

**General Brown Central School District  
Curriculum Map**

Course Title: English 8	Prepared By: Lindsay Hanson
Time Frame: September - December	Unit/Theme: <i>Inside Out &amp; Back Again</i> : Module 1 Unit 1 & Unit 2
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What is home?</li> <li>• How do critical incidents reveal character? What does it mean to be a dynamic character?</li> <li>• What is tone? How do authors use specific word choice to enhance tone and meaning?</li> <li>• What common themes are universal to the refugee experience?</li> <li>• What challenges do refugees face when fleeing home?</li> <li>• What challenges do refugees face when finding home?</li> <li>• How do characters change over time in response to various challenges?</li> </ul>	
<p>NYS CCLS Standards:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> RL.8.1, RI.8.1, RL.8.3, RL.8.4, RI.8.4, SL.8.1, L.8.4a, W.8.9.</li> <li>• <b>Unit 2:</b> RL.8.1, RI.8.1, RI.8.2, RL.8.3, RI.8.3, RL.8.4, RI.8.4, RL.8.5, RL.8.6a, RL.8.8, RL.8.10, RL.8.11, L.8.4a, L.8.5, W.8.2d, W.8.5, W.8.7, W.8.9.</li> </ul> <p>NYS Next Generation Standards (Units 1 &amp; 2 Combined):</p> <ul style="list-style-type: none"> <li>• 8R1, 8R2, 8R3, 8R4, 8R5, 8R6 (RL), 8R9, 8W1, 8W2, 8W3, 8W4, 8W5, 8W7, 8SL1, 8SL3, 8SL5, 8L3, 8L4, 8L5, 8L6</li> <li>• “Range of Student Reading Experiences”</li> <li>• “Lifelong Practices of Writers”</li> <li>• “Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8”</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Theme/Central Idea</li> <li>• Characterization/Dynamic Character</li> <li>• Stanza</li> <li>• Tone/Mood</li> <li>• Metaphor/Simile</li> <li>• Text Structure</li> <li>• Author’s Purpose</li> <li>• ...other text-specific vocabulary instruction as needed</li> </ul>

**General Brown Central School District  
Curriculum Map**

**CC Aligned Student Objectives (The student will...):**

- Cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)
- Cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
- Determine the theme or central idea of an informational text. (RI.8.2)
- Analyze the development central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)
- Analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
- Analyze the impact of word choice on meaning and tone in informational text. (RI.8.4)
- Analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)
- Determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.8.4)
- Analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)
- Evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)
- Read above-grade informational texts with scaffolding and support. (RI.8.10)
- Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.8.11)
- Use a variety of strategies to determine the meaning of unknown words or phrases (L.8.4)
- Analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)
- Use evidence from literary texts to support analysis, reflection, and research. (W.8.9)
- With support from peers and adults, use the writing process to ensure that purpose and audience have been addressed. (W.8.5)
- Conduct short research projects to answer a question. (W.8.7)
- Effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

**Next Generation Aligned Student Objectives (The student will...):**

- Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (8R1)
- Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (8R2)
- In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) (8R3)
- 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, tone, and mood, including words with multiple meanings. (8R4)
- In literary texts and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (8R5)
- In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI) (8R6)
- Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (8R9)
- Write arguments to support claims with clear reasons and relevant evidence. (8W1a-e)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and

**General Brown Central School District  
Curriculum Map**

<p>information through the selection, organization, and analysis of relevant content. (8W2a-e)</p> <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. (8W3a-e)</li> <li>• Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate. (8W4)</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable. (8W5)</li> <li>• Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation. (8W7)</li> <li>• Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. (8SL1a-d)</li> <li>• Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced. (8SL3)</li> <li>• Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. (8SL5)</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8L3)</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (8L4a-d)</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8L5a-c)</li> <li>• Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. (8L6)</li> </ul>	
<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment</li> <li>• End of Unit 1 Assessment</li> <li>• Quickwrite Assessments</li> <li>• Student Journal assignments (i.e. structured notes)</li> <li>• Mid-Unit 2 Assessment</li> <li>• End of Unit 2 Assessment</li> <li>• Midterm Exam (depending on the academic year and if it’s required)</li> <li>• Poetry Café Performance</li> </ul>	
<p>Recommended Texts (Novel and Informational):</p> <ul style="list-style-type: none"> <li>• <i>Inside Out &amp; Back Again</i> by Thanhha Lai</li> <li>• “The Vietnam Wars” by Tod Olson</li> <li>• “Transcript of ‘Forgotten Ship: A Daring Rescue As Saigon Fell,’ NPR’s All Things Considered, August 31, 2010” by NPR</li> <li>• “Panic Rises in Saigon, but the Exits are Few” by Fox Butterfield</li> <li>• “Refugees: Who, Where, and Why?” by</li> </ul>	<p>Resources:</p> <ul style="list-style-type: none"> <li>• Student Journal</li> <li>• SMART/Powerpoint Lesson Presentations</li> <li>• Google Classroom</li> </ul>

**General Brown Central School District  
Curriculum Map**

<p>Catherine Gevert</p> <ul style="list-style-type: none"><li>• “Children of War” by Arthur Brice</li><li>• “Refugee and Immigrant Children: A Comparison” by Ana Marie Fantino and Alice Colak</li></ul>	
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**General Brown Central School District  
Curriculum Map**

Course Title: English 8	Prepared By: Lindsay Hanson
Time Frame: January - May	Unit/Theme: <i>To Kill A Mockingbird</i> : Module 2a Unit 1 & Unit 2
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How can pictures from a time period or event be beneficial? How can they be drawbacks?</li> <li>• How can background knowledge be utilized to develop a historical and contextual understanding of a text?</li> <li>• What does it mean to take a stand? Can this be positive or negative?</li> <li>• How does taking a stand in small ways show integrity?</li> <li>• What is the Golden Rule and how do characters express it?</li> <li>• Is it worth taking a stand for one's self? For others?</li> <li>• Does it make sense for Atticus to take a stand?</li> <li>• What do we (as readers) know that Scout doesn't?</li> <li>• How do film and text differ in impact on the audience?</li> </ul>	
<p>NYS CCLS Standards:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> RL.8.2, RI.8.2, RI.8.5, RI.8.6, RL.8.4, RL.8.5, RL.8.9, L.8.5a</li> <li>• <b>Unit 2:</b> RL.8.2, RL.8.6, RL.8.7, RL.8.1, RL.8.2, RL.8.3, RI.8.8, W.8.1, W.8.4, W.8.9a, L.8.2a, L.8.2b, L.8.3, L.8.4</li> </ul> <p>NYS Next Generation Standards (Units 1 &amp; 2 Combined):</p> <ul style="list-style-type: none"> <li>• 8R1, 8R2, 8R3, 8R4, 8R5, 8R6, 8R7, 8R8, 8R9, 8W1, 8W2, 8W3, 8W4, 8W5, 8W7, 8SL1, 8SL2, 8SL3, 8SL5, 8L3, 8L4, 8L5, 8L6</li> <li>• "Range of Student Reading Experiences"</li> <li>• "Lifelong Practices of Writers"</li> <li>• "Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8"</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Theme/Central Idea</li> <li>• Characterization</li> <li>• Point of View</li> <li>• Narrative Structure (Plot Summary)</li> <li>• Figurative Language (metaphor, analogy, allusion, symbolism)</li> <li>• ...other text-specific vocabulary instruction as needed</li> </ul>

**General Brown Central School District  
Curriculum Map**

**CC Aligned Student Objectives (The student will...):**

- Cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
- Cite text-based evidence that provides the strongest support for an analysis of literary text. (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. (RL.8.1)
- Analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)
- Objectively summarize informational text. (RI.8.2)
- Objectively summarize literary text (RL.8.2)
- Analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
- Analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)
- Analyze how different structures affect meaning and style of a text (RL.8.5)
- Analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)
- Compare and contrast the structure of multiple texts. (RL.8.5)
- Analyze how different structures impact meaning and style of a text. (RL.8.5)
- Determine an author's point of view or purpose in informational text. (RI.8.6)
- Analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)
- Evaluate the advantages and disadvantages of using different media to present an idea. (RI.8.7)
- 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. (RL.8.7)
- Identify the argument and specific claims in a text. (RI.8.8)
- Evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)
- Analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9)
- Use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.3)
- Use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)
- Analyze figurative language, word relationships and nuances in word meanings. (L.8.5)
- Effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

**Next Generation Aligned Student Objectives (The student will...):**

- Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (8R1)
- Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (8R2)
- In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) (8R3)
- 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, tone, and mood, including words with multiple meanings. (8R4)
- In literary texts and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (8R5)
- In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational

**General Brown Central School District  
Curriculum Map**

<p>texts, analyze how the author addresses conflicting evidence or viewpoints. (RI) (8R6)</p> <ul style="list-style-type: none"> <li>• Evaluate the advantages and disadvantages of using different media-- text, audio, video, stage, or digital-- to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (8R7)</li> <li>• Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (8R8)</li> <li>• Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (8R9)</li> <li>• Write arguments to support claims with clear reasons and relevant evidence. (8W1a-e)</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (8W2a-e)</li> <li>• Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. (8W3a-e)</li> <li>• Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate. (8W4)</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable. (8W5)</li> <li>• Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation. (8W7)</li> <li>• Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. (8SL1a-d)</li> <li>• Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (8SL2)</li> <li>• Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced. (8SL3)</li> <li>• Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. (8SL5)</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8L3)</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (8L4a-d)</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8L5a-c)</li> <li>• Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. (8L6)</li> </ul>	
<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment</li> <li>• End of Unit 1 Assessments</li> <li>• Quickwrite Assessments</li> <li>• Student Journal assignments (i.e. structured notes)</li> <li>• Mid-Unit 2 Assessment</li> <li>• End of Unit 2 Assessment</li> <li>• Final Exam</li> </ul>	

**General Brown Central School District  
Curriculum Map**

<p>Recommended Texts:</p> <ul style="list-style-type: none"><li>• <i>To Kill A Mockingbird</i> by Harper Lee</li><li>• “Equal Rights for Women” by Shirley Chisholm</li><li>• “Ain’t I a Woman” by Sojourner Truth</li><li>• “Those Winter Sundays” by Robert Hayden</li><li>• “The Great Society” by Lyndon B. Johnson</li><li>• Robert Mulligan’s <i>To Kill A Mockingbird</i> (film)</li></ul>	<p>Resources:</p> <ul style="list-style-type: none"><li>• Student Journal</li><li>• SMART/Powerpoint Lesson Presentations</li><li>• Google Classroom</li></ul>
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\*\*In 8<sup>th</sup> grade students also are assessed adhering to NYS CCLS/Next Generation English Language Arts Learning Standards on a weekly basis. These are known as “Weekly Readings.” Students take these reading comprehension assessments (involving a cold read text, multiple choice questions, and a short answer question) once a week (roughly). These are implemented with the goal of analyzing student performance as it relates to mastery of skills that are assessed on the NYS State Test and that are expected in 8<sup>th</sup> grade.