



Manhattan Center for Science and Math High School

English Department Curriculum

English 8

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question:

Gender in Society

- How has society dictated beauty and acceptance?
- What is the role of a hero or heroines in a culture?
- How do various cultures reward / recognize their heroes and heroines
- How do we form and shape our identities through gender?
- In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for her/himself?
- What role do social constructs play in our understanding of gender?

Unit/Topics:

Identity
Gender Roles
Society

Writing

Components:

Short writing assignments
Reflections
Research Papers
Annotated Bibliography

SWBAT/Objectives:

Vocabulary/Key

Terms:

(Literary
Terms/Devices)

Theme
Characterization
Syntax
Tone
Claim/Counterclaim
In Text Citations
Satire
MLA Format
Revision
Point of View
Making Inferences

Assessments:

Unit Exams, Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Projects, Essays, Short writing assignments, Paragraph reflections, Research projects, Exit Slips

Common Core

Reading Literature

Standards:

CCSS.ELA-LITERACY.RL.11-12.1
CCSS.ELA-LITERACY.RL.11-12.2
CCSS.ELA-LITERACY.RL.11-12.3
CCSS.ELA-LITERACY.RL.11-12.4
CCSS.ELA-LITERACY.RL.11-12.5
CCSS.ELA-LITERACY.RL.11-12.6
CCSS.ELA-LITERACY.RL.11-12.9
CCSS.ELA-LITERACY.RL.11-12.10
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CCSS.ELA-LITERACY.RI.11-12.5
CCSS.ELA-LITERACY.RI.11-12.6
CCSS.ELA-LITERACY.RI.11-12.7
CCSS.ELA-LITERACY.RI.11-12.9
CCSS.ELA-LITERACY.RI.11-12.10

Reading Informational Text

CCSS.ELA-LITERACY.SL.11-12.1
CCSS.ELA-LITERACY.SL.11-12.1.A
CCSS.ELA-LITERACY.SL.11-12.1.B
CCSS.ELA-LITERACY.SL.11-12.1.D
CCSS.ELA-LITERACY.SL.11-12.2
CCSS.ELA-LITERACY.SL.11-12.3
CCSS.ELA-LITERACY.SL.11-12.4
CCSS.ELA-LITERACY.SL.11-12.5
CCSS.ELA-LITERACY.SL.11-12.6

Writing Standards

CCSS.ELA-LITERACY.W.11-12.1.D
CCSS.ELA-LITERACY.W.11-12.2
CCSS.ELA-LITERACY.W.11-12.2.A
CCSS.ELA-LITERACY.W.11-12.2.B
CCSS.ELA-LITERACY.W.11-12.2.C
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CCSS.ELA-LITERACY.W.11-12.3.A
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CCSS.ELA-LITERACY.W.11-12.3.D

CCSS.ELA-LITERACY.W.11-12.3.E
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CCSS.ELA-LITERACY.W.11-12.6
CCSS.ELA-LITERACY.W.11-12.7
CCSS.ELA-LITERACY.W.11-12.8
CCSS.ELA-LITERACY.W.11-12.9.A
CCSS.ELA-LITERACY.W.11-12.10

**Differentiated
Instruction:**

Use visuals/graphic organizer that reinforce spoken or written words.
Employ gestures for added emphasis
Read Aloud
Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax
Partner Work
Stress high-frequency vocabulary words.
Use fewer idioms and clarify the meaning of words or phrases in context.
Dictionaries available
Thesaurus available
Small group work (Heterogeneous groupings)
Video and audio assistance (readings)

ELLs:

Use visuals/graphic organizer that reinforce spoken or written words.
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Dictionaries available
Thesaurus available
Small group work (Heterogeneous groupings)
Video and audio assistance (readings)

SWDs:

Mnemonic strategies
Spatial Organizers
Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies)
Computer-Assisted Instruction
Peer Mediation
Differentiated Assessments

Extended time
Graphic organizers
Small group work (Heterogeneous groupings)
Video and audio assistance (readings)

High-Achievers:

Accelerate Pacing – allow more time for student investigations and in-depth work
Eliminate-repetition
Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work
Research assignments
Independent reading assignments
Flexibility with creative assignments
Small Group work/Discussion
Socratic Seminar

Resources/Books:

Various – Per Teacher

Novels:

Beloved
Macbeth
The Importance of Being Ernest
Breath, Eyes, Memory
The Picture of Dorian Gray
Dreaming in Cuban
A Lesson Before Dying
The Bluest Eye
Great Expectations
Beowulf
The Stranger
Candide
The Tempest

Poetry:

“Mirror,” Sylvia Plath
“The Mother,” Gwendolyn Brooks
“Girl,” Jamaica Kincaid
“Dulce et Decorum Est,” Wilfred Owen
“What’s Love got to Do With It,”
Tina Turner

Non-fiction:

Biography of the Author(s)
“Harvey Fierstein, 'Casa Valentina,'
and gender-blurring roles on
Broadway,” Liz Smith, Chicago
Tribune

The Social Contract, Jean-Jacques
Rousseau

“Gender Roles Sow The Seeds Of
Violence, Researchers Say,” Etelka
Lehoczky, Chicago Tribune

“Does Science Really Say That Hot
Guys Are Jerks? Our new study
suggests that better-looking men
are more selfish,” Michael E Price

Short Stories:

“The Falcon,” Giovanni Boccaccio

“The Lottery Ticket,” Anton
Chekhov

“The Story of an Hour,” Kate
Chopin

Homework:

Per Teacher



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English Department Curriculum

English 8

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Marking Period 2

Topic and Essential Question: Taking Risks

- What is happiness and what is its degree of importance in one's life?
- Why do people take risks?
- What are the various kinds of risks that people may take to improve their way of living?
- How does someone decide whether a risk is worth taking?
- Why is it very difficult for so many individuals to take risks?

Unit/Topics: The Pursuit of happiness
Taking risks
Society

Writing Components: Short writing assignments
Reflections
Writing a speech
Annotated Bibliography

SWBAT/Objectives:

Vocabulary/Key

Terms: Theme
(Literary Terms/Devices) Characterization
Syntax
Tone
Claim/Counterclaim
In Text Citations
Satire
MLA Format
Revision
Point of View
Making Inferences

Assessments: Unit Exams, Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Projects, Essays, Short writing assignments, Paragraph reflections, Research projects, Exit Slips

Common Core Standards:

Reading Literature
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CCSS.ELA-LITERACY.RL.11-12.2
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Reading Informational Text

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Dictionaries available
Thesaurus available
Small group work (Heterogeneous groupings)
Video and audio assistance (readings)

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High-Achievers:

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A Lesson Before Dying
The Bluest Eye
Great Expectations
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Poetry:

“Mirror,” Sylvia Plath
“The Mother,” Gwendolyn Brooks
“Girl,” Jamaica Kincaid
“Dulce et Decorum Est,” Wilfred Owen
“What’s Love got to Do With It,” Tina Turner

Non-fiction:

Biography of the Author(s)
“Harvey Fierstein, 'Casa Valentina,' and gender-blurring roles on Broadway,” Liz Smith, Chicago Tribune
The Social Contract, Jean-Jacques Rousseau
“Gender Roles Sow The Seeds Of

Violence, Researchers Say,” Etelka
Lehoczky, Chicago Tribune
“Does Science Really Say That Hot
Guys Are Jerks? Our new study
suggests that better-looking men
are more selfish,” Michael E Price
“The Mosquito solution” by Michael Specter

Short Stories:

“The Falcon,” Giovanni Boccaccio
“The Lottery Ticket,” Anton
Chekhov
“The Story of an Hour,” Kate
Chopin
“The Deep”
by Anthony Doerr

Homework:

Per Teacher



English 8

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Marking Period 3

Topic and Essential Question:

- **Where Do We Go From Here?**
- **How have we grown as students and people?**
- **How can we use the skills and content from this course to prepare us for college and/or the work force?**
- **How can we further examine concepts like cultural identity, gender roles, good and evil and the purpose of life?**

Unit/Topics:

Identity
Good and Evil
Gender Roles
Society
The Purpose of Life

**Writing
Components:**

Short writing assignments
Reflections
Research Papers
Annotated Bibliography

SWBAT/Objectives:

**Vocabulary/Key Terms:
(Literary Terms/Devices)**

Theme
Characterization
Syntax
Tone
Claim/Counterclaim
In Text Citations
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MLA Format
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Assessments:

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Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work
Research assignments
Independent reading assignments
Flexibility with creative assignments
Small Group work/Discussion
Socratic Seminar

Resources/Books:

Various – Per Teacher

Novels:

Any 12th Grade Approved Text

Poetry:

“Did I Miss Anything?,” Tom
Wayman
“Workshop,” Billy Collins
“Where I Loved, & What I Lived
For,” Thoreau
“The Perimeter of Ignorance,” Neil
Degrasse Tyson

Non-fiction:

“The Dog Ate my Flashdrive, and
Other Tales of Woe” Carolyn
Foster Segal
“Not all College Majors are
Created Equal,” by Michelle
Singletary from The Washington
Post
“The Pursuit of Getting By,” Amy
Widner, The Echo, University of
Central Arkansas
“‘Freshman 15’, Myth?”
“My First Year: Two Semesters in
New York,” various authors, from
The New York Times
“Message to my Freshman
Students,” Keith M. Parsons, from
The Huffington Post
“The New Literacy,” Clive
Thompson, from Wired
“Is Technolofy Destrpyng Social
Bonds?,” Shawn Ghuman, from

