Mullica Township School District: Grade 8 ELA Curriculum Map

	Module 1/ MP1	Module 2/ MP2	Module 3/MP3	Module 4/MP4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Understanding Perspectives	Research, Decision-Making, and Forming Positions
Module Title	*The Dangers of Conformity*	*A Midsummer Night's Dream and the Comedy of Control*	*The Civil Rights Movement and the Little Rock Nine*	*Sustainability of the US Food Supply Chain*
Description	Students will develop their ability to read and understand complex texts through the study of dystopian literature. Throughout this module, students will explore common themes, characters, and contrasting points of view. They will make connections between various texts to evaluate the dangers of conformity and blindly following traditions, and whether perfection is worth a sacrifice. They will begin the module reading *The Giver* by Lois Lowry. They will analyze how Jonas' character is development throughout the novel and how his unique perspective illustrates the theme. Students will participate in a close reading of the short story *Harrison Bergeron*. Having read two dystopian texts, they will write a dystopian narrative of their own. Students will end this module with a close reading of The Lottery. They will respond to a series of text dependent questions/task	Students read and analyze Shakespeare's *A Midsummer Night's Dream*, focusing primarily on the theme of control. Students examine why the characters seek control, how they try to control others, and the results of attempting to control others. They build background knowledge as they explore the appeal and authorship of Shakespeare and read much of the play aloud in a Drama Circle. Students analyze differences between a film version of the play and Shakespeare's original script. They also study how Shakespeare drew upon Greek mythology as he crafted the play within the play. To conclude the module, students write a "confessional" narrative from the point of view of one of the characters in *A Midsummer Night's Dream* to creatively explain his or her attempts to control or manipulate someone else in the play.	Students begin this module reading the central text *Warriors Don't Cry by Melba Pattillo Beals*. Students will trace Melba's journey for justice, as well as her emotional journey to come to terms with her experience as one of the Little Rock Nine. Students will also begin to build background knowledge of segregation and Jim Crow laws in the United States by engaging in close readings of primary and secondary sources, including the Supreme Court case *Plessy v. Ferguson*. Students will expand their study as they learn the role of various mediums in telling the story of the Little Rock Nine, including the introduction and reading of another text, *Little Rock Girl 1957*. They will analyze various mediums used to convey information about segregation; evaluating the advantages and disadvantages of using different mediums to communicate information. Students will finish the module reading an informational text	Students learn how to make evidence-based decisions as they consider the issue of how to best feed all the people in the United States. They analyze Michael Pollan's arguments and evidence (as well as the arguments in other informational texts and videos) to determine whether sufficient and relevant evidence has been used to support the claim. They first read *The Omnivore's Dilemma* to build background knowledge about what happens to food before it gets to the consumer and the different choices the consumer can make when buying food. Then students engage in a robust research project in which they investigate the consequences of each of the food chains and the stakeholders affected, and use an evidence-based process to take a position. For a culminating project, students write a position paper addressing the question: Which of Pollan's four food chains would you choose to feed the United States? Why?

	allowing them to synthesize ideas from all three texts.		about one of the other members of the Little Rock Nine, and presenting his/her story to the class in a short narrative.	

	Module 1/ MP1	Module 2/ MP2	Module 3/ MP3	Module 4/ MP4
Central Texts	RL – *The Giver*, Lois Lowry RL – *The Lottery*, Shirley Jackson RL – *Harrison Bergeron*, Kurt Vonnegut Jr. RI – Informational texts paired with the topics/issues raised in the central texts.	RL - *A Midsummer Night's Dream*, William Shakespeare RI – Various informational articles about Shakespeare and the universal appeal of his works	RI - *Warriors Don't Cry* Melba Pattillo Beals RI - *Little Rock Girl 1957: How a Photograph Changed the Fight for Integration*, Shelley Tougas RI – Additional texts including primary source historical documents.	RI—*The Omnivore's Dilemma: The Secrets Behind What You Eat*, Michael Pollan RI – Various informational texts for extensive research project.
Writing Tasks	**Routine Writing:** Text Dependent Questions, Quick Writes, Selected Responses, Short Constructed Responses, Extended Responses, etc. **Explanatory Essay**: Literary Analysis – Character Development/Jonas' Perspective **Narrative:** Dystopian Society	**Routine Writing:** Text Dependent Questions, Quick Writes, Selected Responses, Short Constructed Responses, Extended Responses, etc. **Argument Essay**: Controlling others in *A Midsummer Night's Dream* **Narrative:** Character Confessional	**Routine Writing:** Text Dependent Questions, Quick Writes, Selected Responses, Short Constructed Responses, Extended Responses, etc. **Informational Essay**: "How do various mediums shape the story?" **Nonfiction Narrative**: Recount a moment in another member of the Little Rock Nine's journey.	**Routine Writing:** Text Dependent Questions, Quick Writes, Selected Responses, Short Constructed Responses, Extended Responses, etc. **Research Simulation** **Argument/Position Paper**: Which of Michael Pollan's Four Food Chains Would Best Feed the United States?

Reading Standards for Literature Assessed	Module 1/ MP1	Module 2/ MP2	Module 3/ MP3	Module 4/ MP4

RL.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.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓	✓		
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓		
RL.8.4 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 and tone, including analogies or allusions to other texts.		✓		
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		✓		
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	✓	✓		
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		✓		
RL.8.8 (RL.8.8 not applicable to literature)				
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		✓		
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	✓	✓		

Reading Standards for Informational Texts Assessed	Module 1/ MP1	Module 2/ MP2	Module 3/ MP3	Module 4/ MP4
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.		✓	✓	✓
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		✓	✓	
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			✓	
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			✓	
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		✓		✓
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		✓		✓
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			✓	
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.				✓

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			✓	✓
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	✓	✓	✓	✓

Writing Standards Assessed	Module 1/ MP1	Module 2/ MP2	Module 3/ MP3	Module 4/ MP4
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.		✓		✓
● **W.8.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		✓		✓
● **W.8.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓		✓
● **W.8.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		✓		✓
● **W.8.1.d** Establish and maintain a formal style.		✓		✓
● **W.8.1.e** Provide a concluding statement or section that follows from and supports the argument presented.		✓		✓
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			✓	
● **W.8.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			✓	

Standard				
● **W.8.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			✓	
● **W.8.2.c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			✓	
● **W.8.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.			✓	
● **W.8.2.e** Establish and maintain a formal style.				
● **W.8.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.			✓	
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓	✓	
● **W.8.3.a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		✓	✓	
● **W.8.3.b** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		✓	✓	
● **W.8.3.c** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		✓	✓	
● **W.8.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		✓	✓	
● **W.8.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.		✓	✓	
W.8.4 Produce clear and coherent writing in which the development,				

organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	✓	✓	✓	✓
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)	✓	✓	✓	✓
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	✓	✓	✓	✓
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.				✓
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				✓
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓
● **W.8.9.a** Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	✓	✓		
● **W.8.9.b** Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").			✓	✓
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a	✓	✓	✓	✓

day or two) for a range of discipline-specific tasks, purposes, and audiences.			

Speaking and Listening Standards Assessed	Module 1/ MP1	Module 2/ MP2	Module 3/ MP3	Module 4/ MP4
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓
● **SL.8.1.a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓
● **SL.8.1.b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓
● **SL.8.1.c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓
● **SL.8.1.d** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓	✓
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.				✓
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				✓
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.				✓

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.				✓
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)				✓

Language Standards Assessed	**Module 1/ MP1**	**Module 2/ MP2**	**Module 3/ MP3**	**Module 4/ MP4**
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓
● **L.8.1.a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.				
● **L.8.1.b** Form and use verbs in the active and passive voice.				
● **L.8.1.c** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.				
● **L.8.1.d** Recognize and correct inappropriate shifts in verb voice and mood.*				
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓
● **L.8.2.a** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.				
● **L.8.2.b** Use an ellipsis to indicate an omission.				
● **L.8.2.c** Spell correctly.				
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓
● **L.8.3.a** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular				

effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).				
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	✓	✓	✓	✓
● **L.8.4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓
● **L.8.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	✓	✓	✓	✓
● **L.8.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓
● **L.8.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓	✓	✓
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓
● **L.8.5.a** Interpret figures of speech (e.g. verbal irony, puns) in context.	✓	✓	✓	✓
● **L.8.5.b** Use the relationship between particular words to better understand each of the words.	✓	✓	✓	✓
● **L.8.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	✓	✓	✓	✓
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓

Board approval: 11/28/2018