

**BCCS**  
**HONORS ENGLISH 8 Curriculum Map**  
 (No revision date as of 5-21-09)

<b>Month</b>	<b>Content</b> What topic(s) is being covered and what is the important vocabulary? What do students need to know		<b>Skills</b> What do students have to be able to do connected to the Content?	<b>Essential Questions</b> What are fundamental, enduring questions that will guide study and instruction?	<b>Standards/ Benchmarks</b> What benchmarks are met through this topic?	<b>Instruction</b> What activities are used to develop the skills and knowledge?	<b>Resources</b> What materials, texts, videos, internet, software, or human resources support instruction?	<b>Assessment</b> What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
<b>August/ September</b>	<b>Topic:</b> THE PEARL	<b>Vocabulary</b> Estuary Stalwart Lymphatic Judicious Lucent Gutteral Lament Semblance Poultice Contemptuously Monotonously Distillate Cleft Resin	Demonstrate Critical thinking  Learn Cooperatively  Memorize and use new vocabulary words  Discuss universal themes and connect them to real life  Extend the novel into their own lives  Summarize the novel  Participate in discussion groups	What are the social groups in your community? How much pressure do you feel concerning clothing etc...? Does discrimination exist in your community based on economic status? How much money is enough? What are some of the things you would like to have for yourself and your family? How would money change you or would it? How do you think people would treat you if you had more or less money? What role does socioeconomic status play in the story? Why can't the family just go back to how things used to be? Is money the root of all evil? What is Steinbeck's message about wealth? How far would you go to defend your family? How far would you go to take a stand if the whole community seems to be against you? What determines whether or not someone is greedy? What is prejudice?	1ms1, 2, 3, 4, 5 2ms 1, 2, 4 3ms 1, 3, 4, 5, 6, 7, 8 4ms 1, 2, 4, 5, 5 ms 1, 2, 3, 4, 5 6ms 1, 2, 3 7ms 1, 2, 3, 4 8ms 1, 2, 5 9ms 1, 2, 3 10ms 1, 2, 3 11ms 1, 3 12ms 1, 2, 3, 4, 5	Themes discussion: Greed, wealth, social status, dedication, family, goals, success, Risk-taking Before the book exercise: predicting, plot, suspense, cultural aspects of the book, goals, risk-taking discussion about the author Vocabulary intro. American Dream creation Imagery lesson Characterization activity social status group work problem solving techniques personification examples and practice Point of view discussion and practice	THE PEARL by John Steinbeck A Guide for Using THE PEARL in the Classroom "The Pearl" video	Activities: Before the Book The American Dream Characterizing Yourself and a Classmate There Ought to be a Law A Dream Come True Investigative Reporter Sherlock Holmes Problem Solving Personification La Paz Revisited  Essay  Vocabulary Test  Review Game (Jeopardy)  Teacher Generated Test

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<b>October</b>	<b>Topic:</b>  Ethics	<b>Vocabulary:</b>  Ethics Ethical Status Objection Philosophy Schema Case study Critical thinking Morals Values Moral reasoning	Write a paper using the two-sided argument format  Learn about ethics doing case studies  Study some of the moral or ethical issues effecting modern society  Use consistently and effectively critical thinking skills  Communicate ideas effectively	What is an ethical question?  What makes something ethical or unethical?  How do people go about making ethical decisions?	1ms 1, 2, 3, 4, 5 2ms 1, 2, 4 3ms 1, 3, 4, 5, 6, 7, 8 4ms 1, 2, 3, 4, 5 5ms 1, 2, 3, 4, 5 6ms 1, 2, 3 7ms 1, 2, 3, 4 8ms 1, 2, 5 9ms 1, 2, 3 10ms 1, 2, 3 11ms 1, 3 12ms 1, 2, 3, 4, 5	Class discussion  Ethic article evaluation  Ethical essay writing	Newspaper articles  ETHICS Resource Booklet  Case study examples	Debate participation Debate performance Ethical Issue Essay

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<b>November December</b>	<b>Topic:</b>  THE CRUCIBLE  "The Lottery"	<b>Vocabulary:</b>  Premise Conjure Corroborate Dallied Deference Ideology Innate Motif Falter Paradox Theocracy Lechery Vile Deposition Callously Perjury Genre Mood Assumption Abominations Abyss Begudge Hypothesis Blatant Fallacy Frame of reference Moral philosophy Dialect Inference Hysteria McCarthyism	Make inferences Interpret information Draw conclusions Sequence events and info. Evaluate characters and situations Summarize, explain and analyze motives, plot Compare & contrast events, characters Translate dialogue Form arguments Identify main idea Use inferential/critical thinking Use Literal/inferential thinking Identify Synonyms/antonyms Demonstrate proper word usage Explain & interpret irony Demonstrate critical reading  Compare the events in the play to the events of the McCarthy era Explain the difficulty of standing firm against the hysteria of a mass movement and the obligation to defend one's own principles Argue the right of the state to control the thoughts and behavior of individuals Explain how people become caught up in hysteria Explore an individual's efforts to resist or convert a society gone mad	What comparison can be made between the play and the events of the McCarthy era?  What other comparisons from history can be made?  How can a person stand firm against the hysteria of a mass movement and the obligation to defend one's own principles?  How far should a government be able to go in order to control the thoughts and behaviors of individuals?  How do people become caught up in hysteria?  Can you explain how an individual can resist hysteria and convert a society gone mad?	1ms 1, 2, 3, 4, 5 2ms 1, 2, 4 3ms 1, 3, 4, 5, 6, 7, 8 4ms 1, 2, 3, 4, 5 5ms 1, 2, 3, 4, 5 6ms 1, 2, 3 7ms 1, 2, 3, 4 8ms 1, 2, 5 9ms 1, 2, 3 10ms 1, 2, 3 11ms 1, 3 12ms 1, 2, 3, 4, 5	Universal themes discussion Read and discuss articles Characterization Identifying frames of reference Making predictions Examining fallacies Analyzing sources Determining cause and effect Definition Moral decision making Identifying the central issue Drawing conclusions Characterization Plot Themes Irony Conflict Evaluation Interpretation Sequencing Write a folk song Write a letter Compose a sermon Write a memoir Compose a eulogy Write a speech Extend the play	"The Crucible" "The Lottery" "Sinners in the Hands of an Angry God" Novel Ideas REACT:Reading and Critical Thinking Novel Ideas Teacher Resource Book  "The Crucible" video	Word Meaning: Crucible Where They Are Coming From: frames of reference What Next?: Making Predictions Can You Trust the Judge? : Analyzing Bias To Tell the Truth: Evaluation Sources Look to Cause Proportionate: determining cause and effect Full of Meaning: definition Right Choice or Wrong?: moral decision making The General Idea: identifying the central idea Writing Options: Folk song Letter Sermon Memoir Eulogy Speech Extension  Project Options  Test

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<p style="text-align: center;"><b>January</b></p>	<p><b>Topic:</b>  Oliver Twist</p>	<p><b>Vocabulary:</b> Love Marriage Poverty Identity Destiny charity Cowardice Courage Redemption Poor laws Workhouse Debtors Debtors' prison Moral choice Motives Dilemma Monologue Fidelity Paraphrase Principle Poetic justice Hypocrisy Nurturer Moral flaw Serialized novel Historical context</p>	<p>Compare Victorian customs and attitudes toward marriage with those of their own culture and time. (Theme: Love and marriage in Victorian England)        (Theme: Poverty, identity and destiny)        Identify the philosophy behind workhouse relief for the poor        Describe and evaluate the attitude of most middle-class Victorians toward people in their society who lived in poverty        Compare this to our attitude today        Evaluate &amp; compare how we view the poor in our nation        Evaluate whether or not it is in the same way as we view the poor in less developed countries        Compare the experience of poverty and working-class life to Dickens' novels        Describe how you think his experiences influenced his portrayal of poverty and criminality.        Theme: Cowardice, courage, and redemption        Recall a time when you were faced with a difficult moral choice.        Predict how each thread in the plot will be resolved by the end.</p>	<p>In American culture, why do people marry?        How do most individuals select their marriage partners?        How does our society view an "out-of-wedlock" birth? Adultery?        How common is divorce in our culture?        In what ways have our society's attitudes changed?        What is our responsibility to the poor?        Why were families separated within the workhouse?        Why were they fed meager rations?        What was the attitude of most middle-class Victorians toward people in their society who lived in poverty?        How does this attitude compare to our society's attitude toward the poor today?        How did Dickens' own experience with poverty influence his writing?        How did Dickens' experiences influence his novels specifically concerning poverty &amp; criminality?        "You can be for the good, or you can be for the bad. Or you can be miserably in between." Can you recall a time when you were faced with a difficult moral choice?        What is your prediction for how each thread in the plot will be resolved?</p>	<p>1ms 1, 2, 3, 4, 5        2ms 1, 2, 4        3ms 1, 3, 4, 5, 6, 7, 8        4ms 1, 2, 3, 4, 5        5ms 1, 2, 3, 4, 5        6ms 1, 2, 3        7ms 1, 2, 3, 4        8ms 1, 2, 5        9ms 1, 2, 3        10ms 1, 2, 3        11ms 1, 3        12ms 1, 2, 3, 4, 5</p>	<p>Viewing journals        Before viewing questions        Post-viewing questions        Post-viewing activities        Class discussions        predictions        Chain of Events organizer        Writing exercises:        Adapting the Plot        Developing Characters        Dialogue        Reading vs. Viewing        Looking at Film:        Adapting the plot        Developing characters        Dialogue        Reading vs. viewing</p>	<p>Articles        "From Novel to Film"        "Who was Charles Dickens?"        "Down and Out in Victorian England"        Various web resources (Mobil Exxon Teacher Materials)        "Oliver Twist" video        Lyrics        "Another Day in Paradise"        Phil Collins</p>	<p>Viewing journals        Quizzes for each segment        Class discussion        Character chart        Before and post-viewing questions and post viewing activities        Writing Exercises:        Adapting the Plot        Developing Characters        Dialogue        Reading vs. Viewing        Test        Mini-Project "What are we doing for our poor? What CAN we do for our poor?"        Project Options        Writing Options        Chain of Events organizer</p>
<p style="text-align: center;"><b>February</b></p>								

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March	<b>Topic:</b>  TO KILL A MOCKINGBIRD  BLACK LIKE ME	<b>Vocabulary:</b>  Acrimonious Mollify Simile Metaphor Hyperbole Personification Irony Solitary eccentric furtive sullen genial indignant tentative tyrannical vapid subtle imprudent nebulous adamant amiable contentious austere infallible malevolent diminutive stealthy taciturn impudent palliate corroborate fractious condescend contemptuous	Determine word meaning Identify main idea (inferential) Identify and explain words in context Determine cause and effect (literal) Interpret figures of speech Interpret the tone Evaluate the structure of the plot Explain the point of view Identify, compare, & dissect characters Find synonyms Explain the theme Determine cause and effect Problem solve Identifying frames of reference Evaluate generalizations Evaluate evidence Think creatively Evaluate an argument Identifying the central issue Summarize and analyze various parts Persuade an audience Argue a point  Identify the different aspects of physical and moral courage Recognize the destructive effects of racial prejudice Recognize pride is frequently a vital force in human motivation Identify the conflict that may exist between individual conscience and the values of society Note how children must cope with the problems of home, school and society Observe the influence that adults have upon children and young people	What are the various aspects of physical and moral courage? Can you recognize the destructive effects of racial prejudice? Why is pride frequently a vital force in human motivation? What is the conflict that may exist between individual conscience and the values of society? How must children cope with the problems of home, school and society? What is the influence that adults have upon children and young people? Can you understand the process of criminal justice in the American South in the 1930's? How is the novel's point of view used to develop plot and theme? Can you find examples in the novel that demonstrate physical and moral courage and explain the type of courage demonstrated in each instance? Can you show how the lives of certain characters are damaged and destroyed by racial intolerance? Can you cite specific instances in the novel that demonstrate the positive and negative effects of pride? What are Atticus Finch's reasons for defending Tom Robinson?	1ms 1,2,3,4,5 2ms 1,2,4 3ms 1,3,4,5,6,7,8 4ms 1,2,4,5, 5ms 1,2,3,4,5 6ms 1,2,3 7ms 1,2,3,4 8ms 1,2,5 9ms 1,2,3 10ms 1,2,3 11ms 1,3 12ms 1,2,3,4,5	Harper Lee Biography  ACTIVITIES The Importance of Tradition The Values Within the Family Trying to Understand Prejudice and Parents Discovering a Parent  The Real Cause: determining cause and effect A Tight Spot: Problem Solving In Someone Else's Shoes: identifying frames of reference Two Virtues: definition Are You Sure?: evaluating generalizations Guilty, Guilty, Guilty: evaluating evidence Between Man and Reason: creative thinking Good Arguments?:	TO KILL A MOCKING BIRD  BLACK LIKE ME  Jim Crow Laws Novel Ideas Teacher Resource Book  REACT: Reading and Critical Thinking Guide  video	Class discussion Jeopardy Review Test Projects

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<b>March Continued</b>	<b>Topic:</b>	<b>Vocabulary:</b>	<p>Understand in part the process of criminal justice in the American South of the 1930's</p> <p>Analyze how a novel's point of view is used to develop plot and theme</p> <p>Find examples in the novel that demonstrate physical and moral courage and explain the type of courage demonstrated in each instance</p> <p>Show how the lives of certain characters are damaged and destroyed by racial intolerance</p> <p>Examine specific instances in the novel that demonstrate the positive and negative effects of pride</p> <p>Analyze Atticus Finch's reasons for defending Tom Robinson and explain how his decision brings Atticus and his family into conflict with the community</p> <p>Cite specific examples of the success or failure of Scout, Jem and Dill to cope with the problems of home, school or society</p> <p>Cite specific examples that illustrate both the positive and negative influence that certain adults have upon Scout, Jem and Dill</p> <p>Summarize Atticus Finch's defense of Tom Robinson and explain why it fails</p> <p>Analyze the point of view in the novel and defend or criticize its effectiveness in developing the author's plot and theme</p> <p>Justify the importance of defending one's convictions even in seemingly hopeless circumstances.</p>	<p>Can you explain how Atticus' decision to defend Tom brings his family into conflict with the community?</p> <p>Can you give specific examples of the success or failure of Scout, Jem and Dill to cope with the problems of home, school, or society?</p> <p>Can you cite specific examples that illustrate both the positive and negative influence that certain adults have upon Scout, Jem and Dill?</p> <p>Can you summarize Atticus' Defense of Tom and explain why it fails?</p> <p>Can you analyze the point of view in the novel and defend or criticize its effectiveness in developing the author's plot and theme?</p> <p>Can you justify the importance of defending one's convictions even in seemingly hopeless circumstances?</p>		<p>Evaluating an Argument</p> <p>A New Understanding: identifying the central issue</p> <p>Writing options:</p> <p>Be a reporter</p> <p>Write a letter to the editor</p> <p>Letter of recommendation</p> <p>Essay</p> <p>Dialogue</p> <p>Poem</p> <p>Diary entry</p>		

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April May	<b>Topic:</b>  LORD OF THE FLIES	<b>Vocabulary:</b>  Moral philosophy Utilitarian Egoism Formalism Analogy Analysis Argument Assumption Categorization Causation Cause Classification Compare/contrast Conclusion Conflict Convergent thinking Creative thinking Decision making Deductive argument Dialect Effect Fallacy Figurative language Foreshadowing Frame of reference Generalization Hypothesis	Compare the novel to the familiar idealized stories about children Justify our stereotypes about "childhood innocence" Examine the effects of that anger, ambition, and fear have upon our efforts to live with one another Evaluate the human condition Explore the presence of evil in every human being Defend standing up for your beliefs, and avoiding self-deception about your actions or about how you would behave in adversity Evaluate the ethical problems presented in this novel Relate how this novel weaves the pattern of human life Evaluate what makes a good leader Investigate who usually is a follower  Defend decision making Predict outcomes Persuade and audience Identify characters Construct Arguments and reasoning Draw conclusions Problem solve Identify theme and conflict Identify moral philosophy Understand cause and effect Evaluate dialogue Construct reliable observation Examine symbolism Evaluate an argument Drawing inferences Plot and conflict Philosophical discussion Interpret literary elements Locate & evaluate narration	How does the novel's depiction of children compare to other stories you've read about children? What are some stereotypes our society has about children and their behavior? What are the effects of anger, ambition, and fear on our efforts to live with one another? What is the human condition? Does evil really exist in every human? How do you stand up for your beliefs? How far would you go to stand up for your beliefs? Can you explain how you avoid self-deception about your action or how you would behave in adversity? What are the ethical problems presented in the novel? How does this novel weave the pattern of human life? What makes a good leader? What are some characteristics of a good leader? Who are the people that are usually followers? What are the followers' characteristics?	1ms 1,2,3,4,5 2ms 1,2,4 3ms 1,3,4,5,6,7,8 4ms 1,3,4,5 5ms 1,2,3,4,5 6ms 1,2,3 7ms 1,2,3,4 8ms 1,2,5 9ms 1,2,4 10ms 1,2,3 11ms 1,3 12ms 1,2,3,4,5	Cast Your Ballot: decision making The Power of Reason: argumentation and reasoning Solve It: problem solving A Moral Philosophy: identifying a moral philosophy Seeing Is Believing?: reliable observation The Great Debate: evaluating an Argument Why?: determining cause and effect A Crystal Ball: making predictions Is There Hope?:	LORD OF THE FLIES REACT: Reading and Critical Thinking Novel IdeasTeacher Resource Book Video	Journal of Fear Island Ethics Essay Other Essay Options Newspaper Story New Ending Descriptive paragraphs Parable Chapter Quizzes Test

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<b>April May Continued</b>	<b>Topic:</b>	<b>Vocabulary:</b> Inductive argument Inference Judgment Logical reasoning Metacognition Metaphor Moral philosophy Narrator Observation Opinion Parable Plot Prediction Premise Problem solving Rationalization Reasoning Relevant Reliable Satire Sequencing Setting Simile Stereotype Symbol Theme Tone Unreliable				Philosophical discussion Socratic discussion Journals Script writing Descriptive paragraph writing Rewrite the ending Write a play Write a newspaper article Dramatize a scene Extend the story Interview characters Relate the story to personal experience Perform a radio play Investigating events of history related to the novel		

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<b>May June</b>	<b>Topic:</b> Community Service Project  Book Donation Project	<b>Vocabulary:</b> No specific new vocabulary	Identify needs in your community  Decide what would be the priority  Evaluate the validity of various project ideas	What are some of the needs of your community?  What needs are a priority and why?  How will you determine/evaluate what project would be developed?	1ms 1, 5 2ms 1, 2, 3, 4 3ms 2, 3, 6, 7, 8 4ms 5 5ms 6ms 1, 2 7ms 1, 2 8ms 1, 3 9ms 1, 2, 3 10ms 2, 3 11ms 1, 2, 3, 4 12ms 1, 2, 3, 5	Discussion and examples of community service projects	Various Internet sites about community service and projects	Community Project Outline/idea and developed project Project presentation