**ELA Curriculum Map**

**8th Grade**

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| --- | --- | --- | --- | --- |
| **Word Wall Vocabulary** | **Vocabulary Words and Strategy Used** | **Text** | **Students will be able to…** | **Task** |
| Analyze  Plot  Characterization  Purpose  Evaluate  Inference  Central Idea  Structure | **Context Clues**  Stun  Scuffle | Short Story: My Favorite Chaperone | Recognize and analyze the elements of a story’s plot and the authors methods of characterization | **Narrative**  Write a personal narrative describing a challenge that you have faced |
| **Using Glossary**  Predominate  Coup  Persecution  Natal | Personal Essay: Bonne Annee | Analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details |
| **Using Greek Prefixes**  Pernicious  Tumult  Perpetual | Research Study: A Place to Call Home | Use text features and graphic aids to analyze and understand a nonfiction text |
| **Using Latin Prefixes**  Requisite  Recap  Expiration  Despondent | Memoir: The Latehomecomer | Analyze imagery and figurative language to better understand a memoir |
|  | Documentary: New Immigrants Share Their Stories | Recognize elements used in a documentary and understand and evaluate the purpose of each one |
|  | Poem: Powwow at the End of the World | Use imagery and allusion to make inferences about the deeper meaning of a poem |

**Jaden Maher**

**Unit 1: Culture and Belonging ELA Curriculum Map**

**8th Grade**

**Unit 2: The Thrill of Horror**

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| **Word Wall Vocabulary** | **Vocabulary Words and Strategy Used** | **Texts** | **Students will be able to…** | **Task** |
| Predict  Summarize  Viewpoint  Counterargument  Foreshadowing | **Use a Thesaurus**  Conceive  Stifle Audacity  Hypocritical | Short Story: The Tell-Tale Heart | Determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account. | **Literary Analysis:**  Do the various texts fit the genre of horror? |
|  | Essay:  Scary Tales | Analyze an essay to determine the author’s viewpoint, counterarguments, and elements of language that contribute to the author’s style. |
| **Using Latin Roots**  Peril  Fate  Compensation  Resignation | Short Story: The Monkey’s Paw | Determine and analyze a universal theme and to analyze foreshadowing in a short story. |
|  | Film:  The Monkey’s Paw | Analyze the choices a filmmaker makes when he or she decides to adapt a written story to movie form. |
| **Using Suffixes**  Intensify  Justify | Literary Criticism:  What is the Horror Genre? | Analyze literary criticism to gain insight into literature. |
|  | Novel: Dr. Jekyll and Mr. Hyde |  |

**ELA Curriculum Map**

**8th Grade**

**Unit 2: Taking a Stand**

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| **Word Wall Vocabulary** | **Vocabulary Words and Strategy Used** | **Texts** | **Students will be able to…** | **Task** |
| Claim  Evidence | **Context Clues**  Abide  Acquired  Commence  Concede  Indigenous  Melancholy  Prominent  Qualm  Simultaneous  Unanimous | Speech: Equal Rights for Women | Cite the evidence that provides the strongest support for an analysis of literary text. | **Argument:** Does it make sense for Atticus to defend Tom? |
| Speech: Aint I a Woman? | Analyze the development of a central idea, structure, and perspective |
| Speech: The Great Society | Write an objective summary, identify the development of the central idea, and analyze the structure of paragraphs. |
| Novel: To Kill a Mockingbird | Analyze the theme of taking a stand. |
| Film: To Kill a Mockingbird | Analyze the extent to which a filmed version of a story stays faithful to or departs from the text, evaluating the choices made by actors or directors. |
| Poem: Those Winter Sunday’s | 1. Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  2. Compare and contrast the structure to that in TKAM. |
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**ELA Curriculum Map**

**8th Grade**

**Unit 3: The Move Toward Freedom**

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| **Word Wall Vocabulary** | **Vocabulary Words and Strategy Used** | **Texts** | **Students will be able to…** | **Task** |
| Author’s Craft  Connotation  Interpret | **Use Context Clues**  Commence  Apprehension  Unabated | Autobiography:  Narrative of the Life of Frederick Douglass | Analyze an autobiography ad explain the author’s purpose. | **Visual Presentation:** American Abolitionists Hall of Fame |
| **Use Word Relationships**  Disheveled  Instill  Evoke  Eloquence | Biography: Harriet Tubman | Analyze methods of characterization in a biography and analyze the author’s craft. |
| **Interpret Figures of Speech**  Askew  Legitimately | Historical Fiction: The Drummer Boy of Shiloh | Identify and analyze the key elements of historical fiction and examine how authors create mood in a story. |
| **Use Context Clues**  Succumb  Jubilation  Oppress | History Writing: Bloody Times: The Funeral of Abraham Lincoln | Identify and analyze a compare and contrast organizational patter in a text and understand the impact of a word’s connotation on meaning. |
|  | Poem:  Oh Captain! My Captain! | Recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas. |
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**ELA Curriculum Map**

**8th Grade**

**Unit 4: Anne Frank’s Legacy**

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| **Word Wall Vocabulary** | **Vocabulary Words and Strategy Used** | **Texts** | **Students will be able to…** | **Task** |
| Dialogue  Denotation  Tone  Rhetorical |  | Drama: The Diary of Anne Frank | Analyze the key elements of a drama, including its structure characters, dialogue, and events. | **Research Project**  What was it like to live in the Annex? |
| **Connotation & Denotation**  Mediate  Conjecture  Reproach | Diary: The Diary of a Young Girl | Analyze the elements of a diary entry, and make and support inferences about the text. |
| **Latin Suffixes**  Precocious  Incisive  Impervious  Refuge | Literary Criticism: Anne Frank | Determine an author’s point of view in a word of literary criticism and analyze how the author’s word choices impact the tone of the text. |
|  | Speech: After Auschwitz | Identify persuasive techniques and rhetorical devices in a speech. |
|  | Poem: There but for the Grace | Analyze the use of sound devices in a poem to understand how they impact meaning. |
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