School of the Future
Curriculum Map 13/14

School of the Future 2013-2014 Curriculum Map for 8th Grade Humanities **Teacher(s**) Cooley, Kim, Lukens

Year-Long Essential Questions:

How do liberal and conservative values and beliefs influence how we think and act?

How can all Americans have access to the rights and freedoms promised to them by the Constitution?

What can citizens do to fight for change, justice, and freedom?

Time Frame	Essential Question(s) &	Content Covered	Skills	Unit Assessments/PBATS *Diagnostic/Formative /Summative*	Projects/Activities / Trips	Differentiated Texts/ Materials
Sept. **1st Unit** **READING**	*How does examining theme make me a better reader?	*Elements of poetry *Theme *Journal genre *Allusion	*Strong writers write poetry using effective technique. *Strong writers use precise words and phrases, relevant descriptive details, and sensory language to capture feelings, scenes, actions or convey experiences and events. *Strong writers develop a point of view *Strong writers create a personal voice for clear self-expression *Strong writers analyze	• TC reading assessment • Summer reading log • Reading notebooks • PBAT 1	• Poetry Anthology • Reading Notebook Gallery Walks • Poetry Reading/Cafe	*Teen angst partner books

			and defend writing choices using mentor texts (poetry, fiction and non-fiction) *Good readers recognize that words will have multiple meanings (literal, figurative, symbolic) that **connect** to the larger theme. Good places to look for are proper nouns, quotes and allusions to other texts. (X) *Strong readers can make **connections** based on common themes and ideas rather than character and plot by noticing similarities with other texts and genres of writing within (Y) *Strong readers can differentiate between **significant** themes that concern young people and **significant** themes that concern the adult world. (War, community, religion and philosophy, etc.) (Y) *Strong readers evaluate/identify the main			
WRITING	*How does focusing on theme make me a better writer? *What are the themes of	Personal Essay writing genre		*Introductory writing		*Sample "This I Believe" *Student examples

HISTORY						
	my life?		character's point of view on the theme by comparing it to their prior knowledge (Y) *Strong readers can differentiate between the author and the character's point of view on the theme (Y) *Strong readers can evaluate and criticize how well authors do at portraying issues by comparing it to their prior knowledge and considering realism and bias (Y)	assessment *Writing notebooks	Personal Essay Project	
HISTORY	*Who is American?	*Immigration *Push and pull factors	*Strong writers engage and orient the reader by establishing a context and point of view. *Strong writers use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. *Strong writers use a variety of transition words, phrases, and clauses to convey sequence, signal shifts	*Quick writes *Exit cards *Open notebook quiz	*Ellis Island trip *Push/pull skits	*Joy Hakim *30 Days video

			from one time frame or setting to another, and show the relationships among experiences and events. *Strong writers use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. *Cause and effect *Compare and contrast			
October **2nd Unit** **READING**	*How do readers learn real things from what they read?	*Extrapolation	*Extrapolation *Strong readers can differentiate between **significant** themes that concern young people and **significant** themes that concern the adult world. (War, community, religion and philosophy, etc.) (Y) *Strong readers make sophisticated inferences	*Mentor text task on demand *Reading notebooks and conferences *Quickwrites and exit cards	*Immigrant interviews	*Multigenre texts about immigrant experiences

			and interpretations more often and based on fewer and subtler details, which will be packed into more complex, compound sentences by identifying which details are **significant**.(Z) *look at two texts about same theme, evaluate alongside each other			
WRITING	*How can writers prove what they have concluded about a big topic from specific evidence?	*Compare and contrast essay structure	*Compare and contrast *Transition words and sentences *Strong writers introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. *Strong writers develop the topic with relevant facts, definitions, concrete details,	*Drafts and organizers *Writing notebooks	*Compare/contrast essay	*Mentor texts *Sample compare/contrast essays

HISTORY	*Who is American?	*Immigration *Push and pull factors	quotations, or other information and examples. -Strong writers use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. -Strong writers use precise language and domain-specific vocabulary to inform about or explain the topic. *Strong writers establish and maintain a formal style. *Strong writers provide a concluding statement or section that follows from and supports the information or explanation presented. *Compare and contrast *Cause and effect	*Quick writes *Exit cards *Open notebook quiz	*Push/pull skits *Ellis Island trip	*Joy Hakim *30 Days video
Nov-Dec 3rd Unit **READING**	*What should society do for its citizens?	*Allegory *Satire, irony, hyperbole	*Strong readers can recognize satire by	*Lit circles	*Newscast *Propaganda book	*_Animal Farm_ by George

| | *What is the best way of organizing society to meet these goals? | *Propaganda | analyzing…
a) The cultural context of when the book was written
b) How the characters are "perfect" archetypes representing ideas instead of the "real" people
c) The conflicts that collectively work to highlight the themes, **significant** ideas and the author's **purpose/point of view** rather than the understanding of characters in the book
d) The tone of the language of the book and can draw conclusions about author's **purpose /point of view** through the themes represented. (Y)
*Strong readers use terms such as irony and hyperbole in order to discuss and write about satire. (Y)
*Strong readers can recognize bias by analyzing whose point of view is represented and whose point of | *Reading notebooks
*Exit cards | | Orwell
*Film: Animal Farm
*Non-fiction articles |

			view is underrepresented or missing. (Y)			
WRITING	*How can writers use allegory to show their purpose?	*Allegory structure *Symbols	*Strong writers 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. *Strong writers use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. *Strong writers use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. *Strong writers use precise words and	*Writing notebooks *Drafts	*Allegory stories	*Mentor texts *Student samples

HISTORY	*What should society do for its citizens? *What is the best way of organizing society to meet these goals?	*ISMS Gilded age ● Big Business ● The Great Depression ● The New Deal	phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. *Strong writers provide a conclusion that follows from and reflects on the narrated experiences or events. *Categorizing/spectrums *Assessing alternative outcomes *Comparing and contrasting *Debating & accountable talk	● Quickwrites ● Exit cards ● Open notebook test	● Free Market Activity ● Union Activity ● Businesses ● Model societies	*Joy Hakim *Film: Iron-Jawed Angels	
Jan- Feb 3rd Unit **READING**	**What is the best way to fight injustice?** **How do writers convey messages about injustice to readers?**	*Cross-textual connections	*Strong readers will determine the level of pre-reading work necessary before engaging in a particular text by using getting oriented strategies. (Z) *Good readers self-	● Lit circles ● Reading notebooks ● Exit cards	*Literature circles *Holocaust Museum	● Holocaust Literature Circles	

| WRITING | *How can we use writing to learn, teach, and change? | *Research process
*Sources
*Bias
*Point of view
*Citation | monitor for understanding when reading more difficult texts and genres by scanning for unfamiliar sentence structure, dialect, archaic language and setting. (Z)
*Good readers resort to old decoding strategies for reading harder, archaic or imaginary names and places. In addition they have to determine whether or not they need to know the word for comprehension or they can infer meaning and move forward. (X)

*Researchers revise their research questions as they read
*Researchers learn information from all sides before formulating thesis statements
*Researchers gather more information than they need and choose the most significant information to prove their | * Whole-class WWI research paper
*Writer's Notebooks
*Drafts | *Individual research paper on WWII or Holocaust | *Student samples
*Research materials |

			points *Generalizations, synthesis, creating theories *Recognition of historical patterns *Analyzing the difference between primary and secondary sources *Assessing relevancy of information *Analyzing film (POV, accuracy, setting)			
HISTORY	*What is good foreign policy? *What are our goals, rights, and responsibilities when it comes to our relationships with other countries?	*Imperialism *WWI *WWII *Holocaust		*Open notebook test *Quick writes *Exit cards *Imperialism debate	*WWI simulations *Atomic Bomb Debate *Imperialism debate *Holocaust Musuem	*Joy Hakim *TCI materials *Film: *Schindler's List* *Film: *Life is Beautiful*
Mar- April 4th Unit **READING**	*What are the costs and benefits of speaking out against injustice? *What's the best way to fight against injustice?	*Statistics *Sources	*Strong readers 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. *Strong readers analyze in detail the structure of a specific paragraph in a	*Readers Notebooks *Gallery Walks *Post-its	*Book Clubs	*Short texts- mentor *Nonfiction books about social issues

| WRITING | | | text, including the role of particular sentences in developing and refining a key concept.
*Strong readers 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.
*Strong readers 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.
*Strong readers 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.

*Cause and effect
*Sequencing of events | PBAT#3
*Drafts
*WNs | | |

			based on larger picture			
HISTORY	*What are the costs and benefits of speaking out against injustice? *What's the best way to fight against injustice?	*The Civil Rights Movement *Reconstruction		*Open notebook test *Quick writes *Exit cards	*Constitution Works: 14th Amendment case	Joy Hakim Film: *Mississippi Burning, Emmitt Till and Rosa Parks clips*
May - June 5th Unit **READING**	*How am I changing as a reader? *How does re-reading affect my experience of a text?	*Treatment *Meta-cognitive reading skills	*Strong readers analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and	*Post-its *RN gallery walk	*Reading exit project	*Favorite texts (to be re-read) *Thematically-related fiction and non-fiction

WRITING	Who am I as a writer? What do I want to work on? What do I gain by revisiting my work?	*Style *Voice	manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. *Strong readers analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

*Strong writers introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. *Strong writers support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. *Strong writers use words, phrases, and | *Writing Portfolio *Writing Notebook *Drafts | Writing choice exit project | *PRT work *Self-selected mentor texts |

HISTORY	*What justifies going to war with another country? *What's the best thing to do with our power? *What do you stand for and what do you want to do about it?	● The Cold War ● Vietnam	clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. *Strong writers establish and maintain a formal style. *Strong writers provide a concluding statement or section that follows from and supports the argument presented. *Synthesis *Recognizing patterns	*Quick Writes *Open Notebook Test *Exit cards	*Vietnam War Memorial *Post-war conflict panel discussion	*Joy Hakim