# CURRICULUM UNIT MAP
## 1ST QUARTER

**COURSE TITLE:  Communication Arts**                                                                                                                                       **GRADE:  8th**

| Unit Title and Objectives | List CLTs for Each Objective | Brief Description of Formative Assessment(s) | End-of-Unit Benchmark or Performance Assessment |
|---|---|---|---|
| **Unit:  Biographies** <br> **WEEK 1—OBJECTIVES** <br> Identify a biography <br><br> Compose a biography that focuses around a central idea | Identify a biography <br><br> Form good questions to conduct an interview <br><br> Write a biography with an effective intro, body, and conclusion <br><br> Find a focus point in a biography | Students complete Splash Words to identify biographies of celebrities. <br><br> Students form questions to interview a partner. <br><br> Students use the interviews to write a biography on a student. | Performance Assessment: Write a biography on a classmate |
| **Unit:  Personal Narrative** <br> **WEEK 2-3—OBJECTIVES** <br> Compose a personal narrative that focuses around a central idea | Write a personal narrative with a clear intro, body, and conclusion <br><br> Follow a writing process (pre-write, draft, edit, and type) to write a personal narrative <br><br> Use details to support a main idea | Students will write a group essay with five paragraphs that supports a main idea. <br><br> Students will use the writing process to write a personal narrative. <br><br> Students will conference with Mrs. Turnbough to examine strengths and weaknesses of the drafted essay. | Performance Assessment: Write a personal narrative |
| **Unit: Descriptive Writing/Imagery** <br> **WEEK 4—OBJECTIVES** <br> Compose text with descriptive words/imagery | Compose texts with descriptive words. <br><br> Use descriptive words when I write. <br><br> Use imagery to write descriptively. <br><br> Use similes and metaphors to write descriptively. | Complete a group brainstorm to use descriptive words to describe objects <br><br> Complete a newspaper hunt to find descriptive words, and use those words to write a descriptive story <br><br> Write an imagery poem on a 10-minute experience outside <br><br> Add similes and metaphors to the imagery poem <br><br> Write a metaphor poem | Performance Assessment:  Write an imagery poem with similes and metaphors. |

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| **Unit: Main Idea** <br> **WEEK 5—OBJECTIVES** <br> Identify the main idea of a text <br><br> Identify supporting details of a main idea | Analyze a text to determine the main idea of a story <br><br> Analyze a text to determine supporting details of a main idea <br><br> Use pre-reading strategies to predict the main idea of a story <br><br> Put details of a story in a logical order based on a Main Idea Organizer | Find a comic strip and write its main idea. <br><br> Read *Water for Life*  and *Earthquake* and complete Inside/Outside Circles to discuss the main idea of each text. <br><br> Read a story and complete a Main Idea Organizer with the main idea and three supporting details. <br><br> Complete a clicker quiz asking the main idea of various paragraphs. <br><br> Read *Asteroids* and complete the main idea worksheet. | End-of-Unit Benchmark: <br> Selected Response Assessment <br><br> NOTE:  Main Idea will be assessed on every test throughout the year. |
| **Unit: Active Reading Skills** <br> **WEEK 6-8—OBJECTIVES** <br> Use active reading skills when reading texts to comprehend and analyze a text | Use active reading skills (questions, predictions, inferences, connections, summaries, visualizations, and comments) to comprehend and analyze a text <br><br> Use active reading skills and reading activities to interpret a text | Complete Write Something to think about and analyze a text by writing active reading skills during reading. <br><br> Complete Say Something  to think about and analyze a text with a group by saying active reading skills during reading. <br><br> Complete a Listening Log to think about and analyze a text by listening to a story, writing active reading skills, then pasting comments to Active Reading Skills posters around the room. | Complete Marking Up the Text by reading a story and writing active reading skills on sticky notes then transferring sticky notes to an Active Reading Skills poster. <br><br> NOTE:  Active Reading Skills will be used continuously throughout the year to comprehend and analyze texts. |

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| **Unit: Comparing and Contrasting WEEK 9—OBJECTIVES**<br><br>Use details from texts to Compare and Contrast two or more things<br><br>Use comparison and contrasting techniques to analyze a text<br><br>Use comparison and contrasting techniques to contrast characters and texts | Compare and contrast two or more things<br><br><br><br>Use a Venn Diagram to compare and contrast two or more things | Construct a Venn Diagram to compare and contrast two vehicles.<br><br>Construct a Venn Diagram and use the activity Inside/Outside Circles to compare and contrast yourself to three partners.<br><br>Compare and contrast two essays.<br><br>Compare and contrast two texts—*The Ninny* and *The Governess.* | End-of-Unit Benchmark:<br>Selected Response Assessment |

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| **Unit: Author's Purpose and Informational Text**<br>**WEEK 1-2—OBJECTIVES**<br><br>Use details from text to comprehend and analyze informational texts<br><br>Use details from text to determine the author's purpose of a text based on text analysis<br><br>Use details from text to determine author's viewpoints<br><br>Use details from text to determine the important of information<br><br>Use comparison and contrasting techniques to compare and contrast viewpoints of a text | Use strategies to think about and understand informational texts<br><br>Determine the author's purpose for writing a text<br><br>Determine author's viewpoints of a text<br><br>Determine importance of information of a text<br><br>Use active reading skills to comprehend and analyze informational texts | Present a debate to a group and discuss which types of people might be in favor or against that topic.<br><br>Complete an Interactive Reading Guide with a partner to understand a text.<br><br>Complete a map for an article by determining the purpose for each paragraph.<br><br>Complete a Say-Mean-Matter worksheet to determine why each paragraph of a text is important.<br><br>On Lab Manual Online, complete quizzes 16 (informational text) and 47 (author's purpose). | Selected Response Assessment<br><br>Performance Event:  Complete a Say-Mean-Matter worksheet after reading a text. |
| **Unit:  Persuasive Essay**<br>**WEEK 3-4—OBJECTIVES**<br><br>Write a persuasive essay<br><br>Analyze viewpoints of a particular topic to write a persuasive essay | Persuade others with specific, researched details<br><br>Follow a research plan and a writing process (pre-writing, draft, edit, type) to write a persuasive essay<br><br>Write a persuasive essay with effective intro, body, and concluding paragraphs<br><br>Verbally present information to a group | Present a debate to a group and persuade a group on the topic.<br><br>Students will use the writing process to write a persuasive essay.<br><br>Students will conference with Mrs. Turnbough to examine strengths and weaknesses of the drafted essay. | Performance Assessment:<br>Write a persuasive essay. |

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| **Unit: Irony and Plot** **WEEK 5—OBJECTIVES** Identify irony in a text  Analyze the sequence of events and conflict in a story to construct a plot diagram that shows the exposition, rising action, climax, falling action, and resolution of a story | Identify irony in a story | Identify irony in three texts as a table discussion, a 5-minute writing, and a group discussion.  Complete a plot diagram for three texts, emphasizing conflict. | End-of-Unit Benchmark: Selected Response and Fill-in-the-Blank Assessment |
| | Determine the plot of a story | | |
| | Construct a plot diagram to show the sequence of events in a story:  exposition, rising action, climax, falling action, and resolution | | |
| | Analyze the conflicts of a story | | |
| **Unit:  *A Day No Pigs Would Die*** **WEEK 6-9—OBJECTIVES**  Read *A Day No Pigs Would Die* to review previously-introduced skills of using skills to comprehend and analyze a text:  active reading skills, main idea, summaries, context clues, irony, letter format, and plot.  Read *A Day No Pigs Would Die* to introduce symbolism, dialect, and slang.  Use details from text to analyze point of view.  Use details from text to analyze theme.  Use details from text to interpret behaviors, motives, and consequences of character actions and problem-solving processes of characters. | Use active reading skills to comprehend and analyze a text. | Complete double-entry journals using active reading skills and writing summaries for each chapter to demonstrate comprehension and analysis of text and characters.  Complete clicker quizzes over vocabulary words.  Complete 5-Minute Responses after various chapters to review skills taught in first semester and to assess the understanding of dialect and slang in the story.  Write a letter from the perspective of a character from the story.  Complete symbolism activity to determine what symbols existed throughout the story.  Complete theme activity to determine the theme of the story. | End-of-Unit Benchmark: Selected Response and Constructed Response Assessment |
| | Develop vocabulary through the use of context clues and a dictionary to determine the meaning of a word. | | |
| | Determine the main idea of a text. | | |
| | Identify and explain irony in a text. | | |
| | Identify and analyze symbolism in a text. | | |
| | Write a letter in proper format. | | |
| | Evaluate a story's plot and conflict. | | |
| | Interpret and analyze dialect and slang in a story. | | |
| | Analyze a character's actions in a story. | | |
| | Interpret and analyze the theme of a story. | | |
| | Analyze how the point of view of the novel affects the story and its meaning. | | |

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| **Unit: Character Actions and Conflict WEEK 1-2—OBJECTIVES**<br><br>Use details from text to interpret behaviors, motives, and consequences of character actions and problem-solving processes of characters.<br><br>Interpret the conflicts of a story.<br><br>Interpret the mood of a story and how it applies to a story's plot.<br><br>Interpret the theme of a story.<br><br>Use foreshadowing and character actions to predict events of a story. | Explain and evaluate characters' actions.<br><br>Evaluate the conflict in a story.<br><br>Review a story's plot and create a plot diagram.<br><br>Interpret the mood of a story.<br><br>Interpret the tone of a story.<br><br>Interpret the theme of a story.<br><br>Interpret foreshadowing in a story, and analyze foreshadowing to predict the outcome of a story. | Understand the conflict and the traits of a character to fill out a worksheet predicting the character's actions.<br><br>Write an epilogue to a story.<br><br>Use a character's tone and actions to write a postcard to another character.<br><br>Complete a clicker quiz on tone.<br><br>Construct a scene with a particular mood.<br><br>Complete a plot diagram on all stories covered in the unit, emphasizing conflict.<br><br>Complete a theme chart on all stories covered in the unit.<br><br>Complete a worksheet to examine all foreshadowing in a variety of short stories. | End-of-Unit Benchmark: Selected Response, Constructed Response, and Fill-in-the Blank Assessment. |
| **Unit:  Point of View WEEK 3-4—OBJECTIVES**<br><br>Determine and analyze the point of view of a text.<br><br>Analyze how the point of view of a text can enhance a story. | Determine the point of view of a story.<br><br>Analyze the point of view of a story.<br><br>Analyze how the point of view of a story can change a story. | Complete constructed response question on *Charles.*<br><br>Complete a personal ad from a character's point of view.<br><br>Complete constructed response question on *Checkouts.*<br><br>Complete an Online Quiz. | End-of-Unit Benchmark: Selected Response Assessment |

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| **Unit: Symbolism** **WEEK 5-7—OBJECTIVES** <br><br> Identify and analyze symbolism in a story. <br><br> Review irony, mood, and tone in a text and how they apply to the overall understanding of a story. | Review identifying symbolism in a story. <br> Explain the meaning a symbol adds to a message. <br> Use symbolism and other features to predict what will happen in a story. <br> Review irony. <br> Review mood. <br> Review tone. <br> Review conflict. | Table discussion on examples of symbolism in two stories in the unit and other stories covered so far. <br><br> SMART Board activity on effect symbols had on stories. <br><br> Identify symbolism in a song. | End-of-Unit Benchmark: Selected Response and Constructed Response Assessment. |
| **Unit:  Folk Tales and Myths** **WEEK 8-9—OBJECTIVES** <br><br> Interpret personification in a text. <br><br> Interpret jargon in a text. <br><br> Review letter format, plot, and dialect. | Identify personification in a text. <br> Compose a myth. <br> Identify jargon in a story. <br> Review dialect in a story. <br> Review proper letter format. <br> Review plot in a story. | Selected response quiz on personification in a story. <br><br> Write a letter to a past teacher. <br><br> Write the jargon of a profession. <br><br> Table discussion of personification evident in three texts read in class. | Performance Assessment: Write a myth using techniques covered in unit. |

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| **Unit:  Media**<br>**WEEK 1-2—OBJECTIVES**<br><br>Use the different types of media to review active reading skills, summarizing, and comparing and contrasting.<br><br>Analyze information conveyed in various media.<br><br>Present a newscast to an audience. | Summarize a text.<br><br>Use active reading skills and listening skills to interpret a text.<br><br>Compare and contrast the different types of media coverage.<br><br>Present a newscast to an audience. | Construct a Venn Diagram to compare and contrast TV, radio, and newspapers.<br><br>Summarize daily news stories online. | Performance Assessment:<br>Find news stories and summarize them to create a newscast.  Present the newscast to the class. |
| **Unit:  Timeline Research Project**<br>**WEEK 3-6—OBJECTIVES**<br><br>Follow a research plan to research a specific decade.<br><br>Present researched information by composing paragraphs to accompany pictures.<br><br>Present a poster to an audience. | Follow a research plan to research a specific decade.<br><br>Determine the difference between reliable and non-reliable sources.<br><br>Compose paragraphs with correct mechanics, usage, and grammar.<br><br>Present information to an audience. | Research a specific decade and present daily updates to Mrs. Turnbough. | Performance Assessment:<br>Create a poster on a specific decade.  The poster must have pictures and paragraph captions. |

**CURRICULUM UNIT MAP**
**4ᵗʰ QUARTER**

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| Unit Title and Objectives | List CLTs for Each Objective | Brief Description of Formative Assessment(s) | End-of-Unit Benchmark or Performance Assessment |
|---|---|---|---|
| **Unit: Science Fiction and Persuasive Essay**<br>**WEEK 7-9—OBJECTIVES**<br><br>Follow a research plan and a writing process to write a persuasive essay on the 1969 Apollo Moon Landing | Examine science fiction stories.<br><br>Write a letter in proper format based on a science fiction story.<br><br>Persuade others with specific, researched details.<br><br>Follow a research plan to research an event and write an essay.<br><br>Follow a writing process (pre-write, draft, edit, type) to write a persuasive essay. | Write a letter as a character from a science fiction story.<br><br>Complete a persuasive brochure on living on the moon.<br><br>Students will use the writing process to write a persuasive essay.<br><br>Students will conference with Mrs. Turnbough to examine strengths and weaknesses of the drafted essay. | Performance Event:<br>Write a persuasive essay on the 1969 Apollo Moon Landing.<br>Present persuasive side to a group. |
| **Unit: Recurring Skills Covered Daily**<br><br>Compose sentences with proper mechanics, usage, and grammar<br><br>Identify spelling rules for various words | Copy a DOL sentence daily, and determine the grammatical or punctuation rule used for every highlighted part of the DOL sentence.<br><br>Use correct mechanics, usage, and grammar when composing text.<br><br>Identify one spelling rule per week, concentrating on six words. | In a journal, copy a DOL sentence daily, and determine the grammatical or punctuation rule used for every highlighted part of the DOL sentence. | End-of-Week Benchmark:<br>Selected Response and<br>Fill-in-the-Blank  Assessment. |