

Curriculum Map - English Language Arts - 8 ELA - Novel Studies

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire year						
LIT-The Giver	<p>RL.8.1(A) 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>RL.8.2(A) 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> <p>RL.8.3(A) 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.</p> <p>RL.8.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6(A) 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.</p> <p>RL.8.7(A) 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.</p> <p>W.8.1(A) Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> •a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. •b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. •c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), and counterclaims, reasons, and evidence. •d. Establish and maintain a formal style. •e. Provide a concluding statement or section that follows from and supports the argument presented. </p> <p>W.8.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<p>What make tthis book dystopian literature? Which people and/or their jobs are important to society? Are any dispensable? What is the author's viewpoint toward her subject matter? How do you know? Is it possible for one person to make a difference?</p>	<p>Explain the different roles in the book's society. Explain why this society accepted the changes throughout the years. Discuss how the author reveals the horrors of this dystopian society bit by bit. Compare and contrast the book and the movie.</p>	<p>Chapter response journals Classroom discussion Hotseat characters Essay AR test</p>	<p>Explain how God has given people freedom of choice. Why are painful memories and situations important for Christian growth? What does the Bible teach regarding abortion, infanticide, and euthanasia?</p>
LIT-The Witch of Blackbird Pond	<p>RL.8.1(A) 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>RL.8.2(A) Determine a theme or central idea of a text</p>		<p>What struggles can an individual face when moving to another culture? What impact did religion have on Puritan society?</p>	<p>Explain examples of conflicts in the novel. (man vs. man, man vs. self, man vs. society, man vs. nature, man vs. fate) Describe the relationships</p>	<p>Question worksheets Classroom discussion Essay Narrative writing</p>	<p>Note the worship practices in Puritan society. Note the emphasis on Law.</p>

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	<p>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> <p>RL.8.3(A) 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.</p> <p>RL.8.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6(A) 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.</p> <p>RL.8.9(A) 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.</p> <p>RL.8.10(A) By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>W.8.1(A) Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> •a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. •b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. •c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), and counterclaims, reasons, and evidence. •d. Establish and maintain a formal style. •e. Provide a concluding statement or section that follows from and supports the argument presented. </p> <p>W.8.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<p>What role does friendship play in the novel? What role does family play in the novel?</p>	<p>in the novel and how they impact the plot. Explain how the author develops the characters.</p>	<p>from the perspective of a different character AR test</p>	
LIT-Peak	<p>RL.8.1(A) 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>RL.8.2(A) 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> <p>RL.8.3(A)</p>		<p>What makes an individual want to climb Mt. Everest? What must an individual do to rise to the challenges of climbing Everest? What effect do family and interpersonal relationships have on the plot?</p>	<p>Explain the geographical, medical, and mental challenges in climbing Mt. Everest. Explain how the book is a coming-of-age book for the main character. Explain the specific literature/writing connections in the novel. Explain how the main</p>	<p>Question worksheets Classroom discussion Essay AR test</p>	<p>How do Buddhist beliefs differ from Christian beliefs? Which Buddhist beliefs are emphasized in the book?</p>

	<p>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.</p> <p>RL.8.6(A) 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.</p> <p>RL.8.10(A) By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>W.8.1(A) Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> •a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. •b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. •c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), and counterclaims, reasons, and evidence. •d. Establish and maintain a formal style. •e. Provide a concluding statement or section that follows from and supports the argument presented. </p> <p>W.8.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.8.5(A) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)</p>			<p>character is a dynamic character.</p>		
<p>LIT-Our Town</p>	<p>RL.8.1(A) 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>RL.8.2(A) 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> <p>RL.8.3(A) 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.</p> <p>RL.8.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact</p>		<p>How does the format of a play influence the theme? Why did Thornton Wilder choose a small town setting for his play? Why does the author use a Stage Manager in the play? The play could be viewed as depressing. Is it, or is it a positive message?</p>	<p>Explain why a play was the most effective way to demonstrate the author's theme. Explain how the author uses typical life situations to portray themes common to multiple time periods.</p>	<p>Question worksheets Classroom discussion Essay AR test</p>	<p>What is the purpose of the recurring song "Blest Be the Tie That Binds"? Make note of the various religions represented by the churches in the community. How does the play represent death? Is it accurate according to Christian beliefs?</p>

	<p>of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6(A) 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.</p> <p>RL.8.7(A) 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.</p> <p>RL.8.9(A) 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.</p> <p>RL.8.10(A) By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>W.8.1(A) Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> •a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. •b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. •c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), and counterclaims, reasons, and evidence. •d. Establish and maintain a formal style. •e. Provide a concluding statement or section that follows from and supports the argument presented. </p> <p>W.8.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>					
<p>LIT-A Christmas Carol</p>	<p>RL.8.1(A) 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>RL.8.2(A) 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> <p>RL.8.3(A) 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.</p> <p>RL.8.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact</p>		<p>Why does A Christmas Carol have such long-lasting appeal? What does this novella reveal about the society of Dickens' day? How does someone's early life impact their life as an adult?</p>	<p>Describe the economic and social environment of Dickens' day that contribute to the plot. Explain how the three spirits bring about change in Scrooge. Compare and contrast the novella and movie.</p>	<p>Question worksheets Classroom discussion Hotseat characters AR test</p>	<p>What biblical elements are in A Christmas Carol? How are various people depicted as they celebrate Christmas? Which depictions have Christian elements?</p>

	<p>of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6(A) 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.</p> <p>RL.8.7(A) 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.</p> <p>RL.8.9(A) 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.</p>					
<p>LIT-The Adventures of Tom Sawyer</p>	<p>RL.8.1(A) 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>RL.8.2(A) 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> <p>RL.8.3(A) 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.</p> <p>RL.8.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6(A) 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.</p> <p>RL.8.7(A) 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.</p> <p>RL.8.9(A) 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.</p> <p>W.8.1(A) Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> •a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. •b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. </p>		<p>What are the universal elements of childhood present in the book? How does the book reveal life along the Mississippi River during the time of Twain? What are the elements of good vs. evil?</p>	<p>Describe the elements of the story that relate to Samuel Clemens's own childhood. Analyze the author's use of humor and dialect. Compare and contrast Tom and Huck. Compare and contrast the book and the movie.</p>	<p>Question worksheets Classroom discussion Essay AR test</p>	<p>Note that Tom's family attended Sunday School and church. Note that Tom had many superstitions. Be aware that Mark Twain was disillusioned with religion and often mocked it.</p>

	<ul style="list-style-type: none"> •c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), and counterclaims, reasons, and evidence. •d. Establish and maintain a formal style. •e. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.8.2(A) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> •a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. •b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. •c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. •d. Use precise language and domain-specific vocabulary to inform about or explain the topic. •e. Establish and maintain a formal style. •f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>W.8.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>					
<p>LIT-Holocaust (Anne Frank, Hiding Place)</p>	<p>RL.8.1(A) 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>RL.8.2(A) 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> <p>RL.8.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5(A) 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.</p> <p>RL.8.6(A) 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.</p> <p>RL.8.7(A) 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.</p>		<p>How does a person rise above the negative circumstances around them? How is a person's character demonstrated in the face of adversity? How can one individual make a difference in the world?</p>	<p>Explain the historical context of the Holocaust. Explain the changes in attitudes toward Jews before, during, and after WWII. Describe the ways in which the inhabitants of the Annex coped and survived. Describe the risks that the ten Boom family took to hide Jews and why they did it. Describe how the ten Boom family members demonstrated their faith in the concentration camps.</p>	<p>Question worksheets or response journal Character summaries Classroom discussion Hiding Place Essay (evidence of faith in the movie) AR test</p>	<p>How do Anne and her family practice their faith while in hiding? How do the ten Booms demonstrate their faith before and after their capture? What should a Christian do when faced with a conflict between what the government says and what the Bible says?</p>

	<p>RL.8.9(A) 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.</p> <p>W.8.1(A) Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> •a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. •b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. •c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), and counterclaims, reasons, and evidence. •d. Establish and maintain a formal style. •e. Provide a concluding statement or section that follows from and supports the argument presented. </p> <p>W.8.2(A) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> •a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. •b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. •c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. •d. Use precise language and domain-specific vocabulary to inform about or explain the topic. •e. Establish and maintain a formal style. •f. Provide a concluding statement or section that follows from and supports the information or explanation presented. </p> <p>W.8.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>					
<p>LIT-Roll of Thunder Hear My Cry</p>	<p>RL.8.1(A) 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>RL.8.2(A) 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> <p>RL.8.3(A) 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.</p>		<p>How does/did society shape views toward race? How does/did family shape views toward race? How does family help when faced with adversity?</p>	<p>Describe how this is a coming-of-age novel. Explain how the author develops her characters. Identify the types of conflicts in the novel. Write a 1st-person narrative from the viewpoint of a character other than Cassie.</p>	<p>Question worksheets Classroom discussion Essay Narrative written from a different character's perspective AR test</p>	<p>How does our faith dictate our response to racism?</p>

RL.8.4(A)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6(A)

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.

RL.8.7(A)

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.

W.8.1(A)

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), and counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2(A)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3(A)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and /or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop

	<p>experiences, events, and /or characters.</p> <ul style="list-style-type: none"> •c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. •d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. •e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>W.8.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>					
<p>LIT-Black Duck</p>	<p>RL.8.1(A) 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>RL.8.2(A) 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> <p>RL.8.3(A) 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.</p> <p>RL.8.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6(A) 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.</p> <p>RL.8.10(A) By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>RI.8.1(A) 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>RI.8.2(A) 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>RI.8.3(A) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4(A) Determine the meaning of words and phrases</p>		<p>How did Prohibition affect communities and crime levels? What are the lifelong repercussions of difficult decisions?</p>	<p>Describe the setting during the Prohibition Era. Explain how the changing of current and past time periods contributes to the book. What elements of mystery are in this novel? What true elements of history are in the book.</p>	<p>Question worksheets Classroom discussions Hotseat characters AR test</p>	<p>How does acting according to or against conscience impact characters in the book? Is drinking alcohol automatically wrong? What does the Bible have to say about this?</p>

	<p>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>RI.8.5(A) 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.</p> <p>RI.8.6(A) 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.</p> <p>RI.8.8(A) 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>					
LIT-The Great and Only Barnum	<p>RI.8.1(A) 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>RI.8.2(A) 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>RI.8.3(A) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4(A) 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>RI.8.5(A) 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.</p> <p>RI.8.6(A) 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.</p> <p>RI.8.10(I) By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>		<p>Why is P. T. Barnum remembered? What are Barnum's positive and negative traits?</p>	<p>Summarize Barnum's impact upon U. S. culture. Compare and contrast the portrayal of Barnum in this nonfiction book versus his portrayal in the musical Barnum.</p>	<p>Question worksheets Classroom discussion AR test</p>	<p>Were Barnum's practices ethical? Examine Barnum's religious beliefs according to biblical standards. The book states that Barnum became a Unitarian. Does it appear that Unitarianism may have been different during Barnum's lifetime? What are Unitarian beliefs today?</p>
LIT-Under the Blood-Red Sun	<p>RL.8.1(A) 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>RL.8.2(A) 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>		<p>How did the bombing of Pearl Harbor change life for Japanese-Americans? What role did Japanese-Americans play during WWII?</p>	<p>Describe the political and social background immediately prior to, and during, U.S. involvement in WWII. Explain why the author may have chosen to tell the story through the eyes of a young Japanese-American boy.</p>	<p>Question worksheets Classroom discussion AR test</p>	<p>What were the religious beliefs of Tomi's family? How should Christiian's respond to prejudicial views of someone based upon their race, religion, or ethnic background?</p>

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	<p>RL.8.3(A) 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.</p> <p>RL.8.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.7(A) 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.</p>			<p>Describe the impact of the war upon Japanese-Americans during WWII.</p> <p>Describe how this is a coming-of-age novel.</p> <p>Explain how the U.S. finally "resolved" the issue of falsely imprisoning Japanese-Americans.</p>		
LIT-Bomb the Race to Build	<p>RI.8.1(A) 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>RI.8.2(A) 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>RI.8.3(A) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4(A) 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>RI.8.5(A) 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.</p> <p>RI.8.6(A) 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.</p> <p>RI.8.8(A) 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>Which nations were racing to build the atomic bomb and for what reasons? When is spying justified? How does the author turn historical facts into an interesting format?</p>	<p>Describe the historical context for the Manhattan Project.</p> <p>Identify the main people involved in the project and their role in it.</p> <p>Describe the aftermath of the project.</p>	<p>Question worksheets Classroom discussion AR test</p>	<p>How do (and should) Christians respond during war time? Is this type of violence ever justified?</p>
LIT-Across Five Aprils	<p>RL.8.1(A) 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>RL.8.2(A) 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> <p>RL.8.3(A) Analyze how particular lines of dialogue or incidents in a story or drama propel the action,</p>		<p>How can the struggles of war divide families and countries? How can individuals survive the rigors of war or change because of it? Does anyone ever win a war?</p>	<p>Describe the circumstances which led to the Civil War.</p> <p>Describe the divisions within some families, especially in border states.</p> <p>Describe the changes that occurred within Jethro's family as a result of the war.</p>	<p>Question worksheets Class discussion Hotseat characters Narrative told from the point of view of a different character Essay AR test</p>	<p>Individuals from each side in the war likely felt that God was on their side. How do you reconcile this? Is war ever right?</p>

reveal aspects of a character, or provoke a decision.

RL.8.6(A)

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.

RL.8.7(A)

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.

W.8.1(A)

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), and counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2(A)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3(A)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and /or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and /or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and

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show the relationships among experiences and events.
•d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
•e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

LIT-Short Story