

Grade 8 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading, Writing, and Speaking Grounded in Evidence	Researching to Build and Present Knowledge (Science)	Analyzing, Interpreting, and Evaluating Text	Researching to Write and Present Arguments
Title	Folklore of Latin America	Food Choices	Voices of the Holocaust	Lessons from Japanese American Internment
Description	Students read <i>Summer of the Mariposas</i> and analyze theme, point of view, and characterization. Students write their own narrative scene in which they modernize a character from Latin American folklore. Finally, students write expository essays about the modernization of Latin American folklore and create a website to house their narratives and essays.	Students read <i>The Omnivore's Dilemma</i> and watch related video clips from NourishLife. Students then evaluate the authors' motives, purposes, and points of view, including whether and how conflicting viewpoints are addressed. Additionally, students evaluate the advantages and disadvantages of using different mediums to convey information. Students research different topics that impact access to healthy food and write an expository essay. Students then write an argumentative essay about the food choices they think would most benefit their community and present their claim to an audience.	Students read <i>Maus I</i> and analyze dialogue, tone, characterization, and theme. They write literary analysis essays to compare the structure and meaning of two texts. Students read accounts of victims and survivors of the Holocaust, analyze language, and write summaries. Students read accounts of upstanders during the Holocaust and write reflections on what qualities and actions made them upstanders. Students write a narrative interview about a fictional upstander, create a graphic panel based on this narrative, and present it to an audience.	Students read <i>Farewell to Manzanar</i> and analyze connections and distinctions among individuals, ideas, and events in the text. Students watch the film adaptation of <i>Farewell to Manzanar</i> and analyze how the film stays faithful to or departs from the text. Students write a literary argument essay to evaluate the filmmakers' choices and analyze how faithful the film is in developing a significant idea in the text. Additionally, students generate lessons from Japanese American internment from their reading of <i>Farewell to Manzanar</i> and other informational texts. Finally, they research how community organizations are applying these lessons from Japanese American internment today and present their findings to an audience.

Grade 8: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold)¹	<ul style="list-style-type: none"> • <i>Summer of the Mariposas</i>, Guadalupe Garcia McCall (RL 840L; one per student) • “The Peuchen,” EL Education (RL 840L; included in the module materials) • “La Llorona—A Hispanic Legend” from <i>La Llorona</i>, Joe Hayes (RL; included in the module materials) • Excerpt from <i>The Latin American Story Finder</i>, S. B. Elswit (RI; included in the module materials) • Model Essay: “The Peuchen,” EL Education (RI; included in the module materials) 	<ul style="list-style-type: none"> • <i>The Omnivore’s Dilemma (Young Readers Edition)</i>, Michael Pollan (RI 930L; one per student) • <i>Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food</i>, NourishLife (RI film; one per class) • Excerpts from <i>Chew on This: What You Don’t Want to Know about Fast Food</i>, Eric Schlosser and Charles Wilson (RI; included in the module materials) • “Is Eating Healthy Really More Expensive?” Margaret Marshall. <i>Huffington Post</i>. (RI 1050L; included in the module materials) • “To GMO or NOT to GMO?,” George Erdosh and Marcia Amidon Lusted. <i>Odyssey Magazine</i>. (RI; included in the module materials) • “Sticking Up for Coke, Sort Of,” Froma Harrop. <i>The Seattle Times</i>. (RI; included in the module materials) • “The Advantages and Disadvantages of Pesticides,” <i>ChefsBest</i>. (RI 1190L; included in the module materials) • “Food Desert,” Kara Rogers. <i>Encyclopædia Britannica</i>. (RI; included in the module materials) • “Organic Food,” Leslie A. Duram. <i>Encyclopædia Britannica</i>. (RI; included in the module materials) 	<ul style="list-style-type: none"> • <i>Maus I: A Survivor’s Tale: My Father Bleeds History</i>, Art Spiegelman (RL NP; one per student) • “The Holocaust: An Introductory History,” <i>Jewish Virtual Library</i> (RI; included in the module materials) • “The Blind Men and the Elephant,” John Godfrey Saxe (RL; included in the module materials) • “Often a Minute,” Magdalena Klein, translated by Susan Geroe (RL; included in the module materials) • “In Flanders Fields,” John McCrae (RL; included in the module materials) • “The Owl,” Edward Thomas (RL; included in the module materials) • “We Wear the Mask,” Paul Laurence Dunbar (RL; included in the module materials) • “The Creed of a Holocaust Survivor,” Alexander Kimel (RL; included in the module materials) • “The Action in the Ghetto of Rohatyn, March 1942” Alexander Kimel (RL; included in the module materials) • Excerpts from <i>Abe’s Story: A Holocaust Memoir</i>, Abram Korn and Joseph Korn (RL; included in the module materials) • Excerpts from <i>Night</i>, Elie Wiesel, translated by Marion Wiesel (RL 570L; included in the module materials) • Excerpts from <i>The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis</i>, Ina R. Friedman (RI; included in the module materials) 	<ul style="list-style-type: none"> • <i>Farewell to Manzanar</i>, Jeanne Wakatsuki Houston and James D. Houston (RI 1040L; one per student) • <i>Farewell to Manzanar</i>, Japanese American National Museum (RI film; one per class) • “Japanese Relocation during World War II,” <i>National Archives</i> (RI 1220L; included in the module materials) • “Life in the Camp,” Norman Mineta. <i>Scholastic.com</i>. (RI; included in the module materials) • “Clara Breed,” <i>Japanese American National Museum</i> (RI; included in the module materials) • “Letter from Louise Ogawa, January 6, 1942,” <i>Japanese American National Museum</i> (RI; included in the module materials) • “Letter from Louise Ogawa, November 30, 1942,” <i>Japanese American National Museum</i> (RI; included in the module materials) • “In Response to Executive Order 9066,” Dwight Okita (RI 570L; included in the module materials) • “Seeking Redress,” <i>APM Reports</i> (RI; included in the module materials) • “The Simplest Lesson of Internment,” <i>Los Angeles Times</i> (RI; included in the module materials) • “Psychological Effects of Camp,” Donna K. Nagata. <i>Densho Encyclopedia</i>. (RI 1390L; included in the module materials) • “Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center,” Molly Hennessy-Fiske. <i>The Los Angeles Times</i>. (RI; included in the module materials)

¹ Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold) ²			<ul style="list-style-type: none"> • “Johtje Vos, 97; Sheltered Jews in Her Home in WWII Holland, Saving 36,” Jocelyn Y. Stewart. <i>The Los Angeles Times</i>. (RI; included in the module materials) • “The Forgotten Swiss Diplomat Who Rescued Thousands from Holocaust,” <i>BBC News</i> (RI; included in the module materials) • “Marek Edelman Obituary,” Lawrence Joffe. <i>The Guardian</i>. (RI; included in the module materials) • “1994, Miep Gies,” Wallenberg Committee (RI; included in the module materials) 	
Lexile [®]	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ³ : 925L–1185L			
Performance Task	<p>Product: Class Website: Folklore of Latin America</p> <p>Format: Webpage as part of a class website</p> <p>CCSS: RI.8.1, W.8.2, W.8.4, W.8.6, W.8.9, W.8.9b, W.8.10, L.8.6</p>	<p>Product: Roundtable Presentations of Food Choices</p> <p>Format: Infographic and interactive presentation</p> <p>CCSS: SL.8.4, SL.8.5, SL.8.6, L.8.6</p>	<p>Product: Create and Present a Graphic Panel Depiction of a Fictional Holocaust Upstander</p> <p>Format: Graphic panel, written reflection, and interactive presentation</p> <p>CCSS: W.8.3, W.8.4, W.8.5, SL.8.1, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6</p>	<p>Product: Activist Assembly</p> <p>Format: Collaborative discussion</p> <p>CCSS: W.8.8, W.8.10, SL.8.1, SL.8.5, SL.8.6</p>

² Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile[®]). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

³ Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	<p>Title: Analyze Point of View: <i>Summer of the Mariposas</i>, Chapter 9</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RL.8.1, RL.8.4, RL.8.6, RL.8.10, L.8.4, L.8.5a, L.8.6</p>	<p>Title: Analyze Structure, Determine Point of View, and Evaluate Arguments</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.5, RI.8.6, RI.8.8, RI.8.10, SL.8.3</p>	<p>Title: Analyze Character, Dialogue, and Word Choice: <i>Maus I</i>, Chapter 4</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RL.8.1, RL.8.3, RL.8.4, RL.8.10</p>	<p>Title: Analyze Vocabulary, Connections, and Distinctions: <i>Farewell to Manzanar</i>, Chapter 5</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.3, RI.8.4, RI.8.10, W.8.10, L.8.4a, L.8.4b, L.8.5a, L.8.5c</p>
End of Unit 1	<p>Title: Aspects of Character: <i>Summer of the Mariposas</i></p> <p>Format: Selected response, short constructed response, and graphic organizer</p> <p>CCSS: RL.8.1, RL.8.3</p>	<p>Title: Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text</p> <p>Format: Selected response</p> <p>CCSS: RI.8.1, RI.8.7, RI.8.9, SL.8.2</p>	<p>Title: Analyze Passive Voice and Active Voice and Summarize <i>Maus I</i></p> <p>Format: Selected response questions and summary</p> <p>CCSS: RL.8.1, RL.8.2, W.8.9a, W.8.10, L.8.1b, L.8.3a</p>	<p>Title: Collaborative Discussion: <i>Farewell to Manzanar</i></p> <p>Format: Text-based discussion</p> <p>CCSS: SL.8.1a, SL.8.1b</p>
Mid-Unit 2	<p>Title: Determine a Theme and Write a Literary Summary</p> <p>Format: Selected response, short constructed response, and paragraph</p> <p>CCSS: RL.8.1, RL.8.2, RL.8.4, RL.8.10, L.8.4</p>	<p>Title: Research Climate Change and Food Shortages</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.4, W.8.7, W.8.8</p>	<p>Title: Compare and Contrast Structure and Meaning in a New Poem and <i>Maus I</i></p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.10, L.8.1a, L.8.5a</p>	<p>Title: Analyze Connections, Distinctions, and Point of View: <i>Farewell to Manzanar</i>, Chapter 22</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.10, W.8.10, L.8.5a</p>
End of Unit 2	<p>Title: Write a Narrative</p> <p>Format: Essay</p> <p>CCSS: RL.8.9, W.8.3, W.8.4, W.8.6, W.8.10</p>	<p>Title: Desktop Teaching Activity: Access to Healthy Food</p> <p>Format: Written plan and verbal presentation</p> <p>CCSS: RI.8.1, SL.8.4, SL.8.5, L.8.6</p>	<p>Title: Language Assessment: Correct Verb Mood</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: L.8.1c, L.8.1d, L.8.3</p>	<p>Title: Write a Literary Argument Essay: <i>Farewell to Manzanar</i></p> <p>Format: Essay</p> <p>CCSS: RL.8.1, RL.8.7, RI.8.1, W.8.1, W.8.4, W.8.5, W.8.6, W.8.9b, W.8.10, L.8.2c, L.8.6 (L.8.1 and L.8.3 optional)</p>
Mid-Unit 3	<p>Title: Determine a Central Idea</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.2, RI.8.4, RI.8.10, L.8.4a, L.8.4c, L.8.4d</p>	<p>Title: Analyze Language in <i>The Omnivore's Dilemma</i>, Pages 65–67</p> <p>Format: Selected response</p> <p>CCSS: L.8.4a, L.8.4b, L.8.5b, L.8.5c</p>	<p>Title: Language Assessment: Correct Punctuation and Verb Voice and Mood</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: L.8.1b, L.8.1c, L.8.1d, L.8.2a, L.8.2b</p>	<p>Title: Collaborative Discussion: Internment and Redress</p> <p>Format: Text-based discussion</p> <p>CCSS: SL.8.1c, SL.8.1d</p>
End of Unit 3	<p>Title: Write a Compare and Contrast Essay</p> <p>Format: Essay</p> <p>CCSS: RL.8.1, RL.8.9, RI.8.1, W.8.2, W.8.4, W.8.9a, W.8.10</p>	<p>Title: Write an Argument Essay: Defending a Healthy Food Choice</p> <p>Format: Essay</p> <p>CCSS: W.8.1, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2, L.8.6</p>	<p>Title: Write a Narrative in Interview Form</p> <p>Format: Essay</p> <p>CCSS: W.8.3, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2</p>	<p>Title: Activist Organization Presentation</p> <p>Format: Presentation</p> <p>CCSS: SL.8.5, SL.8.6, L.8.6</p>

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the Curriculum Map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL.1, RI.1). Refer to the Unit-at-a-Glance in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students' mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the Curriculum Map on the following pages, the "parent" standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
 - An exception to this, when assessed through writing, is that the L.1, L.2, and L.3 "parent" standards may be checked without the subcomponents, as the language skills demonstrated through student writing will vary.
 - For Language standards: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Reading Standards for Literature

CCS Standard	Module 1	Module 2	Module 3	Module 4
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.	✓		✓	✓
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.	✓		✓	
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.	✓		✓	
RL.8.4: 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.8.5: 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.			✓	
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.	✓			
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.				✓
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.	✓			
RL.8.10: 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.	✓		✓	

Reading Standards for Informational Text

CCS Standard	Module 1	Module 2	Module 3	Module 4
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.	✓	✓		✓
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.	✓			
RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).				✓
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.	✓	✓		✓

CCS Standard	Module 1	Module 2	Module 3	Module 4
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.		✓		
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.		✓		✓
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.		✓		
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.		✓		
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.		✓		
RI.8.10: 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.	✓	✓		✓

Writing Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.8.1: Write arguments to support claims with clear reasons and relevant evidence.		✓		✓
W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		✓		✓
W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓		✓
W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		✓		✓
W.8.1d: Establish and maintain a formal style.		✓		✓
W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented.		✓		✓
W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓			
W.8.2a: 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.	✓			

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CCS Standard	Module 1	Module 2	Module 3	Module 4
W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓			
W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	✓			
W.8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓			
W.8.2e: Establish and maintain a formal style.	✓			
W.8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓			
W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓		✓	
W.8.3a: 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.	✓		✓	
W.8.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	✓		✓	
W.8.3c: 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.	✓		✓	
W.8.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓		✓	
W.8.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓		✓	
W.8.4: 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.)	✓	✓	✓	✓
W.8.5: 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.)				✓
W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	✓	✓	✓	✓
W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		✓		
W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.8.9a: Apply <i>grade 8 Reading standards</i> to literature (e.g., “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”).	✓		✓	
W.8.9b: Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “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”).				✓
W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓

Speaking and Listening Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.				✓
SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				✓
SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.				✓
SL.8.1c: Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.				✓
SL.8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				✓
SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		✓		
SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		✓		

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CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		✓		
SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		✓		✓
SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)				✓

Language Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		✓	✓	✓
L.8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			✓	
L.8.1b: Form and use verbs in the active and passive voice.			✓	
L.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			✓	
L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.*			✓	
L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		✓	✓	
L.8.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			✓	
L.8.2b: Use an ellipsis to indicate an omission.			✓	
L.8.2c: Spell correctly.				✓
L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓	✓
L.8.3a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			✓	

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	✓			
L.8.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓		✓
L.8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	✓	✓		✓
L.8.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓			
L.8.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓			
L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓		
L.8.5a: Interpret figures of speech (e.g., verbal irony, puns) in context.	✓		✓	✓
L.8.5b: Use the relationship between particular words to better understand each of the words.		✓		
L.8.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).		✓		✓
L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓		✓