

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

**Unit 4 Dignity**

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

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- 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.
- 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.

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**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:**

Dignity is reflected not only in how you see yourself, but also in how others see you.

**Essential Questions:**

- How does your dignity define you as a person?
- What happens when an individual holds onto dignity in the face of oppression?

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| <p><b>Student will know.....</b></p> <p><b><u>Reading Literature:</u></b></p> <ul style="list-style-type: none"> <li>• Point of View (character, audience or reader)</li> <li>• Mood/Tone (e.g. suspense, humor ...)</li> <li>• Compare/Contrast video and text</li> </ul> <p><b><u>Reading Informational Text:</u></b></p> <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Supporting details</li> <li>• Objective summary</li> </ul>  | <p><b>Students will be able to do.....</b></p> <p><b><u>Reading Literature:</u></b></p> <ul style="list-style-type: none"> <li>• Analyze (contrast) the points of view of the characters and audience to determine how their points of view contribute to the tone of the text.</li> <li>• Analyze (compare/contrast) how films or live productions depart or remain faithful to the original texts and evaluate choices made by director and actors.</li> </ul> <p><b><u>Reading Informational Text:</u></b></p> <ul style="list-style-type: none"> <li>• Determine central idea and supporting details, analyzing their development over the course of the text</li> <li>• Create an <b>objective</b> summary of a piece of informational text.</li> </ul> |
| <p><b><u>Vocabulary:</u></b><br/><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><b><u>Academic Vocabulary:</u></b><br/>Analyze, point of view, character, audience, dramatic irony, suspense, humor, drama, script, stage directions, director, central idea, supporting ideas, objective summary,</p> <p><b><u>Words to Front-Load:</u></b><br/>Holocaust, Allied Forces, Axis Forces, D-Day, Nazis, Yellow Stars, Green Police, ration books, Nuremburg Laws, Black Market, concentration camp, Hanukah, Mauthausen, gestapo</p> <p><b><u>Vocabulary in Context:</u></b><br/>Fortify, unabashed, run the gauntlet, disgruntled, apprehension, remorse.</p> | <p><b><u>Grammar Focus:</u></b><br/><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> <p>Capitalization</p> <p>Proper nouns and proper adjectives</p> <p>Year-end review of the conventions of grammar.</p>  |

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| <p><b>Instructional Methods:</b><br/>Teach prefixes, suffixes, root words and strategies that aid in determining meaning.<br/>Differentiating meaning of words that have multiple meanings.<br/>Teach the use of context clues to determine the meanings of new words.</p>   |  |
| <b>Assessment Evidence</b>   |  |
| <p><b>Formative Tasks:</b><br/><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"> <li>• Text-based questions</li> <li>• Close reading</li> <li>• Read extended text</li> <li>• Respond to vocabulary</li> <li>• Respond to evidence-based selected response</li> <li>• Routine, daily writing.</li> </ul> <p>See livebinder.com for suggested lessons and resources.</p>  | <p><b>Threshold:</b><br/>69 and below on Summative Assessments</p> <p>Suggested Re-Teach Options:</p>  |
| <p><b>Writing Tasks:</b><br/><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"> <li>• 4-6 expository pieces of writing per “Informational Text” quarter, with focus on informing and explaining.</li> <li>• 1-2 narrative pieces of writing per “Informational Text” quarter.</li> <li>• Suggested topics to include author’s point of view; drawing inferences; emphasizing different evidence; and advancing different interpretations of text.</li> <li>• Routine, daily, purposeful writing.</li> <li>• Text-based writing to demonstrate content and process knowledge.</li> </ul> | <p><b>Summative Tasks:</b><br/>Text-dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece.</p> <ul style="list-style-type: none"> <li>• Mini-summative Assessments on selected texts throughout the quarter.</li> <li>• District Quarter Exam Part A ¾ through quarter - Essay Writing</li> <li>• District Quarter Exam Part B end of quarter all multiple choice</li> </ul> |

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| <p><u>Suggested writing:</u><br/>In the play, Anne Frank’s final words are</p> <p>“In spite of everything I still believe that people are really good at heart.”</p> <p>Based on your reading do you agree or disagree with this statement. Using the three texts - the play, the “Diary From Another World,” and “The Last Seven Months of Anne Frank” - cite textual evidence to defend your position. See chart on p. 544 for suggested prewriting activity.</p>   |   |
| <b>Resources</b>  |   |
| <p><b><u>Extended Text that ALL students MUST read:</u></b><br/>The Diary of Anne Frank p. 486 - play</p> <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><br/>The Boy Who Dared<br/>The Boy in the Striped Pajamas<br/>The Book Thief<br/>Excerpt from novel <u>Unbroken</u> p. 183<br/>“Sit-Ins” Margaret Walker p. 837<br/>“I Know Why the Caged Bird Sings”<br/><a href="http://famouspoetsandpoems.com/poets/maya_angelou/poems/494">http://famouspoetsandpoems.com/poets/maya_angelou/poems/494</a><br/>Poetry and Paintings from the Holocaust<br/><a href="http://www.yadvashem.org/yv/en/education/lesson_plans/poems_paintings.asp">http://www.yadvashem.org/yv/en/education/lesson_plans/poems_paintings.asp</a><br/>“Not My Bones” p. 628 (poem)<br/>“One More Round” p. 626</p> <p><u>Informational Texts:</u><br/>Diary Entry p. 512<br/>Diary From Another World (Newspaper article) p. 545<br/>Interview “The Last Seven Months of Anne Frank” p. 547<br/>Scope Issue April 2013 “The Boys Who Fought Hitler”<br/>Media study p. 554 from “Anne Frank Remembered”</p> | <p><u>Suggested Activities and resources:</u></p> <p>Visit livebinders.com for resources.<br/><a href="http://www.annefrank.org/">http://www.annefrank.org/</a></p> <p>Show excerpts from video “Anne Frank Remembered” for Cornell Note taking</p> <p>United States Holocaust Memorial Museum<br/><a href="http://www.ushmm.org">www.ushmm.org</a></p> <p>Diary Entry - Miep plays a very difficult role during the years that the Franks are in hiding. She must live with fear of exposure and capture by the police as well as bear the responsibility for the safety of eight people. Ask students to think about what this experience would have been like for Miep. Then have them write a diary entry from her perspective about a typical day in her life. Remind students to maintain a first-person point of view.</p> <p>Show Freedom Writer video clip - when Miep comes to speak to the class writing reflection or group discussion opportunity.</p> |

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| <b>Scaffolding / Intervention Strategies:</b>  |  |
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| <u>Below Grade Level:</u><br>Below Grade Level:<br>Use targeted passages from TE and accompanying questions for Less Proficient Readers<br>Play Audio versions of texts<br>Learning teams, differentiated groups<br>Teacher Think Alouds | <u>Above Grade Level:</u><br>Research opportunities<br>Socratic Seminars |