



# Gateway School District

## Curriculum Map

### Middle Schools (5-8)

Moss Side Middle School (5-6)  
9000 Gateway Campus Blvd.  
Monroeville, PA 15146  
412-373-5830

Gateway Middle School  
4450 Old William Penn Highway  
Monroeville, PA 15146  
412-373-5780

## Curriculum Map: GMS - 8 English Language Arts

Course: Language Arts: 8

Grade(s): 8

### Unit 1: Determining the Path to Getting Ahead as Conformist or Individualist

Subject: Language Arts

#### Brief Summary of Unit

Students' reading, writing, speaking and listening focus on the big idea of audience and purpose influencing a writer's choice of organizational pattern, language, and literary technique while grappling with the concept of individuality versus conformity. Students read from, and write to, informational text as well as classic and contemporary literature. They engage in class discussions involving the informational text and literature to define whether the path to getting ahead is conformity or individualism. Students apply a broad range of reading, writing, speaking, and listening skills to determine and analyze main ideas, cite evidence that supports an analysis of text, determine the author's point of view and purpose in text, analyze the influence and use of words and phrases in text, and acknowledge and distinguish between opposing claims.

#### Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

1. Analyze the influence and use of words and phrases in text.
2. Determine an author's point of view and purpose in text.
3. Cite evidence that most strongly supports an analysis of text.
4. Acknowledge and distinguish between opposing claims.
5. Determine and analyze main idea.
6. 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.
7. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
8. Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

1. How do strategic readers create meaning from informational and literary text?

<p>interpret, analyze, evaluate, and synthesize information.</p> <ol style="list-style-type: none"> <li>3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>4. Effective speakers prepare and communicate messages to address the audience and purpose.</li> <li>5. Effective research requires the use of varied resources to gain or expand knowledge.</li> <li>6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.</li> <li>7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.</li> <li>8. An expanded vocabulary enhances one's ability to express ideas and information.</li> </ol>	<ol style="list-style-type: none"> <li>2. What is this text really about?</li> <li>3. How do readers know what to believe?</li> <li>4. How does what readers read influence how they should read it?</li> <li>5. How does a reader's purpose influence how text should be read?</li> <li>6. How do readers know what to believe in what they read, hear, and view?</li> <li>7. How does interaction with text provoke thinking and response?</li> <li>8. What do good listeners do?</li> <li>9. How do active listeners make meaning?</li> <li>10. How do active listeners know what to believe in what they hear?</li> <li>11. How do task, purpose, and audience influence how speakers craft and deliver a message?</li> <li>12. How do speakers employ language and utilize resources to effectively communicate a message?</li> <li>13. What does a reader look for and how can s/he find it?</li> <li>14. How does a reader know a source can be trusted?</li> <li>15. How does one organize and synthesize information from various sources?</li> <li>16. How does one best present findings?</li> <li>17. What makes clear and effective writing?</li> <li>18. Why do writers write?</li> <li>19. What is the purpose?</li> <li>20. Who is the audience?</li> <li>21. What will work best for the audience?</li> <li>22. How do learners make decisions concerning formal and informal language in social and academic settings?</li> <li>23. How do grammar and the conventions of language influence spoken and written communication?</li> <li>24. Why learn new words?</li> <li>25. What strategies and resources does the learner use to figure out unknown vocabulary?</li> <li>26. How does one develop and refine vocabulary?</li> </ol>
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**Stage Two - Assessment Evidence**

**Performance Tasks:** What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

## Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

## Unit 2: Critical Moments and the Way They Shape Who They Are

Subject: Language Arts

### Brief Summary of Unit

Students' reading, writing, and speaking and listening are constructed around the big idea of an expanded vocabulary enhancing one's ability to express ideas and information while confronting how critical moments shape who we are. They apply skills and strategies to effectively comprehend and evaluate a variety of texts, analyzing the author's choice of words, making inferences, developing generalizations, and drawing conclusions. Specifically, students analyze how the dialogue and/or incidents within the text propel the action, reveal aspects of the character, or provoke decisions. Utilizing critical thinking processes, students create meaning and tone in their own writings, demonstrating a complete understanding of the importance of decision making on character development.

### Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.
6. 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.
7. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
8. Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
9. Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

### Stage Two - Assessment Evidence

**Performance Tasks:** What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

### Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

# Unit 3: The Way the Message is Delivered Can Impact the Way It is Received

Subject: Language Arts

## Brief Summary of Unit

Students' reading, writing, and speaking and listening focus on the big idea of actively and skillfully interpreting, analyzing evaluating, and synthesizing information while exploring opposing perspectives. They engage in an examination of various perspectives that present multiple views, often in direct opposition to one another. Students read from, and write to, informational texts as well as contemporary literature. Students are provided opportunities to interact with a wide array of texts that support the ability to reason, analyze, and assess divergent thinking and various perspectives. Student outcomes include understanding of the narrator's perspective, its relationship to the author, and the impact on the central message.

## Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.
6. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) present a particular topic or idea.
7. 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.
8. Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
9. 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 directors or actors.
10. Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

## Stage Two - Assessment Evidence

**Performance Tasks:** What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

## Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

# Unit 4: The Motives of People Today in Comparison to Those of the Past

Subject: Language Arts

## Brief Summary of Unit

Students' reading, writing, and speaking and listening are confronted with the big idea of comparing the motives of people today to those of the past. They read from, and write to, informational text as well as classic and contemporary literature. Students will engage in activities to compare, contrast, and analyze text structures. Students will look at modern and traditional literature, analyzing themes, characters, and events, including determining how the material is rendered new.

## Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

1. Evaluate author's use of structure.
2. Analyze how text structure contributes to meaning.
3. Compare and contrast text structure in multiple texts.
4. Organize information to demonstrate a relationship among ideas.
5. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) present a particular topic or idea.
6. Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
7. Analyze the development of the meaning through the overall structure of multiple texts.
8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

## Stage Two - Assessment Evidence

**Performance Tasks:** What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

## Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)



5. **Speaking & Listening** (Must Teach)

6. **Writing Process** (Must Teach)

## Unit 5: Experiences May Be Shaped by Events

Subject: Language Arts

### Brief Summary of Unit

Students' reading, writing, and speaking and listening are confronted with the big idea that experiences may be shaped by events. They conduct research using relevant information from multiple sources, and write effectively and logically using a variety of transitions to show the relationships among the experiences and events. Students write with an awareness of the stylistic aspects of writing to achieve particular effects, including the use of verbs in active and passive voice, the use of verbs in conditional and subjunctive mood, and the creation of tone and voice. Students avoid plagiarism by implementing a standard format for citation.

### Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

1. Logically organize an event sequence using transitions and providing a conclusion.
2. Analyze the connotative meaning of words and how they influence tone.
3. Write with an awareness of voice and tone.
4. Conduct a short research project to answer a self generated question.
5. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
6. Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
7. Informational: Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. Argumentative: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events.
8. Write with an awareness of the stylistic aspects of composition.
9. 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.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

### Stage Two - Assessment Evidence

**Performance Tasks:**What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards

met?

**Other Evidence:**(quizzes, tests and so on)

**Stage Three - Learning Plan**

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)