

Telluride 8th Grade LA Curriculum Map

Grade Level: 8th

Timeline / Unit	Process Skills	LA Standard / Student Outcomes	Products of Learning	Resources Primary (P) Secondary (S)	Assessment R= Rubric D= Differentiated EX= Exemplar available
Month					
August, September - October MAP testing 2 days Foci: The Power of Fear Human nature Social structure Government structure	Critical thinking and reasoning Information literacy Collaboration	<p>Literature:</p> <p>II.1 Interpretation of literary texts</p> <ol style="list-style-type: none"> conflict, rising and falling action, climate antagonist, protagonist, hero mood, tone, literary devices: symbolism, foreshadowing, hyperbole points of view graphic organizers and note-taking forms (outlines) <p>II.2</p> <ol style="list-style-type: none"> Identify key words that signal organization, chronology, compare/contrast, problem/solution, cause/effect. Make inferences and draw conclusions relevant. <p>Grammar:</p> <p>II.3</p> <ol style="list-style-type: none"> use punctuation correctly: commas, semicolons. punctuation of dialogue identify independent and dependent clauses 	Chapter Notes: Outlines Theme Essay Mandala Essay	<p>Literature: Lord of the Flies (n) - by William Golding (DA)= "The Illustrated Man" -Ray Bradbury(ss) Kyrie Eleison "By the Waters of Babylon" (ss) - Stephen Benet "The Nurture Assumption" (exc,nf) - Judith Rich Harris</p> <p>Grammar: GUM book unit 2: Sentence structures</p> <p>Vocabulary: Wordly Wise Lessons 1, 2</p> <p>Videos: The Lord of the Flies 1952 version PBS documentary analysis of LOTF</p>	<p>Literature: DYR quizzes chapter notes paragraph essay mid-novel test (r) THEME essay (r) Objective test (DE)-compare/contrast Essay (EX) Mandala Essay (EX)</p> <p>Grammar: GUM Unit 2 test, students write their own sentences using specific structures.</p> <p>Vocabulary: Lessons 1 and 2 tests; apply 4 new words from each lesson to literary content. Use one new word per paragraph in essay</p> <p>Writing: III.2 paragraph essay mid-novel test (r) THEME essay (r) Enrichment: compare/contrast</p>

					Essay (EX)
October November Foci: More Fear Intolerance, Strength of character, Power of an individual	Critical thinkin g and reasoni ng Informa tion literacy Collabo ration	<p>Literature:</p> <p>II.1 Interpretation of literary texts</p> <ol style="list-style-type: none"> conflict, rising and falling action, climax mood, tone, literary devices: symbolism points of view graphic organizers and note-taking forms (outlines) <p>II.2</p> <ol style="list-style-type: none"> Identify key words that signal organization, chronology, compare/contrast, problem/solution Make inferences and draw conclusions relevant. <p>Grammar:</p> <p>II.3</p> <ol style="list-style-type: none"> use punctuation correctly: commas, semicolons. punctuation of dialogue identify independent and dependent clauses 	Anatomy of a Character poster project Character Evolution Essay Compare/ Contrast poster with McCarthy 's Red Scare "witch hunt"	<p>Literature:</p> <p>The Crucible (n) -Arthur Miller</p> <p>Video: The Crucible</p> <p>Young Goodman Brown (ss) -Hawthorne</p> <p>Enrichment:</p> <p>Piece of String (ss) - Guy De Maupassant</p> <p>Lines Written in Dejection (p) - W.B. Yeats</p> <p>Witch Burning (p) -Sylvia Plath</p> <p>Lucifer In Starlight (p) -G. Meredith</p> <p>"Sinners in the Hands of an Angry God" (sermon, nf) -Jonathan Edwards</p> <p>Vocabulary:</p> <p>From the text of the Crucible</p> <p>Wordly Wise Lessons 3,4,5</p>	<p>Literature:</p> <p>DYR quizzes, chapter notes paragraph essay for each act "translate" Act 2.i into modern language (EX)</p> <p>Three comprehension tests one per act in the play (except act IV)</p> <p>Anatomy of a Character poster project (r), (EX)</p> <p>Character Evolution Essay (DE), (Ex)</p> <p>Compare/Contrast poster with McCarthy's Red Scare "witch hunt"</p> <p>Grammar:</p> <p>GUM lessons 11-14 quiz Unit 2 application; use different Sentence Structures in essay: simple Compound, complex,</p>
November		Literature:	Sci-fi	Literature:	DYR quizzes

<p>December Foci: Socio/Political problems identified by Bradbury: nuclear war, censorship, government control of art and science</p>		<p><i>Daybook: Active Reading: Persuasive Writing</i> Viewpoint/tone/word choice/personal experience/brainstorming</p> <p>Literature: II.1 Interpretation of literary texts a. conflict, rising and falling action, climax, antagonist, protagonist, hero b. mood, tone, literary devices: symbol, flashback, foreshadowing, hyperbole c. points of view d. graphic organizers and note-taking forms (outlines)</p> <p>II.2 a. Identify key words that signal organization, chronology, compare/contrast, problem/solution, cause/effect. b. Make inferences and draw conclusions relevant.</p> <p>Grammar: II.3 Clauses: adjectival, adverbial Phrases: infinitive, participial, gerunds</p>	<p>short story abstract</p> <p>Persuasive Essay on controversial topic of choice</p>	<p>Daybook of Critical Reading and Writing Lincoln's "Gettysburg Address" (nf) King Jr.'s "I Have a Dream" (nf) Kennedy's "On the Death of Martin Luther King, Jr." (nf)</p> <p>The Martian Chronicles - Ray Bradbury "The Fall of the House of Usher" -Poe (ss) "Why Wait for Science" (p) -Frost "The Explorer" (p) - Gwendolyn Brooks (DA)= <u>Guns, Germs and Steel (nf, exc)</u> <u>Video: Mission to Mars</u></p> <p>Grammar: GUM unit 4 lessons 31-40</p> <p>Vocabulary: <u>Lessons 6,7,8</u></p>	<p>Chapter notes Objective test Accordion paragraph mid-novel test (r), (EX), (DA) Sci-fi short story abstract (r), (EX), (DA)</p> <p>Grammar: Unit 4 test</p> <p>Vocabulary: Lessons 6-8 tests; apply new</p> <p>Words to literary content. Use one new Word per paragraph in essay.</p>
<p>January February</p>		<p>Literature: II.1 Literary concepts: setting, symbolism, allusion, protagonist, antagonist, point of view</p>	<p>Freewrite from different perspectives</p>	<p>Literature: <u>To Kill a Mockingbird</u> By Harper Lee -"When Confidence"</p>	<p>Literature: DYR quizzes Chapter notes Objective test Freewrite from different</p>

	<p>view, onomatopoeia, historical fiction, dialect, cultural bias, regionalism</p> <p>Grammar: II.3 Pronouns: subject, object, pairs Antecedents, Who or whom? Subject/ Verb agreement Compound subject agreement Special cases: agreement Avoiding dangling modifiers Comparative and superlative modifiers</p> <p>Vocabulary: III.1 Apply new words to new subject material.</p> <p>Writing: III.1 To explain and entertain To persuade, respond to emotion Use vivid and precise language appropriate to audience and purpose</p>	<p>e Sequence events “Pieces of the Past” mini-research Allusions – locate relevant information, summarize and paraphrase, cite sources</p> <p>Map the Finch neighborhood</p>	<p>Failed”(nf) NY Times <i>UpFront</i> -Photographs by Dorothea Lange (ps, nf) -“Growing up White In the South In the 1930’s” from <i>The Charm of Fine Manners</i> (ps, nf)</p> <p>Grammar: GUM unit 6 lessons 51-60</p> <p>Vocabulary: Wordly Wise Lessons 9-12</p> <p>Writing: recognize stylistic elements such as voice, tone, and style</p>	<p>perspective Sequence events “Pieces of the Past” mini-research Allusions – locate relevant information, summarize and paraphrase, cite sources</p> <p>Grammar: Unit 6 test</p> <p>Vocabulary: Lessons 9-12 tests; Use one new Word per paragraph in essay. Add to mobiles Wordly Wise Final Exam 1-10</p> <p>Writing: Who’s your Boo? story Rewrite chapter 12 from Calpurnia’s perspective Essays (choice) (DA) to defend Tom Robinson to defend Mayella Ewell to convict Bob Ewell Map the Finch’s neighborhood Write directions on how to get to your house from the Conoco</p>
March – April	<p>Literature: IV.2 Reasoning:</p>	<p>write about a</p>	<p>Literature: Daybook of Critical</p>	<p>Grammar: Mid- unit 4 test</p>

<p>-CSAPs 2 wks -Spring Break 2 wks</p>		<p>Angles of Literacy: becoming an active reader, making predictions, main idea, inference,</p> <p>Grammar: II.3 Verbs: action, linking, transitive, intransitive Verb Tense: simple, perfect, progressive Voice: active and passive</p> <p>Writing: III.2 thesis statement, supporting details, refute opposition, fact and opinion, evaluate</p>	<p>poem, write a caption, compare two poems, write an introduction, write about an author</p>	<p>Reading and Writing Poetry by Langston Hughes Non-fiction by Dan Rather and Andy Rooney</p> <p>Grammar: GUM unit 4 lessons 31-35 Vocabulary: Wordly Wise Lessons 13-16 Writing: Art of Argument</p>	<p>Writing: write about a poem, write a caption, compare two poems, write an introduction, write about an author Differentiated DEAR Genre Project (DA, DP, EX, P, r)</p>
<p>May- June MAP testing for reading</p>	<p>What role does satire play in literature? Why is it important to not take ourselves too</p>	<p>Literature: IV.2 Reasoning short stories: satire, recognize an author's point of view and purpose, separating fact from opinion</p> <p>Grammar: II.3 Adverbs Prepositional phrases Conjunctions: Coordinating, subordinating,</p>	<p>Compilations of three essays for each of the middle school years; six accordion paragraphs per essay: intro,</p>	<p>Literature: <u>Welcome to the Monkey House</u> by Kurt Vonnegut selected short stories</p> <p>Vocabulary: Wordly Wise Lessons 17-20</p> <p>Grammar: GUM unit 4 lessons 36-40</p>	<p>Vocabulary: Lessons 17-20 tests; Use one new Word per paragraph in essay. Add to mobiles Wordly Wise Final Exam 10-20</p> <p>Grammar: Unit 4 test</p> <p>Writing: <i>Compilations of three essays for each of the middle school years; six accordion paragraphs per essay: intro, academic, political, cultural,</i></p>

	seriously?	correlative Writing: III.1 to reflect upon the past three (two) years on several different levels: personal, academic, spiritual/political, cultural	academic, political, cultural, personal.		<i>personal.</i>
--	------------	--	---	--	------------------