

# Curriculum Map

<b>Course Title: Language Arts 8</b>	<b>Quarter:</b>	<b>Academic Year: 2015-16</b>
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**Essential Questions for this Quarter:**

1. How do you determine if an object is living or nonliving? 2. What impact does the environment have on a population?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
ongoing	LA 8.1.3.a, LA 8.1.5.a, LA 8.1.5.b, LA 8.1.5.c, LA 8.1.5.d, LA 8.1.5.e	Students will use multiple strategies to understand grade-level vocabulary words.	<ul style="list-style-type: none"> <li>-Know and apply meanings of prefixes, suffixes, and root words to determine word meanings</li> <li>-Use context clues to determine word meanings</li> <li>-Use digital and print references to find word meanings and synonyms and antonyms (online dictionary and/or dictionary app, online thesaurus and/or thesaurus app, textbook glossary)</li> <li>-Recognize relationships between words (synonyms, antonyms, homophones, analogies, language families)</li> </ul>	<ul style="list-style-type: none"> <li>-Assessed periodically on weekly mixed Language Arts skills quizzes.</li> <li>-Assessed regularly in individual assignments related to literary works read.</li> </ul>	Language Arts textbook, Literature textbook and supplemental materials.
ongoing	LA 8.1.4.a, LA 8.1.6.a, LA 8.1.6.b, LA 8.1.6.c, LA 8.1.6.d, LA 8.1.6.g, LA 8.1.6.h, LA 8.1.6.i, LA 8.1.6.l, LA 8.1.6.m, LA 8.1.6.n, LA 8.1.6.o, LA 8.1.6.p, LA 8.2.2.b, LA 8.3.1.e, LA 8.3.1.f, LA 8.3.3.d,	Students will identify and analyze elements of fiction in literary works.	<ul style="list-style-type: none"> <li>-Identify types of conflict in literature (external and internal; person vs. self, person vs. person, person vs. fate, person vs. nature, person vs. machine, person vs. supernatural, person vs. society)</li> <li>-Identify elements of plot structure in literature (exposition, inciting incident, rising action, climax, falling action, resolution)</li> <li>-Differentiate between a topic, a theme, and a moral and identify topic and theme in fictional works.</li> <li>-Analyze the impact of setting on a narrative.</li> <li>-Differentiate between mood and tone and identify them in literary works.</li> </ul>	<ul style="list-style-type: none"> <li>-Assessed regularly in individual assignments related to literary works read.</li> </ul>	Literature textbook and supplemental texts. (see note A below)

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	LA 8.3.3.e		<ul style="list-style-type: none"> <li>-Identify the point of view from which a story is told (first person, third person limited, third person omniscient, third person objective)</li> <li>-Classify examples of irony in literature by type (verbal, situational, and dramatic)</li> <li>-Identify allusions in literature and classify them by type (historical, literary, Biblical, classic, contemporary)</li> <li>-Identify and analyze the author's use of various fictional elements and techniques (including foreshadowing, dialogue, dialect, flashback, suspense, direct vs. indirect characterization, unreliable narrator, perspective, persona, symbolism [object and color], parody, satire, pun)</li> <li>-Classify characters by type (protagonist, antagonist, static character, dynamic character, round character, flat character, stereotyped character)</li> <li>-Compare and contrast written and performed versions of a text.</li> </ul>		
ongoing	LA 8.1.4.a, LA 8.1.6.a, LA 8.1.6.b, LA 8.1.6.c, LA 8.1.6.d, LA 8.1.6.g,	Students will comprehend and analyze poetry in multiple forms.	-Identify and analyze the use of figurative language and sound devices in poetry (simile, metaphor, implied metaphor, extended metaphor, personification, anthropomorphism, hyperbole, idiom, oxymoron, paradox,	-Assessed regularly in individual assignments related to literary works read.	Literature textbook and supplemental texts. (see note B below)

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	LA 8.1.6.h, LA 8.1.6.i, LA 8.1.6.l, LA 8.1.6.n, LA 8.1.6.o, LA 8.2.2.b		onomatopoeia, alliteration, consonance, assonance, rhyme [end, internal, and slant]) -Identify forms of poetry and their characteristics (narrative poetry, lyric poetry, ballad, free verse, sonnet, ode) -Identify and analyze the use of various poetic elements (imagery, stanza, couplet, quatrain, sestet, octave, rhyme scheme, repetition, refrain/chorus, rhythm, symbolism, synecdoche, anaphora, epistrophe)		
ongoing	LA 8.1.4.a, LA 8.1.6.a, LA 8.1.6.e, LA 8.1.6.f, LA 8.1.6.g, LA 8.1.6.h, LA 8.1.6.i, LA 8.1.6.j, LA 8.1.6.l, LA 8.1.6.n, LA 8.2.2.b, LA 8.4.1.c	Students will comprehend and analyze grade-level nonfiction, including essays, articles, and autobiographical and biographical text.	-Identify main ideas and details in nonfiction text. -Identify text structures used in organizing nonfiction text (chronological order, cause and effect, main idea and supporting details, comparison and contrast, spatial order, problem/solution) -Identify the author's purpose for writing (to inform, to entertain, to persuade) -Obtain information from text features such as charts, tables, maps and info. graphics	Assessed regularly in individual assignments and projects related to works read.	Literature textbook and supplemental texts. (see note C below)
2 <sup>nd</sup> and 3 <sup>rd</sup> Quarters	LA 8.2.1.a, LA 8.2.1.b, LA 8.2.1.d, LA 8.2.1.e,	Students will compose descriptive essays.	-Analyze and respond to prompts for writing. -Use imagery and figurative language to describe objects, people, places	-Descriptive essays assigned -State writing assessment	Language Arts textbook, materials available from the Nebraska

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	LA 8.2.1.f, LA 8.2.1.g, LA 8.2.1.h, LA 8.2.2.a, LA 8.2.2.d, LA 8.2.2.e		and events -Identify and use multiple strategies for introductions and conclusions -Choose appropriate organizational patterns for descriptive essays, based on topics provided -Use appropriate transitions based on organizational pattern -Use a variety of sentences types in writing (simple, compound, complex) -Draft, proofread and edit descriptive essays, using the state writing assessment rubric, which is based on the 6-Trait model, as a guide.		Department of Education, and supplemental materials
3 <sup>rd</sup> Quarter	LA 8.1.6.k, LA 8.2.1.a, LA 8.2.1.b, LA 8.2.1.c, LA 8.2.1.d, LA 8.2.1.e, LA 8.2.1.g, LA 8.2.1.h, LA 8.2.1.i, LA 8.2.1.j, LA 8.2.2.a, LA 8.2.2.b, LA 8.2.2.c, LA 8.2.2.d, LA 8.2.2.e, LA 8.4.1.a, LA 8.4.1.b	In conjunction with the Science 8 class, students will write a research-based report following the MLA documentation format.	-Gather research on a science-related topic, as directed by the science teacher -Select and organize facts gathered in research to be used in the research paper. -Compose a paper with an introduction, body and conclusion incorporating the research information, giving credit to sources with correctly formatted in-text citations and list of works cited. -Revise and edit the paper with feedback from peers, Language Arts teacher and Science 8 teacher.	-Science research paper	Language Arts textbook

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4 <sup>th</sup> Quarter	LA 8.1.6.a, LA 8.1.6.b, LA 8.1.6.d, LA 8.1.6.h, LA 8.1.6.i, LA 8.1.6.n, LA 8.1.6.o, LA 8.2.2.a, LA 8.3.1.f, LA 8.3.3.c, LA 8.3.3.e	Students will identify and analyze the elements of dystopian fiction and create a utopia and explain how it might become a dystopia.	-Identify key elements of dystopian fiction in literary works (setting, society antagonist, illusion of utopia, emphasis on conformity, hero character that reaches a turning point and leads overthrow of society) -Analyze problems of dystopian societies and propose possible solutions -In a small group, describe a utopian society, determine how the utopia might become a dystopia, and explain possible solutions to the problems of the dystopia	-Assessed in individual assignments related to literary works read. -Small group project	Literature textbook and supplemental texts. (see note D below)
4 <sup>th</sup> Quarter	LA 8.1.6.b, LA 8.1.6.d, LA 8.1.6.f, LA 8.1.6.g, LA 8.1.6.h	Students will identify elements of the monomyth (literary hero pattern) in literary works.	Identify the elements of the monomyth in literary works (Call to adventure, refusal of the call, supernatural aid, mentor, talisman, companions, crossing the threshold, threshold guardians, road of trials, brother battle, meeting the goddess, abduction, night or sea journey, dragon battle, ritual death, sacred marriage, atonement with the father, belly of the whale, apotheosis, ultimate boon, refusal of the return, magic flight, rescue from without, crossing the return threshold, master of two worlds, freedom to live)	Assessed in individual assignments related to literary works read.	Literature textbook and supplemental materials. (see note E below)
4 <sup>th</sup> Quarter	LA 8.1.6.a, LA 8.1.6.k,	Students will select a theme song and make a	-Identify a song whose message reflects the attitudes, actions, and/or	Theme song presentation	

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	LA 8.3.1.a, LA 8.3.1.b, LA 8.3.1.c, LA 8.3.1.d	short presentation about it to the class.	beliefs of the student -Prepare and deliver a short informal presentation about the song and its meaning to the speaker		

<p>Note A: Selected texts from this list have been used for teaching elements of fiction in recent years.</p>	<ul style="list-style-type: none"> <li>-“The Lady, or the Tiger?” short story by Frank Stockton</li> <li>-“Stop the Sun” short story by Gary Paulsen</li> <li>-“Walk Tall” music video by John Mellencamp online at <a href="http://bit.ly/1lgwzwb">bit.ly/1lgwzwb</a></li> <li>-“Bagged Wolf” traditional folktale retold by Carol Kendall and Yao-wen Li</li> <li>-“The Dinner Party” short story by Mona Gardner</li> <li>-“The Gift of the Magi” short story by O. Henry</li> <li>-“The Ransom of Red Chief” short story by O. Henry</li> <li>-“The War of the Wall” short story by Toni Cade Bambara</li> <li>-“In the Middle of a Pitch” short story by Bill Meissner</li> <li>-“The Treasure of Lemon Brown” short story by Walter Dean Myers</li> <li>-“Lamb to the Slaughter” short story by Roald Dahl</li> <li>-“The Necklace” short story by Guy de Maupassant</li> <li>-“Thank You, M’am” short story by Langston Hughes</li> <li>-“Dr. Heidegger’s Experiment” short story by Nathaniel Hawthorne</li> <li>-“The Scarlet Ibis” short story by James Hurst</li> <li>-“The Kid Nobody Could Handle” short story by Kurt Vonnegut Jr.</li> <li>-“Tin Toy” Pixar digital short film online at <a href="http://bit.ly/1tapFUi">bit.ly/1tapFUi</a></li> <li>-“Sally Ann Thunder Ann Whirlwind” tall tale by Mary Pope Osborne</li> <li>-“Pigeon: Impossible” short film online at <a href="http://bit.ly/1bji6Q5">bit.ly/1bji6Q5</a></li> <li>-<u>Okay for Now</u> excerpt from novel by Gary D. Schmidt</li> <li>-“After You, My Dear Alphonse” short story by Shirley Jackson</li> <li>-“The Moustache” short story by Robert Cormier</li> <li>-“Ta-Na-E-Ka” short story by Mary Whitebird</li> </ul>
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- “The Most Dangerous Game” short story by Richard Connell
- “Alma” short film online at [bit.ly/1cCp0UL](http://bit.ly/1cCp0UL)
- “Eleven” short story by Sandra Cisneros
- “The Monkey’s Paw” short story by W. W. Jacobs
- “The Leap” short story by Louise Erdrich
- Pixar digital shorts: “For the Birds”, “One Man Band”, “Red’s Dream”, “Mater and the Ghostlight”, “Jack-Jack Attack”, “Knick Knack”, “Boundin”, “Lifted”
- “To Build a Fire” short story by Jack London
- “The Tell-Tale Heart” short story by Edgar Allan Poe
- “The Tell-Tale Heart” parody play by Mack Lewis
- “The Black Cat” short story by Edgar Allan Poe
- The Butterfly Circus” short film online at [bit.ly/1hYFbO6](http://bit.ly/1hYFbO6)
- “Flowers for Algernon” short story by Daniel Keyes
- “Visit to a Small Planet” play by Gore Vidal
- “Raymond’s Run” short story by Toni Cade Bambara
- “Sorry, Right Number” screenplay by Stephen King
- “Time Enough at Last” Twilight Zone episode online at [bit.ly/1vtiGrL](http://bit.ly/1vtiGrL)
- “Validation” short film online at [bit.ly/Q4y8tq](http://bit.ly/Q4y8tq)

Note B: Selected texts from this list have been used for teaching elements of poetry in recent years.

- “Roar” song by Katy Perry et al.
- “If You’re Reading This” song by Tim McGraw, Brad Warren and Brett Warren
- “Arlington” song by Trace Adkins
- “Bless the Broken Road” song by Marcus Hummon, Bobby Boyd and Jeff Hanna; performed by Rascal Flatts
- “Brave” song by Sara Bareilles and Jack Antonoff
- “The Raven” poem by Edgar Allan Poe
- “The Monster Mash” song by Boris Pickett and Lenny Capizzi
- “Gangsta’s Paradise” song by Coolio et al.
- “Paul Revere’s Ride” poem by Henry Wadsworth Longfellow
- “Wake Me Up” song by Aloe Blacc et al.
- “To the Virgins, to Make Much of Time” poem by Robert Herrick

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- “The Layers” poem by Stanley Kunitz
- “O Me! O Life!” poem by Walt Whitman
- “A Shropshire Lad, II” poem by A. E. Housman
- “Fog” poem by Carl Sandburg
- “Fire and Ice” poem by Robert Frost
- “I Like to See it Lap the Miles” poem by Emily Dickinson
- “Southbound on the Freeway” poem by Mary Swenson
- “The Gambler” song by Don Schlitz; performed by Kenny Rogers
- “Over the Rainbow/What a Wonderful World” song by E. Y. Harburg/Bob Thiele and George David Weiss; performed by Israel Kamakawiwo’ole
- “Ex-Basketball Player” poem by John Updike
- “Richard Cory” poem by Edwin Arlington Robinson
- “Thriller” song by Rod Temperton; performed by Michael Jackson
- “Fireflies” song by Adam Young; performed by Owl City
- “Mean” song by Taylor Swift
- “Bright Lights Bigger City/Magic” song by Cee Lo Green et al./Bobby Simmons and Rivers Cuomo; performed in Pitch Perfect
- “O Captain! My Captain!” poem by Walt Whitman
- “Red” song by Taylor Swift
- “All of the Stars” song by Ed Sheeran and Johnny McDaid
- Songs from the movie Frozen; various songwriters
- “The Ballad of Birmingham” poem by Dudley Randall
- “Birmingham Sunday” song by Richard Fariña; performed by Joan Baez
- “One Thing” song by Rami Yacoub, Carl Falk and Savan Kotecha; performed by One Direction
- “Ode to Coffee” poem by Carl Stevens
- “Shall I Compare Thee to a Summer’s Day?” (Sonnet 18) poem by William Shakespeare
- “The Battle of New Orleans” song by Jimmy Driftwood; performed by Johnny Horton

Note C: Selected texts from this list have been used for teaching elements of nonfiction

- “All but My Life” autobiography excerpt by Gerda Weissmann Klein
- “The Gettysburg Address” speech by Abraham Lincoln
- “Harriet Tubman, the Moses of Her People” biography excerpt by Langston Hughes
- excerpt from Woodsong, memoir by Gary Paulsen



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in recent years.	<ul style="list-style-type: none"> <li>-“All About Minecraft” informational text</li> <li>-“16<sup>th</sup> Street Baptist Church Bombing” news article online at <a href="http://n.pr/1GIP65w">n.pr/1GIP65w</a></li> </ul>				
Note D: Selected texts from this list have been used for teaching elements of dystopian fiction in recent years.	<ul style="list-style-type: none"> <li>-“Harrison Bergeron” short story by Kurt Vonnegut Jr.</li> <li>-“The Pedestrian” short story by Ray Bradbury</li> <li>-“The Lottery” short story by Shirley Jackson</li> <li>-“The Possibility of Evil” short story by Shirley Jackson</li> <li>-“The Wave” dramatic adaption of the Todd Strasser novel</li> </ul>				
Note E: Selected texts from this list have been used for teaching the monomyth in recent years.	<ul style="list-style-type: none"> <li>-“Waiting for Superman” music video by Daughtry online at <a href="http://bit.ly/1cVhwQF">bit.ly/1cVhwQF</a></li> <li>-“Hall of Fame” music video by The Script featuring will.i.am online at <a href="http://bit.ly/1Jq5sRw">bit.ly/1Jq5sRw</a></li> <li>-Superhero biographical articles</li> <li>-<u><a href="#">The Lego Movie</a></u></li> </ul>				

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