimedia Presentation SL 4–6  
Unit 8: (Technology) Media Study: News Reports News Reports RI 7 Sources in the News RI 7  
Unit 8: (Science/Technology) Robo-Legs/Eureka: Scientific Twists of Fate  
Unit 8: (Technology) Guide to Computers  
Unit 9: (History) What to the Slave is the Fourth of July?  
Unit 9: (Technology) Research Strategies Workshop Research Strategies W 7, W 8  
Unit 9: (Technology) Writing Workshop: Research Paper Research Paper W 2a–f, W 4, W 5, W 7, W 8, W 9b (RI 1), W 10

**Technology Integration**

The one-one initiative supports the use of One Drive, which will allow students to engage in research, work in collaborative teams, and provide a pathway for student-student and student-teacher feedback on site or at home.

- 8.1.8.D.1 Advocate and practice safe, legal, and responsible use of information and technology.  
8.1.8.D.2 Demonstrate personal responsibility for lifelong learning.  
8.1.8.D.4 Exhibit leadership for digital citizenship.