

CURRICULUM MAP for GRADE 8 English

SEMESTER 1

COURSE OVERVIEW: ENGLISH COURSE SUMMARY Society and the self:

This course focuses on developing critical foundational skills to encourage creative, narrative, persuasive, and analytical writing. These include grammar (advanced comma use), making multiple drafts and revisions, vocabulary, paragraph development, and essays. Eighth graders also practice communication skills through presentations, dialogue groups, and socratic seminars. Through *Free Lunch*, *Lord of the Flies*, short stories, memoir excerpts, movies and more, students will explore the forces within society and their effect on themselves and their communities.

COURSE STANDARD: Critical Thinkers: Reading & Analysis: Students can use critical reading strategies to comprehend and make meaning of what they read. They can define, identify, and analyze literary techniques in a variety of genres. They can connect and synthesize information from different sources and perspectives. They can select textual evidence that strongly supports their claims. They can explore their own metacognition.

GUIDING QUESTIONS:

1. Who am I?
2. What are the forces that shape who we are?
3. How can we appreciate and honor our individuality while functioning in a diverse group?

LEARNING TARGETS (MA Frameworks in parens)	EFFECTIVE LEARNER TARGETS (HOWLs or CHARACTER)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> I can analyze a particular piece of a text to better understand a character in the story I can analyze for structure, literary devices, and techniques in order to understand a writer's style 		<ul style="list-style-type: none"> "Letters about Literature" Draft and outline Metacognition response to memoir excerpts Classroom conversations about texts Reading Journals essay outline and draft Literary Device Recap 	<ul style="list-style-type: none"> Letters About Literature Submissions Memoir LOTF Argumentative Essay Single Paragraph Responses to Memoir Excerpts LOTF Blue Book

Major texts/resources:

- Lord of the Flies*
- Memoir Excerpts Collection
- Summer Reading Books (Free Lunch)

Major learning experiences:

- Submissions in Letters About Literature (Massachusetts Center for the Book Contest)
- Memoir Writing
- Lord of the Flies*

COURSE STANDARD: Communicators: Writing: Students can share passions, knowledge, and ideas through writing. Writing traits (Ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to craft organized, articulate, compelling, focused writing that shows awareness of task, purpose, and audience in a variety of genres. Students can improve craftsmanship through multiple drafts and revisions.

GUIDING QUESTIONS:

1. How can a command of complex writing conventions help writers to communicate more clearly?
2. How do we use writing to express who we are?

LEARNING TARGETS (MA Frameworks in parens)	EFFECTIVE LEARNER TARGETS (HOWLs or CHARACTER)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> • I can draft, revise, and edit the “Letters About Literature” Assignment • I can write a clear, complete, and compelling paragraph. • I can support my ideas using evidence from the text • I can support my ideas using evidence from the text 		<ul style="list-style-type: none"> • “Letters about Literature” Draft and outline • Metacognition response to memoir excerpts • Classroom conversations about texts • Reading Journals • essay outline and draft • Grammar Do Nows • SPOs 	<ul style="list-style-type: none"> • Letters About Literature Submissions • Memoir • LOTF Final Essay • Single Paragraph Responses to Memoir Excerpts

COURSE STANDARD: Communicators: Presentation: Students can share their passion, knowledge, and ideas through formal and informal oral presentations for various purposes and audiences and can participate in a variety of small and whole-class discussions and simulations. They can develop a powerful, personal, and authentic voice. They can practice the character virtues while listening to others and participating in discussions. **Ethical People: Dialogue:** Students can develop listening and communication skills in small, diverse groups.

GUIDING QUESTIONS:

1. How can we appreciate and honor our individuality while functioning in a diverse group?
2. How do we form society/community together?

LEARNING TARGETS (MA Frameworks in parens)	EFFECTIVE LEARNER TARGETS (HOWLs or CHARACTER)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> • I can organize my ideas about a text to prepare for a dialogue with my peers • I can contribute effectively to a class discussion about a text 		<ul style="list-style-type: none"> • Memoir Creation • Classroom (whole and group) guided discussions • Socratic Seminars 	<ul style="list-style-type: none"> • Socratic Seminars • Memoir group talks

COURSE STANDARD: DIV 1 HOWLS

English HOWL: Students can demonstrate the habits of an effective learner, including being prepared, organizing time and materials, participating in class, and crafting quality work.

LEARNING TARGETS (MA Frameworks in parens)	EFFECTIVE LEARNER TARGETS (HOWLs or CHARACTER)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> I can organize my ideas about a text to prepare for a dialogue with my peers I can draft, revise, and edit with high quality work as my goal 		<ul style="list-style-type: none"> Do nows Homework Completion SPOs MPOs 	<ul style="list-style-type: none"> Letters About Literature Submissions Memoir LOFT Final Essay Single Paragraph Responses to Memoir Excerpts Socratic Seminars Memoir group talks

SEMESTER 2

COURSE OVERVIEW: ENGLISH COURSE SUMMARY Society and the self:

This course focuses on developing critical foundational skills to encourage creative, narrative, persuasive, and analytical writing. These include grammar (advanced comma use), making multiple drafts and revisions, vocabulary, paragraph development, and essays. Eighth graders also practice communication skills through presentations, dialogue groups, and socratic seminars. Through a core text, *Harbor Me*, short stories, memoir excerpts, movies and more, students will explore the forces within society and their effect on themselves and their communities.

COURSE STANDARD: Critical Thinkers: Reading & Analysis: Students can use critical reading strategies to comprehend and make meaning of what they read. They can define, identify, and analyze literary techniques in a variety of genres. They can connect and synthesize information from different sources and perspectives. They can select textual evidence that strongly supports their claims.

GUIDING QUESTIONS:

- How are we shaped by society?
- How do I shape society?
- How can we appreciate and honor our individuality while functioning in a diverse group?

LEARNING TARGETS (MA Frameworks in parens)	EFFECTIVE LEARNER TARGETS (HOWLs or CHARACTER)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
		<ul style="list-style-type: none"> Hero's Journey notes and annotations Lit Circle Conversations LFC Interview Transcript LFC Research 	<ul style="list-style-type: none"> Short Story Synthesis Essay Lit Book Circles Book Circle Annotation Final Project

Major texts/resources:

- Short Story Selection** (The Ones Who Walk Away From Omelas and The Lottery)
- Hero's Journey Novel** (Lit Circle Selections)

Major learning experiences:

- Short Story Synthesis Essay
- Hero's Journey Project
- Liveable Franklin County

- Passage Script and Presentation

COURSE STANDARD: Communicators: Writing: Students can share passions, knowledge, and ideas through writing. They can use the 6+1 Writing traits (Ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) to craft organized, articulate, compelling, focused writing that shows awareness of task, purpose, and audience in a variety of genres. Students can improve craftsmanship through multiple drafts and revisions.

GUIDING QUESTIONS:

4. How are we shaped by society?
5. How do I shape society?
6. How can a command of complex writing conventions help writers to communicate more clearly?
7. How do we use writing to express who we are?

LEARNING TARGETS (MA Frameworks in parens)	EFFECTIVE LEARNER TARGETS (HOWLs or CHARACTER)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
		<ul style="list-style-type: none"> • Synthesis Personal Outline • Interview Question • Interview Transcript • Practice Annotations 	<ul style="list-style-type: none"> • LFC Upstander Poster , Profile, and Interview • HJ Annotation Final Project • Short Story Synthesis Essay

COURSE STANDARD: Communicators: Presenting: Students can share their passion, knowledge, and ideas through formal and informal oral presentations for various purposes and audiences and can participate in a variety of small and whole-class discussions and simulations. They can develop a powerful, personal, and authentic voice. They can practice the character virtues while listening to others and participating in discussions. **Ethical People: Dialogue:** Students can develop listening and communication skills in small, diverse groups in order to make

GUIDING QUESTIONS:

3. How can we appreciate and honor our individuality while functioning in a diverse group?
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LEARNING TARGETS (MA Frameworks in parens)	EFFECTIVE LEARNER TARGETS (HOWLs or CHARACTER)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
		<ul style="list-style-type: none"> • LFC Interview • LFC Presentation Practice • Hero's Journey Socratic Seminars 	<ul style="list-style-type: none"> • LFC Presentation • Lit Circles • LFC Poster

COURSE STANDARD: DIV 1 HOWLS

English HOWL: Students can demonstrate the habits of an effective learner, including being prepared, organizing time and materials, participating in class, and crafting quality work.

LEARNING TARGETS (MA Frameworks in parens)	EFFECTIVE LEARNER TARGETS (HOWLs or CHARACTER)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
		<ul style="list-style-type: none"> • Calling Cards in Class 	<ul style="list-style-type: none"> • Homework completion • Socratic Seminar Participation

			<ul style="list-style-type: none">• Lit Circle Participation
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