

**St Johns County School District
Curriculum Map English Language Arts
Grade 8**

Unit 3 – Courage

Established Benchmarks:

Reading Standards for Literature: (All standards are taught, but the ones in **bold** are the focus for this unit.)

- RL 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 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 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 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
- RL 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 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 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 (Not applicable to literature)
- RL 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.
- RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text: (All standards are taught, but the ones in **bold** are the focus for this unit.)

- RI 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 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 3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative,

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and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- RI 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 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 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 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 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.
- RI10 By the end of the year, read and comprehend literary nonfiction at the high end of the 6-8 text complexity band Independently and proficiently.

Writing Standards: (All standards will be taught, but there should be a focus on the ones in **bold**).

- W1 Write arguments to support claims with clear reasons and relevant evidence.**
- W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- W5 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.
- W6 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.
- W7 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.
- W8 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.

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- W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10 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 & Listening: (ALL of these standards should be taught throughout the year.)

- SL 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 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 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 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 5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language: (ALL of these standards should be taught throughout the year.)

- L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L6 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.

Enduring Understanding:

- All personal choices require courage.

Essential Questions:

- What can we learn about the human condition when considering the courage demonstrated by individuals

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| | throughout history? |
| <p>Student will know.....</p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Theme • Central Idea • Text structures (e.g. cause and effect, compare and contrast, problem/solution, argument/support, chronological order ...) • Style <p><u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> • Key concepts/Central idea • Text Structures • Point of View • Author’s purpose • Counter arguments • Multimedia Texts (print, digital, video, music, pictures...) <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Argument • Claims/Counter Claims • Evidence | <p>Students will be able to do.....</p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Determine the theme or central idea of a literary text. • Analyze the development of the theme or central idea over the course of the text. • Provide an objective summary of the text. • Analyze the structure of two or more literary texts, comparing/contrasting how the text structure contributes to meaning and style. <p><u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> • Analyze the structure of a specific paragraph • Determine the central idea/key concept of a specific paragraph based on the structure. • Determine author’s point of view and purpose. • Analyze the author’s use of counter arguments. • Evaluate the effectiveness of presenting a topic in a variety of mediums (e.g. print or digital, video, multimedia) <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant text evidence |
| <p>Vocabulary: <i>This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p> | <p>Grammar Focus: <i>Instructors should identify the common patterns of errors in student writing and address them in their instruction. Listed below are the skills that need explicit instruction this quarter.</i></p> |

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Academic Vocabulary:

Compare and contrast, analyze, text structure, style, develop, refine, key concept, point of view, author's purpose, evaluate, mediums.

Words to Front-Load:

Abolitionist, Underground Railroad, Fugitive Slave Law, Quaker, Philadelphia Vigilance Committee, Frederick Douglas, Middle Passage, Old John Brown

Vocabulary in Context:

Repose, countenance, listless, defy, patronize, melancholy, bawdy, yarn, denounce, meddle, quarter, disheveled, instill, dispel, linger, sullen, eloquence, evoke, cajole,

Instructional Methods:

Teach prefixes, suffixes, root words and strategies that aid in determining meaning.

Assessment Evidence

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| <p>Formative Tasks: <i>Instructors should formatively assess their standards daily to track student progress and guide instruction. Refer to the formative assessment strategies handout in appendix.</i></p> <p>Develop tasks that reflect performance and summative evidence of mastery.</p> <ul style="list-style-type: none"> • Text-based questions • Close reading • Read extended text • Respond to vocabulary • Respond to evidence-based selected response • Routine, daily writing. <p>See livebinder.com for suggested lessons and resources.</p> | <p>Threshold: 69 and below on Summative Assessments</p> <p>Suggested Re-Teach Options:</p> |
| <p>Writing Tasks: <i>The instructor is expected to follow best practices for assessing CCSSs in the context of reading and writing, including:</i></p> <ul style="list-style-type: none"> • 4–6 expository pieces of writing per “Informational Text” quarter, with focus on informing and explaining. • 1-2 narrative pieces of writing per “Informational Text” quarter. • Suggested topics to include author’s point of view; drawing inferences; emphasizing different evidence; and advancing different interpretations of text. • Routine, daily, purposeful writing. • Text-based writing to demonstrate content and process knowledge. <p><u>Suggested Writing:</u> Consider the strengths and weaknesses of Lincoln and Tubman – Which of these two figures shows the most courage? Use textual evidence to support your position.</p> | <p>Summative Tasks: Text-dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece.</p> <p>Mini-summative Assessments on selected texts throughout the quarter.</p> <p>District Quarter Exam – Part A – $\frac{3}{4}$ through quarter – Essay Writing</p> <p>District Quarter Exam – Part B – end of quarter – all multiple choice</p> |
| Resources | |
| Extended Text that ALL students MUST read: | <u>Suggested Activities:</u> |

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| <p>Paired Texts –</p> <ul style="list-style-type: none">• Mysterious Mr. Lincoln –(lexile 970) p.274• Harriet Tubman – (lexile 1010) p. 270 <p>Suggested pieces to accompany extended text are listed below. Students should read a minimum of 2-3 literature texts and a minimum of 1-2 informational texts per unit.</p> <p><u>Literature Texts:</u></p> <ul style="list-style-type: none">• Drummer Boy of Shiloh – p. 316• O Captain My Captain – p. 728• I Saw Old General At Bay – Walt Whitman – p. 732• Red Badge of Courage novel <p><u>Informational Texts:</u></p> <ul style="list-style-type: none">• Frederick Douglas Letter p. 270• Civil War Journal – Louisa May Alcott p. 327• Excerpts from the Gettysburg Address• “I Have a Dream” speech | <p>Visit livebinders.com for resources.</p> <p>Peace Corps Educators Lesson Plans - http://www.peacecorps.gov/www/educators/lessonplans/</p> <p>Find a relevant clip from the movie Lincoln or other Civil War movies for comparison.</p> <p>Quotable Quotes - http://www.quoteopia.com/quotations.php?type=q&query=courage Valuable source for written reflections</p> <p>Research Option – Research a “modern day” civil war situation, research current events.</p> <p>Writing Assignment – p. 280 #8 Argumentative Written Response accompanying “Mysterious Mr. Lincoln”</p> <p>Writing Assignment – p. 331 Writing Prompt requiring textual evidence from “The Civil War Journal”</p> <p>Socratic Seminars</p> |
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