

**Link Community Charter School
Grade 8 ELA Scope and Sequence**

Timeline	Unit Description/ Topic	Standards: CCCS	Essential Questions	Content: What will students know?	Skills: What will students be able to do?	Resources
Q1	Finding Home: Refugees	RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, and L.8.2.	<p>What is home?</p> <p>How do critical incidents reveal character?</p> <p>What common themes unify the refugee experience?</p> <p>How can we tell powerful stories about people's experiences?</p>	<p>How to develop their ability to read and understand complex text.</p> <p>How to work in research groups.</p> <p>How to write free verse poetry.</p>	<p>Cite text-based evidence that provides the strongest support for my analysis of literary text.</p> <p>Analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.</p>	Engage NY
Q2	RI—The Omnivore's Dilemma: The Secrets Behind What You Eat, Michael Pollan (Young Readers' Edition)/Research, Decision Making, and Forming Positions	(W.8.7, 8.8, 8.9)/(RI.7.1, W.7.1, 7.4, and 7.5)	<p>What journey does food take before it gets to your plate?</p> <p>Which stakeholders are affected by the consequences of each food chain?</p>	<p>How to analyze arguments and the evidence used to support arguments to determine whether sufficient evidence has been used and whether the evidence is relevant in support of the claim an author or speaker is making.</p> <p>How to investigate the consequences of each of the food chains and the stakeholders affected in those food chains.</p> <p>How to write a position paper.</p>	<p>Determine a theme or the central ideas of an informational text.</p> <p>Conduct short research projects to answer a question (including a self-generated question). (W.8.7)</p>	Engage NY

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Q3	RI—Unbroken: A World War II Story of Survival, Resilience, and Redemption, Laura Hillenbrand	(RI.8.1, W.8.2, 8.9) (RI.8.1, W.8.3)	How does war and conflict affect individuals and societies? How do historians/readers reconcile multiple accounts of the same event? How can narrative be used to communicate real events? How does captivity make the captive invisible? How can individuals become visible again? What are the advantages and disadvantages of using different media?	All about Japanese-American relations during World War II. Will learn how to read primary source documents	Analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. Write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. Cite text-based evidence that provides the strongest support for an analysis of literary text.	Engage NY
Q4	RL—To Kill a Mockingbird, Harper Lee RI—“Equal Rights for Women,” Chisholm RI—“Ain’t I a Woman?” Sojourner	(RL.8.1, 8.2, 8.3, W.8.1),(RL.8.11, W.8.3, 8.11)	How does taking a stand in small ways show integrity? Is it worth taking a stand for one’s self? For others? What do we know that Scout doesn’t? How does the idea of taking a stand connect to the dramatic irony and Scout’s perspective?	How to closely read a text. Know what "Theme" is. Develop argument writing skills.	Cite text-based evidence that provides the strongest support for my analysis of literary text. Determine a theme or the central ideas of literary text. Cite text-based evidence that provides the strongest support for an analysis of literary text. Write arguments to support	Engage NY