

**8TH GRADE
ELA + HISTORY
HONORS**

**INTEGRATED ENGLISH LANGUAGE ARTS
AND HISTORY CURRICULUM**

**LITERATURE: EXAMINATION OF TIMELESS AND
UNIVERSAL THEMES THROUGH LITERATURE**

**COMPOSITION: WRITING WITHIN THE CONTENT
AREAS AND CREATIVE WRITING**

**HISTORY: ISSUES AND CONFLICTS AFFECTING
REAL PEOPLE**

**FOR THE STUDENTS OF
DR. LAURA LOWDER EDUCATIONAL**

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COURSE DESCRIPTION

This course is designed and developed to be taught to 8th grade middle school students at an advanced, honors level. The course is intended to span an academic year and equates to a full middle school ELA course + a history elective at the middle school level. This course will prepare students for high school English and literature coursework at the honors level and sets a strong foundation for eventual AP and collegiate ELA course work.

Scholars will engage in a sequence of core units of integrated study using a carefully selected collection of rich literature; teen novels, classic short stories, and poetry, as anchors. The list of literature includes: Tuesdays with Morrie, by Mitch Albom, I Know Why the Caged Bird Sings by Maya Angelou, and The House on Mango Street by Sandra Cisneros, Animal Farm by George Orwell, Elijah of Buxton by Christopher Paul Curtis, The Adventures of Huckleberry Finn by Mark Twain, The Book Thief by Markus Zusac, and Watership Down by Richard Adams.

The pedagogical basis for the integrated units of study that make up this course is to provide opportunities for scholars to build their own perspectives and understanding of the world through literature-based studies in real world and, often, historical contexts. Scholars will engage in critical thinking and creativity as they analyze, synthesize, evaluate, judge, relate, collaborate, communicate, debate, discuss, develop intellectual arguments, and problem-solve in response to challenging literature. Scholars compose written pieces across genres including expository, short story, news article, argumentative, persuasive, narrative, and poetry using the 6+ Trait Writing Framework. Throughout these units of study, students engage in all twelve of the national standards published by the National Council of Teacher of English and the International Reading Association for the English Language Arts at the ninth grade level. By the end of the course, students will have engaged in opportunities to increase learning and strengthen skills across reading and writing, communicating, and listening areas.

As an extension of the integrated units of study that make up the core content of this 8th Grade ELA + History Honors course, student-selected novel studies will engage scholars in myriad book studies that will serve as a springboard for analysis, connections, and empathy building in relation to the real people around our world. Rummy Roots will be used throughout the year to build vocabulary and word comprehension skills by engaging to learn about Greek and Latin roots of the English language.

INTEGRATION OF CONTENT

Middle School Honors Literature 3: Examination of Timeless and Universal Themes Through Literature ¶
Required ¶

Integrated with ¶

Middle School Honors Composition 3: Writing within the Content Areas and Creative Writing Required ¶
Lit + Comp. = Grade 8 English Language Arts Honors Credit ¶

Integrated with ¶

Middle School Honors History 3: Issues and Conflicts Affecting Real People ¶

*Important Note: Literature List and Student Expectations will be Differentiated by Grade Level (6, 7, or 8) to provide a rigorous, yet developmentally appropriate course of study. Credit will be earned for the students' grade level. The book list included in this document is for the 8th grade course.

SCOPE AND SEQUENCE

SEPTEMBER

Beginning of Year Writing Sample (Pre-Course Artifact)

Introduction to Integrated Units of Study Based In Literature

Unit One: The Book Thief by Markus Zusak

Summary of Skills (Scroll to “Unit Three: The Book Thief”)

Add Product(s) to Portfolio (To Include: Bravery and Loyalty Analysis Paper)

OCTOBER

Unit Two: Watership Down by Richard Adams

Summary of Skills (Scroll to “Unit 2: Watership Down”)

Add Product(s) to Portfolio (To Include: Thematic Paper)

Unit Three: Tuesdays with Morrie, by Mitch Albom

Summary of Skills

Add Product(s) to Portfolio (To Include: Main and Minor Conflict Essay)

NOVEMBER

Unit Four: Animal Farm by George Orwell

Summary of Skills (Scroll to “Unit 2: Animal Farm”)

Add Product(s) to Portfolio (To Include: Trace the Corruption of Ideals Through the Story’s Plot; Compose a Timeline and a Written Essay)

Unit Five: The House on Mango Street by Sandra Cisneros

Summary of Skills

Add Product(s) to Portfolio (To Include: A Book Cover for a “House on Mango Street” with three conflicting symbols from the text with a succinct descriptive paragraph)

DECEMBER

Student-Selected Book Club Month

Summary of Skills

Add One-Pager Products to Portfolio

JANUARY

Unit Six: I Know Why the Caged Bird Sings by Maya Angelou

Summary of Skills

Add Product(s) to Portfolio (To Include: *An Examination of Southern Racism in America in the 1930s and 1940s and Lingerings Into Today Tough Conversations and How To Live as an Anti-Racist in 2020* (our original ideas))

Unit Seven: The Adventures of Huckleberry Fin by Mark Twain

Summary of Skills (Scroll to “Unit Four: The Adventures of Huckleberry Fin”)

Add Product(s) to Portfolio (To Include: Comparative Essay (w/ Contrast, too) of the Major Conflict in the Novel: Civilization vs. “Natural Life”))

Documents from American History Memorization and Recitation Challenge

FEBRUARY

Unit Eight: The World Made New by Marc Aronson and John W. Glenn

Summary of Skills

Add Product(s) to Portfolio (To Include: An Argumentative Essay Arguing the Faults of Our Society’s Upholding of the Human Rights Act)

Unit Nine: Poetry Rocks! Modern British Poetry

Summary of Skills (scroll down to “Unit Four: Poetry”)

Add Product(s) to Portfolio (To Include: Poetry Analysis and Connections Journal Entries)

MARCH

Unit Ten: Elijah of Buxton by Christopher Paul Curtis

Summary of Skills (Scroll to: “Unit 5: Elijah of Buxton”)

Add Product(s) to Portfolio (To Include: An Imaginative Narrative Replacing the Character, Elijah, with You During the Time Frame of the Novel, Living Where You Lived When You Were Eleven)

Unit Eleven: Classical Short Stories Week One

1. “Thank You, Ma’am” (Reading + Storytelling Arc)
2. Hooks: Paragraph Assignment (Introductory Paragraph)

APRIL

3. “The Necklace” (Reading + Writing Task)
4. “The Cask of Amontillado” by Edgar Allan Poe (Reading + Storytelling Arc)
5. “The Rules of the Game” by Amy Tan (Reading + Creative Writing)
6. “The Most Dangerous Game” by Richard Connell (Reading + Simile)
7. “Lamb to the Slaughter” by Roald Dahl (Reading + Police Report)
8. “The Interlopers” by Saki (H. H. Munro) (Reading + Newspaper Assignment)
9. “The Gift of the Magi” by O. Henry (Reading + Creative Writing Assignment)
10. “The Scarlett Abis” by James Hurst (Reading + Symbolism Grid + Literary Analysis Paragraph)

11. Unit Examination: Compose an Original Short Story and Annotate the Strategies That You Use and Your Emulations of the Famous Stories from Our Study

Summary of Skills

Add Product to Portfolio (To Include: An Original Short Story of Your Own Emulating Short Stories from Our Unit of Study)

MAY

Student-Selected Book Club Month

Summary of Skills

Add One-Pager Products to Portfolio

Select Your Best End of Year Writing Sample (Post-Course Artifact)

Self-Evaluate to Determine Growth and Improvement and Future Writing Goals

Add Pre and Post Writing Artifacts and Self-Evaluation to Your Portfolio

STANDARDS FOR LEARNING

STANDARDS FOR THE ENGLISH LANGUAGE ARTS FROM THE NATIONAL COUNCIL FOR TEACHERS OF ENGLISH

Standard 1: Student read a wide variety of print and non print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classics, and contemporary works.

Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non print texts.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 10: Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standard 11: Students participate in knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

LITERARY SKILLS

CHOICE BOOKS SKILLS

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Make and discuss textual connections
- Make and discuss textual connections
- Analyze themes
- Analyze and discuss the evolution of characters
- Analyze and discuss author's style
- Analyze and discuss setting
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

6+ TRAIT WRITING

The Six Traits with Descriptions

The Six Traits Rubric for High Schoolers

THEMES OF SOCIAL STUDIES

1. Culture: Social studies should include experiences that provide for the duty of culture and cultural diversity.
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
7. Production, Distribution, and Consumption Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
8. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
9. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.
10. Civic Ideas and Practices: Social studies programs should include experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic.

*Sub Standards for each theme are available at <https://www.socialstudies.org/standards/strands>.

C3 FRAMEWORK FOR STUDYING AND CONNECTING WITH HISTORY

TABLE 1: C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

<https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

PSYCHOLOGICAL LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX B

Influences on Thought and Behavior

Critical Thinking: Themes, Sources, and Evidence

Applications of Psychological Knowledge

SOCIOLOGICAL LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX C

Social Structure: Culture, Institutions, and Society

Social Relationships: Self, Groups, and Socialization

Stratification and Inequality

ANTHROPOLOGIC LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX D

What It Means to Be Human: Unity and Diversity

Methods and Ethics of Inquiry

Becoming a Person: Processes, Practices, and Consequences

Global and Local: Societies, Environments, and Globalization

SCHOLARLY RATIONALE FOR THE C3 FRAMEWORK KEY POINTS * SCROLL TO APPENDIX E

The Importance of Questions

Questions as Problem-Solving Spaces

Investigative Practices and Problem-Solving Strategies

Economic Thinking

Geographic Thinking

Historical Thinking

Civic-Minded Thinking

Evidence as Understanding

Working Collaboratively to Show Understanding

Progressions Into Socio-Cultural Understanding

Understanding As Civic Engagement

National Curriculum Standards for Social Studies. National Council for the Social Studies.

<https://www.socialstudies.org/standards/strands>

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Moving Beyond the Page: Language Arts Curriculum Units Copyright ©2005-2020 Epiphany Curriculum, LLC <https://www.movingbeyondthepage.com/purchase/full-year-package/16/age-12-14/>

Short Stories Unit Plan by Laura Randazzo

Six+ Trait Writing Model of Instruction and Assessment. Education Northwest. 2018.
<https://educationnorthwest.org/traits>

Social Studies Themes and Standards <https://www.socialstudies.org/standards/strands>

Standard for the English Language Arts by the National Council for Teachers of English
[https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf?
_ga=2.58317674.1733782660.1592371935-1791990579.1592371935](https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf?_ga=2.58317674.1733782660.1592371935-1791990579.1592371935)

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