

BCCS
8th Grade ENGLISH Curriculum Map
 (No revision date as of 5-20-09)

Month	Content <i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		Skills <i>What do students have to be able to do connected to the Content?</i>	Essential Questions <i>What are fundamental, enduring questions that will guide study and instruction?</i>	Standards/Benchmarks <i>What benchmarks are met through this topic?</i>	Instruction <i>What activities are used to develop the skills and knowledge?</i>	Resources <i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	Assessment <i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
September	Topic: Grammar Sentence Structure UNIT ONE Understanding Relationship s Part 1 Responding to literature Personal and reflective incident: Autobiography Incident Marking period One Novel: WHIRLIGIG	Vocabulary: Idioms Slang Fiction Nonfiction Plot Character Setting Theme Short Story Novel Exposition Simple sentences Compound-Complex sentences Mood Voice Conflict Climax Resolution Genre Characterization Character Traits Major/minor Round/flat Flashback Foreshadowing Interjections Nouns Verbs Pronouns Adjectives Adverbs Conjunction Preposition Alliteration Ballad Free verse Lyric poetry Memoir	Write effectively using the four types of sentences. Demonstrate the ability to use varied sentence structures in Type 3 writings. Understand the relationships between characters. Identify plot, character, setting, and theme. Identify the conflict and how it was introduced. Identify the four stages of plot development exposition, rising action, climax, falling action, and resolution. Identify the characteristics of the main character(s). Identify the minor characters. Identify the characteristics of the dynamic and static characters. Identify the setting of the story. Explain what theme is. Identify the theme of the story. Apply the reading strategies of connect, question, predict, visualize, and monitor.	How can we make our papers more interesting? How can we write more effectively using the four types of sentences? Can you understand the relationships between characters? What discoveries can be made in the selections? Can you identify plot, character, setting, and theme? What conflict is introduced? Can you identify the four stages of plot development exposition, rising action, climax, falling action, and resolution? What are the characteristics of the main characters? Who are the minor characters? What are the characteristics of dynamic and static characters? Can you identify the setting of the story? What is a theme? What is the theme of the story? Can you apply the reading strategies of connect, question, predict, visualize and monitor?	1MS 1,2,3,4,5 1,3 1,3,4,5 1,2,3,4,5 7MS 1,2,3,4 MS 1,3,5 9MS 1 10MS 1 R.WS.08.01 R.WS.08.03 R.WS.08.04 R.WS.08.05 R.WS.08.06 R.WS.08.07 R.NT.08.01 R.NT.08.02 R.NT.08.03 R.NT.08.04 R.IT.08.02 R.IT.08.03 R.CM.08.01 R.CM.08.02 R.CM.08.03 R.CN.08.04 R.MT.08.01 R.MT.08.01 R.CS.08.01 R.AT.08.01 L.RP.08.01 L.RP.08.05 L.RP.08.06 2MS 3MS 5MS 6MS 1 8 W.GN.08.01 W.GN.08.02 W.PR.08.01 W.PR.08.02 W.PR.08.03 W.PR.08.04 W.PR.08.05 W.PS.08.01 W.GR.08.01 W.SP.08.01 W.HW.08.01 W.AT.08.01 S.CN.08.01 S.CN.08.02 S.CN.08.03 S.DS.08.03 S.DS.08.04 L.CN.08.01 L.CN.08.02	Write an autobiography. Teacher generated worksheets Type 3 Writings Teacher generated models of sentence structure Reading fiction and nonfiction Outlining ideas Drawing conclusions from multiple sources Revising Editing Connecting to your life Building background Focus on reading Connection to literature Thinking critically Extend interpretations Literary Analysis Paired activities Writing options Activities and explorations Vocabulary and spelling Grammar in context	Textbook-Warriner's English Grammar and Composition (Second Course) Teacher generated handouts Textbook- The Language of Literature	Type 3 writings Summer vacation Autobiography Teacher created tests and quizzes Type 1 writings Type 2 writings

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October	Topic: Unit One: Understanding Relationships Part2	Vocabulary: Meter Narrative poetry Rhyme Rhythm Imagery Stanza Metaphor Simile Personification Onomatopoeia Haiku Limerick Thesis Paraphrase	Identify plot, theme, setting, mood, and voice in fiction writing. Identify the key elements of fiction. Identify the author's purpose. Identify the lessons being taught in fiction. Demonstrate an understanding of the author's message. Identify key elements of poetry. Identify different types of poetry.	What are the key elements of fiction? What is the author's purpose? What lessons are being taught in fiction? What are key elements of poetry? What are different types of poetry?	1MS 1,2,3,4,5 2MS 1,3 3MS 1,2,4,5 5MS 1,2,3,4,5 6MS 1 7MS 1,2,3,4 8MS 1,3,5 9MS 1 10MS 1 R.WS.08.01 W.GN.08.01 R.WS.08.02 W.GN.08.02 R.WS.08.03 R.WS.08.04 R.WS.08.05 W.PR.08.01 R.WS.08.06 W.PR.08.02 R.WS.08.07 W.PR.08.03 W.PR.08.04 R.NT.08.01 W.PR.08.05 R.NT.08.02 R.NT.08.03 W.PS.08.01 R.NT.08.04 W.GR.08.01 R.IT.08.02 R.IT.08.03 W.SP.08.01 W.HW.08.01 R.CM.08.01 R.CM.08.02 R.CM.08.03 W.AT.08.01 R.CN.08.04 S.CN.08.01 R.MT.08.01 S.CN.08.02 R.MT.08.01 S.CN.08.03 S.DS.08.03 S.DS.08.04 R.AT.08.01 L.CN.08.01 L.CN.08.02 L.RP.08.01 L.RP.08.05 L.RP.08.06			

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November	Novel: THE PEARL	Vocabulary: Theme Major/Minor Characters Conflict Climax Resolution Early U.S. Exploration Parable	Recognize greed Recognize prejudice Track character differences and Maturation Evaluate how themes in literature correlate to your life Analyze how your culture is similar or different from others Evaluate what role history plays/played in shaping your life Identify the lessons we learn from history Define a parable	How do themes in literature correlate to my life? How is my culture similar/different to others? What role does history play in shaping my life today? What lessons do we learn from history? What is a parable?	1MS1.2,3,5 3MS6,7,8 5MS1.2,3,4,5 6MS3 7MS1 9MS1 10MS1 R.WS.08.01W.AT.08.01 R.WS.08.02S.DS.08.01 R.WS.08.03L.RP.08.02 R.WS.08.04L.RP.08.04 R.WS.08.05 R.WS.08.06 R.WS.08.07 R.NT.08.01 R.NT.08.02 R.NT.08.03 R.NT.08.04 R.CM.08.01 R.CM.08.02 R.CM.08.03 R.CM.08.04 R.MT.08.01 R.MT.08.02 R.CS.08.01 R.AT.08.01 W.GN.08.01 W.PR.08.01 W.PR.08.02 W.PR.08.03 W.PR.08.04 W.PR.08.05 W.PS.08.01 W.GR.08.01 W.SP.08.01 W.HW.08.01	Practice (teacher model and self monitored) reading techniques Direct instruction on early U.S. exploration	THE PEARL by John Steinbeck World Map	Teacher generated tests Students will create their own booklets that correspond with THE PEARL Students will create a series of essays identifying the themes of THE PEARL

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December	Topic: UNIT TWO “Rising to the Challenge” part II	Vocabulary: Axis Allies Nazis Concentration camps Patriotism D-Day Jewish religion Holocaust Star of David	Recognize countries on world map Background information on WORLD WAR II Track character differences and maturation Identify the elements of dramas: stage directions, plot, characters, And dialogue.	Why is their persecution of the Jews? What would the world be like if Adolf Hitler and the Nazis would have won WWII? What was life like in these times? Can you identify the elements of drama: Stage directions, plot, characters, and dialogue?	1MS.1,2,3,4 2MS.2 3MS.5,6,8 4MS.1,2,3,4,5 6MS3 7MS1 8MS2,4 9MS1,2,3 10MS1,2 11MS2 R.WS.08.01W.GN.08.02 R.WS.08.03W.GN.08.03 R.WS.08.05W.PR.08.01 R.WS.08.06W.PR.08.02 R.WS.08.07W.PR.08.05 R.NT.08.01W.GR.08.01 R.NT.08.02W.SP.08.01 R.NT.08.03W.HW.08.01 R.IT.08.02 W.AT.08.01 R.IT.08.03 S.CN.08.01 R.CM.08.01S.CN.08.02 R.CM.08.02 S.DS.08.01 R.CM.08.03 S.DS.08.04 R.CM.08.04 L.CN.08.01 R.MT.08.01 L.RP.08.01 R.MT.08.02 L.RP.08.02 R.CS.08.01 L.RP.08.03 R.AT.08.01 L.RP.08.04	Students are assigned roles in the play Identify various countries on the world map Research WWII background	THE DIARY OF ANNE FRANK (Drama by Frances Goodrich and Albert Hackett) Internet Direct instruction and clarification while reading the play	Standardized tests Teacher generated worksheets Vocabulary lists Research paper

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January	<p>Topic: “Rising to the Challenge” part I</p> <p>Novel: HOLES</p>	<p>Vocabulary: Context clues Battalion Coax Cultivation Existence Nurseryman Absurd Hypothesis Impair Introspective Naivete Opportunist Proportion Regression Shrew Specialization n Statistically Syndrome Tangible Vacuous Accommodation n Ad-libbing Competent Discreet Diversion Eccentric Judicious Precarious Rebuke Humane Immoral Obsolete Stipulated</p>	<p>Recognize author’s use of characters</p> <p>Differentiate between major and minor characters</p> <p>Understand flashback and foreshadowing</p> <p>Analyze how characters show determination in each of their situations</p> <p>Compare the positives and negatives of taking chances</p> <p>Defend your position on whether things happen because of fate or choice</p> <p>Determine the factors influencing the themes in the novel</p> <p>Identify how family influences the characters</p> <p>Evaluate how bullying can affect people</p> <p>Recall how prejudice and racism were factors in this novel</p>	<p>How does characterization enhance fiction?</p> <p>How does flashback and foreshadowing enhance fiction?</p> <p>How do characters show determination in each of their situations?</p> <p>What are the positives and negatives of taking chances?</p> <p>Is it fate or choice?</p> <p>Can you determine the factors influencing the themes of the novel: belonging, sense of self, courage, and friendship?</p> <p>How does family influence the characters?</p>	<p>1MS1,2,3,4,5 2MS1,2,3,4,5 3MS1,2,3,4,5,6,7,8 4MS1,2,3,4,5 5MS1,2,3,4,5 6MS1,2,3 7MS1,2,3,4 8MS1,2,3,4,5 9MS1,2,3 10MS1,2,3 R.WS.08.01R.WS.08.02 R.WS.08.03R.WS.08.04 R.WS.08.05R.WS.08.06 R.WS.08.07R.NT.08.01 R.NT.08.02R.NT.08.03 R.NT.08.04R.IT.08.02 R.IT.08.03R.CM.08.01 R.CM.08.02R.CM.08.03 R.MT.08.01R.MT.08.02 R.CS.08.01R.AT.08.01 W.GN.08.01W.PR.08.02 W.PR.08.04W.PR.08.05 W.PS.08.01W.GR.08.01 W.SP.08.01W.HW.08.01 W.AT.08.01S.CN.08.02 S.DS.08.02L.RP.08.02 L.RP.08.04</p>	<p>Follow lesson plan format</p> <p>Practice reading techniques</p> <p>Direct instruction for clarification while reading</p> <p>Connect to your life</p>	<p>HOLES by Louis Sachar</p>	<p>Teacher generated tests</p> <p>Type 2 writings</p> <p>Summaries</p> <p>Writing Options, and activities</p>

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February	Topic: "The Human Spirit" part I	Vocabulary: -Analogies Ajar Beckon Commence Gnarled Ominous Probe Tentatively Benefactor Benevolently Circumstance Impart Ponder Pungent Recessed Retort Access Affliction Logistics Rehabilitation Severed Bellow Consent Contemplate Exquisite Resistance Segregation	Track character differences and maturation Describe "The Moments that Matter" Identify the "Voices of Courage" in this unit Explain the character and setting Explain the four basic methods for developing the character Apply the connection strategies	What are "The Moments that Matter? What are the "Voices of Courage" in this unit? Can you identify the main and minor characters? Can you identify the four basic methods for developing the character? Can you apply the connection strategies: similarities between the characters in the story and people in his or her own life, become involved in the action, use details about people, places, and events to relive his or her own experiences	1MS1,2,3,4,5 2MS1,2,3,4,5 3MS1,2,3,4,5,6,7,8 4MS1,2,3,4,5 5MS1,2,3,4,5 6MS1,2,3 7MS1,2,3,4 8MS1,2,3,4,5 9MS1,2,3 10MS1,2,3 R.WS.08.01R.WS.08.02 R.WS.08.03R.WS.08.04 R.WS.08.05R.WS.08.06 R.WS.08.07R.NT.08.01 R.NT.08.02R.NT.08.03 R.NT.08.04R.IT.08.02 R.IT.08.03R.CM.08.01 R.CM.08.02R.CM.08.03 R.MT.08.01R.MT.08.02 R.CS.08.01R.AT.08.01 W.GN.08.01W.PR.08.02 W.PR.08.04W.PR.08.05 W.PS.08.01W.GR.08.01 W.SP.08.01W.HW.08.01 W.AT.08.01S.CN.08.02 S.DS.08.02L.RP.08.02 L.RP.08.04W.GN.08.01 S.CN.08.01S.CN.08.02 S.CN.08.03 S.S.DS.08.04L.CN.08.01 L.RP.08.01L.RP.08.03 L.RP.08.06	Follow lesson plan format of the textbook(teacher modeled and self monitored) Practice reading techniques Direct instruction for clarification while reading	THE LANGUAGE OF LITERATURE Teacher generated handouts	Teacher generated tests Standardized tests Type 2 writings Student presentations

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March	Topic ‘The Human Spirit’ Research paper	Vocabulary: Works Cited Documentation Thesis Paraphrase Quote Summarize Footnotes Web sites Topics Google	Demonstrate computer skills Demonstrate library skills Demonstrate the ability to create mind maps {webs, cluster, outlining etc} Demonstrate organizational skills Identify different approaches to finding resources.	How do you organize your notes when researching? What approaches do you use in finding resources? Can you use the library to its fullest? Can you find specific web sites?	1MS1,2,3,4,5 2MS1,3,4 3MS6,8 6MS2 7MS3,4 8MS1,3 9MS2,3 10MS2,3 11MAS1,2,3 R.WS.08.01R.WS.08.02 R.WS.08.03R.WS.08.04 R.WS.08.05R.WS.08.06 R.WS.08.07R.NT.08.01 R.IT.08.01 R.IT.08.02 R.IT.08.03R.CM.08.01 R.CM.08.02R.CM.08.03 R.MT.08.01R.MT.08.02 R.CS.08.01R.AT.08.01 W.GN.08.01W.PR.08.02 W.PR.08.04W.PR.08.05 W.PS.08.01W.GR.08.01 W.SP.08.01W.HW.08.01 W.AT.08.01S.CN.08.02 S.DS.08.02L.RP.08.02 L.RP.08.04W.GN.08.01 S.CN.08.01S.CN.08.02 S.CN.08.03 S.S.DS.08.04L.CN.08.01 L.RP.08.01L.RP.08.03 L.RP.08.06S.DS.08.04 L.CN.08.01L.CN.08.02 L.RP.08.06L.RP.08.07	Students will create a “Works Cited” page (teacher generated sources) Students will demonstrate knowledge in library skills Students will demonstrate computer skills	Internet Library Professional contacts (Business owner, DNR, etc.)	Students will create a research paper complete with a presentation

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April	Topic Unit 6 “Across Cultures” The Oral Tradition	Vocabulary: Folklore Myths Fables Legends	Appreciate story telling Relating stories to their own lives Drawing conclusions Describe how people long ago explained nature and life Visualizing	When and why did story telling take place? How did people long ago explain nature and life?	1MS1.2,3,4,5 2MS1.2,3,4,5 3MS1.2,3,4,5,6,7,8 4MS1.2,3,4,5 6MS1.2,3 7MS1.2,3,4 8MS1.2,3,4,5 9MS1.2,3 10MS1.2,3 R.WS.08.01R.WS.08.02 R.WS.08.03R.WS.08.04 R.WS.08.05R.WS.08.06 R.WS.08.07R.NT.08.01 R.IT.08.01 R.IT.08.02 R.IT.08.03R.CM.08.01 R.CM.08.02R.CM.08.03 R.MT.08.01R.MT.08.02 R.CS.08.01R.AT.08.01 W.GN.08.01W.PR.08.02 W.PR.08.04W.PR.08.05 W.PS.08.01W.GR.08.01 W.SP.08.01W.HW.08.01 W.AT.08.01S.CN.08.02 S.DS.08.02L.RP.08.02 L.RP.08.04W.GN.08.01 S.CN.08.01S.CN.08.02 S.CN.08.03 S.S.DS.08.04L.CN.08.01 L.RP.08.01L.RP.08.03 L.RP.08.06S.DS.08.04 L.CN.08.01L.CN.08.02 L.RP.08.06L.RP.08.07	Follow lesson plan format of the textbook Practice reading techniques Direct instruction for clarification while reading stories aloud or individually	THE LANGUAGE OF LITERATURE Library	Teacher generated tests Type 1 writings Type 2 writings Students will write an essay about famous folklore personalities

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May	Topic: Unit 4 "Strange Goings-On" Part 1	Vocabulary Connotation Affection Console Gifted Interminably Semblance Dexterity Impunity Invulnerable Provocation Assert Destiny Retribution Valor Acute Vex :	Identify the elements of science fiction					
June	Topic:	Vocabulary:						