

White County Schools
8th Grade ELA

State-Approved Curriculum: Expeditionary Learning

Tennessee Academic Standards found [here](#).
White County Board Policy [4.400](#) - Instructional Materials

First Nine Weeks			
Objectives/Topics Covered	Standards	Materials and Resources	Major Assignments
<u>Reading Closely and Writing to Learn:</u> <u>Finding Home: Refugees</u> • What is home? • How do critical incidents reveal character? • Which common themes unify the refugee experience? • Critical incidents reveal a character's dynamic nature. • Characters change over time. • Authors select a genre of writing to engage the reader fully.	RL.8.1 RL.8.3 RL.8.4 RL.8.5 RL.8.6a RL.8.11 RI.8.1 RI.8.2 RI.8.3 RI.8.4 W.8.2 W.8.3 W.8.4 W.8.4a W.8.5 W.8.7 W.8.9 W.8.11b SL.8.1 L.8.1 L.8.2 L.8.4 L.8.5 L.8.6	• Thanhha Lai, <i>Inside Out & Back Again</i> (New York: HarperCollins, 2011), ISBN: 978-0-061-96278-3. • Tod Olson, "The Vietnam Wars," Scholastic, February 24, 1995, 16–20. • Joseph Shapiro and Sandra Bartlett, "Forgotten Ship: A Daring Rescue as Saigon Fell," transcript, National Public Radio, August 31, 2010. • Fox Butterfield, "Panic Rises in Saigon, but the Exits Are Few," <i>New York Times</i>, April 1975. • Catherine Gevert, "Refugees: Who, Where, and Why," <i>Faces</i>. 19.1 (2002): 6-8. • Arthur Brice, "Children of War," Scholastic, March 1994. • Til Gurung, speech at Refugee Transitions' World of Difference Benefit Luncheon, San Francisco, November 3, 2010. • Ana Marie Fantino and Alice Colak, "Refugee Children In Canada: Searching For Identity." <i>Child Welfare</i> 80.5 (2001): 587-596 • See specifically Unit 2, Lesson 18 for a complete list of texts students use in their short research project.	Mid-Unit and Unit Assessments

Second Nine Weeks

<u>Objectives/Topics Covered</u>	<u>Standards</u>	<u>Materials and Resources</u>	<u>Major Assignments</u>
<u>Working with Evidence: Taking a Stand</u> • How does taking a stand in small ways show integrity? • Is it worth taking a stand for one's self? For others? • Authors use the structure of texts to create style and convey meaning. • Authors use allusions to layer deeper meaning in the text. • How do film and text differ in impact on the audience?	8.RL.8.1 8.RL.8.2 8.RL.8.3 8.RL.8.4 8.RL.8.5 8.RL.8.6 8.RL.8.7 8.RL.8.8 8.RL.8.9 8.RI.8.1 8.RI.8.2 8.RI.8.4 8.RI.8.6 8.RI.8.7 8.SL.8.1 8.L.8.1 8.L.8.2 8.L.8.3 8.L.8.4 8.L.8.5 8.W.7.18 8.W.8.3 8.W.8.4 8.W.8.5 8.W.8.9 8.W.8.9a 8.W.8.11a 8.W.8.11b	• HarperLee, <i>To Kill a Mockingbird</i> (NewYork: WarnerBooks,1982), ISBN:978-0-446-31486-2. • <i>To Kill a Mockingbird</i>, film directed by Robert Mulligan (and starring GregoryPeck),1962. • Shirley Chisholm, "Equal Rights for Women," speech made on May 21, 1969 • Sojourner Truth, "Ain't I a Woman?" speech made in May 1851 • Lyndon Johnson, "The Great Society", speech made on May 22, 1964 • Countee Cullen, "Incident", 1925 • Ella Wheeler Wilcox, "Solitude", 1883	Mid-Unit and Unit Assessments

Third Nine Weeks

Objectives/Topics Covered	Standards	Materials and Resources	Major Assignments
<u>Building Background Knowledge: Varying Perspectives on WWII</u> • How does war and conflict affect individuals and societies? • How do historians/readers reconcile multiple accounts of the same event? • How can narrative be used to communicate real events? • The war affected both ordinary Japanese-Americans and American prisoners of war in life-changing ways. • War and conflict bring important yet divergent experiences to individuals and societies. • How does captivity make the captive invisible? • What are the advantages and disadvantages of using different mediums? • How can individuals become visible again?	8.RL.8.3 8.RL.8.4 8.RI.8.1 8.RI.8.2 8.RI.8.3 8.RI.8.4 8.RI.8.6 8.RI.8.7 8.RI.8.9 8.RL.8.3 8.SL.8.1 8.L.8.1 8.L.8.1a 8.L.8.1b 8.L.8.1c 8.L.8.1d 8.L.8.2 8.L.8.3 8.L.8.5 8.L.9.2c 8.L.8.13 8.W.8.2 8.W.8.3 8.W.8.5 8.W.8.8 8.W.8.9	• Laura Hillenbrand, <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (New York: Random House, 2010), ISBN: 978-1-4000-6416-8 • Japanese Foreign Ministry, “Fourteen-Part Message,” delivered to the U.S. secretary of state Dec. 7, 1941, as found in the Supporting Materials of Lesson 7. • “Edison McIntyre, “War in the Pacific,” in <i>Cobblestone</i> (Vol. 15, Issue 1), Jan. 1994, 4. • Franklin D. Roosevelt, “Day of Infamy” speech, delivered Dec. 8, 1941, as found at http://history1900s.about.com/od/franklindroosevelt/a/Day-Of-InfamySpeech.htm • Curtis B. Munson, <i>The Report on Japanese on the West Coast of the United States</i> (“the Munson Report”), Oct. 7, 1941. • Walter Lippmann, “The Fifth Column on the Coast,” <i>The Washington Post</i>, Feb. 12, 1942. • Franklin D. Roosevelt, “Executive Order No. 9066,” Feb. 19, 1942. • “The Life of Miné Okubo,” written by Expeditionary Learning for instructional purposes.. • Mary H. Curtin, “Riverside’s Miné Okubo,” <i>Splinters-Splinters</i> (blog), Aug. 27, 2011. http://splinters-splinters.blogspot.com/2011/08/riversides-mine-okubo.html. • Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert, “Miné Okubo,” <i>Voices from the Gaps</i>, University of Minnesota, March 5, 2004. http://voices.cla.umn.edu/artistpages/okuboMine.php.	Mid-Unit and Unit Assessments

Fourth Nine Weeks

<u>Objectives/Topics Covered</u>	<u>Standards</u>	<u>Materials and Resources</u>	<u>Major Assignments</u>
• TNReady Review of all 8th grade ELA standards • Preview of 9th grade ELA standards		• SchoolNet • Selections from CommonLit • TNReady Sample Excerpts provided from State • Selections from ActivelyLearn	Mid-Unit and Unit Assessments