<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Topic Content</th>
<th>Skills</th>
<th>Concepts</th>
<th>Major Assessments</th>
<th>Learning Standards</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>Pre/post assessments</td>
<td>Check for understanding/growth</td>
<td>OLO’s</td>
<td>Paired Passage Response</td>
<td>W8.2a-f, 8.4</td>
<td>OLO Writing Pre-test</td>
</tr>
</tbody>
</table>
| 8 weeks    | “Strange Goings On” | * reading comprehension  
* Short Response  
Writing w/ specific text details (References to page, paragraph or line numbers)  
Introduce R.A.C.E. strategy (Restate the question, Answer the question, Cite Evidence, Expand/Elaborate)  
* Extended Response  
Writing using the correct format (introduction, body, conclusion) and including specific text details (references to page, paragraph, or line number), introduction to MLA Works Cited page | * Character Motivation  
* Setting  
* Mood  
* Meaning  
* Tone  
* Characterization  
* setting  
* plot, elements of plot  
* suspense  
* vocabulary  
* higher order questions  
* theme  
* point of view  
* Pun  
* Allusion  
* Vocabulary –academic and Tier 2 vocabulary | * Homework  
* writing assignments using a 4 point rubric- Response to Literature  
* Short Response writing assignments using NYS 2 point rubric.  
* Quizzes  
* Bell Work & journals  
* Vocabulary Quizzes  
* AIR (Accountable Independent Reading)  
Writing assessment using a 4pt. rubric- Narrative | RL8.1,2,3,4,5,6,6a,7,9 
RI8.1,3,4,8,9 
L8.5,6 
W8.1a-e, W8.3e 
SL8.2 | RL  
* Novel “A Wrinkle in Time”  
“The Third Wish”  
“The Monkey’s Paw”  
* “The Lady or the Tiger?”  
* “The Bet”  
RI  
* “Man-Made Monsters”  
* Speech, excerpts from “Nixon: The Meaning of Communism” |
## ENGLISH 8 Curriculum Map

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Topic Content</th>
<th>Skills</th>
<th>Concepts</th>
<th>Major Assessments</th>
<th>Learning Standards</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 weeks</td>
<td>“Insights”</td>
<td>* Review literary terms</td>
<td>* progressive verbs</td>
<td>NYS/ELA Practice</td>
<td>Common Core</td>
<td>RL - Short Stories</td>
</tr>
<tr>
<td></td>
<td>“Learn what you are, and be such” Pindar</td>
<td>* Determine Main idea</td>
<td>* subject verb agreement</td>
<td>tests</td>
<td>RL8.2, R18.1-6, 8.10</td>
<td>* “Charles”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Annotating texts</td>
<td>* indefinite, demonstrative, interrogative, reflexive, and intensive pronouns</td>
<td>OLO Paired Passage Extended Response – 6 pt. NYS rubric</td>
<td>L8.2,8.4,8.5,8.6</td>
<td>* “The Ransom of Red Chief”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Pronoun antecedent agreement</td>
<td>Oral review of the</td>
<td>W8.1a-e,8.2a-f, 8.4,8.5, 8.10</td>
<td>RI - Poetry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Vocabulary – academic and Tier 2 vocabulary</td>
<td>assessment</td>
<td>SL8.2</td>
<td>* “The Road Not Taken”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Spelling, grammar, capitalization and punctuation skills and lessons are embedded within the unit and determined by student need.</td>
<td>Homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* As per text and teacher generated</td>
<td>writing assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* 6+1 Writing Traits</td>
<td>using a 4 point rubric-Narrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Short Response writing assignments using NYS 2 point rubric.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quizzes &amp; open note-book quizzes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bell Work &amp; journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spelling and Vocabulary Quizzes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*AIR (Accountable Independent Reading) Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Narrative Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Resources:**
- NYS/ELA Practice tests
- OLO Paired Passage
- Extended Response – 6 pt. NYS rubric
- Oral review of the assessment
- Homework
- Writing assignments using a 4 point rubric-Narrative
- Short Response writing assignments using NYS 2 point rubric.
- Bell Work & journals
- Spelling and Vocabulary Quizzes
- *AIR (Accountable Independent Reading) Assessment

**Literary Elements:**
- NYS/ELA Practice tests
- OLO Paired Passage
- Extended Response – 6 pt. NYS rubric
- Oral review of the assessment
- Homework
- Writing assignments using a 4 point rubric-Narrative
- Short Response writing assignments using NYS 2 point rubric.
- Bell Work & journals
- Spelling and Vocabulary Quizzes
- *AIR (Accountable Independent Reading) Assessment

**Common Core Standards:**
- RL8.2
- R18.1-6, 8.10
- L8.2,8.4,8.5,8.6
- W8.1a-e,8.2a-f, 8.4,8.5, 8.10
- SL8.2
# ENGLISH 8 Curriculum Map

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Topic Content</th>
<th>Skills</th>
<th>Concepts</th>
<th>Major Assessments</th>
<th>Learning Standards</th>
<th>Resource</th>
</tr>
</thead>
</table>
| 3 weeks    | “Courage and Hope” | * Making connections between literature and social studies content  
* Making predictions and identifying story elements  
* Students will be able to recognize poetry devices.  
* Analyze narrative poetry  
* Poetic Form  
* Rhyme and Rhythm  
* Line with stanzas  
* Annotating text  
* Short and Extended Response Writing | recognize and understand poetic elements: image, imagery, rhyme, refrain, metaphor, free verse, alliteration, concrete and abstract language, simile, stress, tone, onomatopoeia, repetition, flashback, hyperbole, and analogy | * Writing assignment using a 4 point rubric  
* Compare and Contrast  
* Homework  
* Quizzes  
* Writing Portfolio  
* Spelling and Vocabulary Quizzes  
* Bell Work  
* Students Presentations *youtube.com – Mr. Wasko’s Videos (“Similes and Metaphors in Pop Culture”) | RL8.1,2,3,4,5,6,7,9  
RI8.3,6  
L8.1,2,5  
W8.1a-e  
SL8.1a-e | RL  
* Student-chosen song lyric analysis  
* “The Charge of the Light Brigade” *(The Blind Side)*  
* “Paul Revere’s Ride”  
* “O Captain! My Captain” |
## ENGLISH 8 Curriculum Map

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Topic Content</th>
<th>Skills</th>
<th>Concepts</th>
<th>Major Assessments</th>
<th>Learning Standards</th>
<th>Resource</th>
</tr>
</thead>
</table>
| 8 weeks    | “The Human Spirit”  
“Injustice anywhere is a threat to justice everywhere.” – Dr. Martin Luther King, Jr. | * Reading Comprehension  
* Writing  
* Research  
* understand and appreciate dramatization of historical events  
* Making connections between literature and history  
* Making predictions and identifying story elements  
* Short and Extended Response Writing  
* Annotating Text | *Spelling  
* Vocabulary  
*Review Grammar concepts - Active v. passive verbs Gerunds Dangling Participles  
Informative & Expository Writing | * Bell Work  
* discussions  
* writing assignment using a 4 point rubric-persuasive piece/argument piece  
* Homework  
* Reading logs  
* Research Project – Tracking an Iditarod Musher  
* Class/group discussions  
* Homework  
*AIR (Accountable Independent Reading) Assessment | RL8.1,2,3,4,5 6, 6a,7,9  
RI8.2, 3, 4,6,7,9  
L8.5,6  
W8.1a-e, W8.3e  
SL8.2 | RL  
“The Call of the Wild”  
“**The King of Mazy May**” |
|            | “Rising to Challenge” (NYS ELA Exam Review)  
“You must do the things you think you cannot do.” -Eleanor Roosevelt | * understand and appreciate an autobiography of historical events  
* Making connections between literature and history  
* Nonfiction connections  
* Research  
* Short and Extended Response Writing  
* Annotating Text | * discuss the impact of the Holocaust  
* dialogue, setting, plot, conflict, allusion, characterization  
* work together to express ideas visually  
*vocabulary development  
*Spelling | *class discussions  
* written responses to play (short and extended)  
* class/group discussions  
* Social Studies-aligned research project  
* Test  
* Vocabulary & Spelling Quiz  
*Study Guide Work  
*NYS ELA Exam  
*AIR (Accountable Independent Reading) Assessment – Marking Period 3 | RL8.1,2,3,4,5,9  
RI8.1,2,3,4,5,6,7  
L8.1,2,3,5  
W8.1a-e,4  
SL8.1a-e,2,4 | RI  
*Pre-Reading Selections  
– A Diary from Another World (textbook)  
**“Who Was Anne Frank?”**  
*Anne Frank: Diary of a Young Girl  
* “from The Last Seven months of Anne Frank”  
* from All but My Life” |

**RI**  
*NYS ELA Exam Review Materials**
## ENGLISH 8 Curriculum Map

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Topic Content</th>
<th>Skills</th>
<th>Concepts</th>
<th>Major Assessments</th>
<th>Learning Standards</th>
<th>Resource</th>
</tr>
</thead>
</table>
| 4 weeks    | * Reviewing all material covered throughout the year minus the ELA assessment | * short stories * poetry * historical fiction * drama | * homework * discussion * class review games * OLO Paired Passage Extended Response – 4 pt. 6+1 rubric * Final Exam *AIR (Accountable Independent Reading) Assessment | Review of previously covered standards | *Inside out and Back Again* (Vietnam – Module 1 excerpts) | *Frequently Used Resources*  
  - www.nysed.org - practice tests, exemplars  
  - www.engageny.org – updated Common Core materials  
  - www.readworks.org - reading comprehension pieces  
  - www.mcdougallittell.com - textbook publishing company  
  - www.ushmm.org - Anne Frank  
  - Ruth Culham’s 6+1 Writing Traits  
  - The Language of Literature textbook and video collection

**Actual order of units is at the discretion of the teacher and determined by availability of materials.**  
**Writing Workshops are used to address writing skills, process, and drafting of formal pieces, as well as journal prompts.**