

Common Core State Standard Units | 8th Grade English Language Arts

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The Common Core State Standards have guided the 8th grade English Language Arts curriculum for the 2017-2018 academic calendar. Attached is an overview of each Common Core Unit, the selected Informational and Literature standards for instruction, and the commensurate Academic Vocabulary of the CCSS.

Quarter 1: Worldviews		
Essential Question: How do societal problems shape worldviews?		Common Core State Standards:
<p>Texts:</p> <ul style="list-style-type: none"> • Argument Texts • President Clinton’s Letter of Apology to Japanese Internment Camps Prisoners • Gerald Ford’s Letter of Apology to Japanese Internment Camp Prisoners • “The New Colossus” by Emma Lazarus (poem) • “Statue of Liberty Dreams of Emma Lazarus, Awakens with Tears on Her Cheeks” by Naomi Shihab Nye (poem) • “I Hear America Singing” by Walt Whitman (poem) • “I, Too, Sing America” by Langston Hughes (poem) • “The Last Leaf” by O. Henry • “The Sniper” by Liam O’ Flattery • “The Yellow Wallpaper” by Charlotte Perkins Gilman (short story) • “The Third Wish” Joan Aiken • “The Umbrella Man” by Roald Dahl • Informational Arguments 	<p style="text-align: center;">Academic Vocabulary</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">Anchor Standard 1:</div> <ul style="list-style-type: none"> ▪ Explicit ▪ Implicit <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">Anchor Standard 2:</div> <ul style="list-style-type: none"> ▪ Central Idea ▪ Theme ▪ Objective ▪ Subjective ▪ Summary ▪ Analyze ▪ Development <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">Anchor Standard 4:</div> <ul style="list-style-type: none"> ▪ Figurative Language ▪ Connotation ▪ Denotation ▪ Tone ▪ Allusion ▪ Analogy <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">Anchor Standard 8:</div> <ul style="list-style-type: none"> ▪ Argument ▪ Claim/Counterclaim ▪ Evaluate ▪ Delineate ▪ Reasoning ▪ Sufficient Evidence ▪ Insufficient Evidence ▪ Relevant Information ▪ Irrelevant Information ▪ Generalization ▪ Assumption ▪ Ethos ▪ Pathos ▪ Logos ▪ Primary Source ▪ Secondary Source ▪ Bias/Stereotypes ▪ Overstatement ▪ Understatement ▪ Effective ▪ Ineffective ▪ Point of View ▪ Refute ▪ Stance 	<p>Informational Standards:</p> <p>CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.8.2 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.</p> <p>CCSS.ELA-LITERACY.RI.8.4 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.</p> <p>CCSS.ELA-LITERACY.RI.8.8 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.</p> <p>CCSS.ELA-LITERACY.RI.8.9 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.</p> <p>Literature Standards:</p> <p>CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.8.2 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.</p>

Quarter 2: Duality of Man

Essential Question: Authors throughout history have dealt with the duality of man. Within all people there lies a darker side. Why does our society feel drawn to characters who show this inner darkness in Gothic literature and media?

Common Core State Standards:

Informational Standards:

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **(supporting standard)**

CCSS.ELA-LITERACY.RI.8.2

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. **(supporting standard)**

Literature Standards:

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **(supporting standard)**

CCSS.ELA-LITERACY.RL.8.2

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. **(supporting standard)**

CCSS.ELA-LITERACY.RL.8.3

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.

CCSS.ELA-LITERACY.RL.8.4

Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

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.

CCSS.ELA-LITERACY.RL.8.7

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.

Texts:

Selected Edgar A. Poe Short Stories and Poems:

- "The Tell-Tale Heart"
- "The Cask of Amontillado"
- "The Masque of the Red Death"
- "The Black Cat"
- "The Pit and the Pendulum"
- "The Oblong Box"
- "Hop Frog"
- "The Raven"
- "Annabel Lee"
- "The Bells"
- "Alone"

- "A Rose for Emily" by William Faulkner
- "The Lottery" by Shirley Jackson
- "The Necklace" by Guy de Maupassant
- *Frankenstein* by Mary Shelley
- "A Retrieved Reformation" by O. Henry
- "The Landlady" by Roald Dahl
- "My Papa's Waltz" by Theodore Roethke
- *Voices in the Park* by Anthony Browne
- "The Umbrella Man" by Roald Dahl
- "The Monkey's Paw" by W. W. Jacobs
- "Those Winter Sundays" by Robert Hayden
- "The Revolt of Mother" by Mary Wilkins Freeman

Academic Vocabulary

Anchor Standard 1:

- Explicit
- Implicit

Anchor Standard 2:

- Central Idea
- Theme
- Objective
- Subjective
- Summary
- Analyze
- Development

Anchor Standard 3:

- Propel Action
- Provoke a Decision
- Reveal Aspects of Character

Anchor Standard 4:

- Tone
- Connotation
- Figurative Meanings
- Allusion
- Analogy

Anchor Standard 6:

- Point of View
- Irony
- Dramatic Irony
- Suspense

Anchor Standard 7:

- Evaluate
- Aesthetics

Quarter 3: Survival

Essential Question: How is the will to survive a basic human instinct, as depicted in the texts?

Common Core State Standards:

Texts:

- *Bomb: The Race to Build and Steal the World's Most Dangerous Weapon* by Steve Sheinkin
- *Night* by Elie Wiesel
- "The Most Dangerous Game" by Richard Connell
- "To Build a Fire" by Jack London
- "The Lady or the Tiger" by Frank Stockton
- Albert Einstein Letter to President Roosevelt about the Atomic Bomb
- "Mother to Son" by Langston Hughes
- "The Story of an Hour" by Kate Chopin
- Selected Informational Texts about World War II and the Atomic Bomb
- Potsdam Declaration
- Robert Oppenheimer's Farewell Speech
- "The Golden Apple" Myth

Academic Vocabulary

Anchor Standard 1:

- Explicit
- Implicit

Anchor Standard 2:

- Central Idea
- Theme
- Objective
- Subjective
- Summary
- Analyze
- Development

Anchor Standard 4:

- Tone
- Connotation
- Figurative Meanings
- Allusion
- Analogy

Anchor Standard 5:

- Text Structure
- Chronological Order
- Sequential Order
- Compare and Contrast
- Cause and Effect
- Problem and Solution
- Description

Anchor Standard 6:

- Point of View
- Author's Purpose
- Perspective
- Acknowledges

Anchor Standard 7:

- Mediums
- Print
- Digital Texts
- Multimedia
- Advantages
- Disadvantages

Informational Standards:

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (supporting standard)

CCSS.ELA-LITERACY.RI.8.2

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. (supporting standard)

CCSS.ELA-LITERACY.RI.8.4

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.

CCSS.ELA-LITERACY.RI.8.5

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.

CCSS.ELA-LITERACY.RI.8.6

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.

CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea

Literature Standards:

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (supporting standard)

CCSS.ELA-LITERACY.RL.8.2

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. (supporting standard)

CCSS.ELA-LITERACY.RL.8.6

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.

Quarter 4: Freedom and Dreams

Essential Question: How does the idea of freedom as depicted through different texts reflect a common human desire?

Common Core State Standards:

Texts:

- *Of Mice and Men* by John Steinbeck (Novella)
- Dust Bowl and Great Depression Articles
- Biography of John Steinbeck
- "Flowers for Algernon" by Daniel Keyes
- *The Giver* by Lois Lowry
- "Utopia and Dystopia" Article
- "Dream Deferred" by Langston Hughes (poem)
- "To a Mouse" by Robert Burns (poem)
- "The Rose that Grew from Concrete" by Tupac Shakur
- "The Road Not Taken" by Walt Whitman
- Steve Jobs Commencement Speech
- *To Kill a Mockingbird* by Harper Lee (Honors)
- "The Way Up to Heaven" by Roald Dahl

Academic Vocabulary

Anchor Standard 1:

- Explicit
- Implicit

Anchor Standard 2:

- Central Idea
- Theme
- Objective
- Subjective
- Summary
- Analyze
- Development

Anchor Standard 5:

- Text Structure
- Chronological Order
- Sequential Order
- Compare and Contrast
- Cause and Effect
- Problem and Solution
- Description

Anchor Standard 9:

- Themes
- Patterns of Events
- Archetypes

Informational Standards:

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (supporting standard)

CCSS.ELA-LITERACY.RI.8.2

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. (supporting standard)

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Literature Standards:

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (supporting standard)

CCSS.ELA-LITERACY.RL.8.2

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. (supporting standard)

CCSS.ELA-LITERACY.RL.8.5

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.

CCSS.ELA-LITERACY.RL.8.9

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.