**Grade 8 Curriculum Map**

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| **GRADE 8, UINIT 1 : Rites of Passage** | | | | | |
| **INTRODUCTION** | **Days 1 & 2** | **Unit Video**: Dear Graduates – A Message from Kid President  **Discuss It:** Discuss It In what way is graduation a rite of passage, or significant milestone that indicates growth? What other rites of passage are you familiar with? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** NonFiction Narrative  **Launch Text:** Red Roses (Lexile 560) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |
| **Anchor/Supporting Texts:**  **Anchor Text (Short Story):** The *Medicine Bag* by Virginia Driving Hawk Sneve  **Media: Video**: *Apache Girl’s Rite of Passage*  The National Geographic *Society* | **Performance-Based Assessment Task**  **Narrative Task: Write A Nonfiction Narrative**  Prompt: What event changed your understanding of yourself, or that of someone you know?  **W.3, W.3.a-e, W.4, W.5** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  What are some milestones on the path to growing up? | **Unit Goals:**  TG p. 4   * Read and analyze how authors express point of view in nonfiction narrative.**RL.8.6** * Expand Knowledge and use of academic and thematic vocabulary. **RL.8.4** * Write a nonfiction narrative in which you develop experiences or events using effective technique **W.8.2** * Conduct research projects of various lengths to explore a topic and clarify meaning **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verb **L.8.1, L.8.1.c** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations **SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.4 | **Reading Informational Text**  RI.8.7 | **Speaking & Listening**  SL.8.1, SL.8.2, SL.8.4 | **Language**  L.8.4.a, L.8.4.c, L.8.4.d | **Writing**  W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e | **NOTES:** |

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| **UNIT 1 Whole-Class Learning GRADE 8 Rites of Passage** | | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 4-12** | | | | | | | |
| **The Medicine Bag: TG p. 12-27** | **Close Read**  TG p. 14: Look for descriptive details  TG p. 15: Note details that reveal differences among characters  TG p. 16: Look for phrases that indicate sequence of events or steps in a process  TG p. 17: Analyze character  TG p. 18: Look for details that indicate a change in characters or events  TG p. 19: Note details that reveal what characters are feeling and thinking  TG p. 20: Look for details that reveal things about a character | **Analyze the Text**  TG p. 22   * Evaluate * Summarize * Draw Conclusions * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 23  Figurative Meaning:  Symbolism  symbol  symbolism  RL.8.4 | **Concept Vocabulary and Word Study**  TG p. 24  Words that show  someone who is  not at full strength:  wearily  straggled  fatigue  frail  sheepishly  Animal Words  L.8.4 | **Conventions**  TG p. 25  Verbs in Active  and Passive Voice  voice  active voice  passive voice  L.8.1, L.8.1.b, L.8.3, L.8.3.a | **Writing to Sources**  TG p. 26  Retelling a story  W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e | **Speaking and Listening**  TG p. 27  Monologue  SL.8.4 |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens and why those involved react  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | | | | **Effective Expression** | | **NOTES:** |
| **Days 13-15** | | | | | | |
| **Apache Girls Rite of Passage:**  **TG p. 28-33** | **Close Read**  TG p. 29: Analyze expository information | **Analyze the Review**  TG p. 31   * Present and discuss * Review and synthesize | **Media Vocabulary**  TG p. 31  Narration  Audio  Close-up  Contrast  Pan  Synchronization  (sync)  L.8.6 | **Prepare to Compare: Speaking and Listening**  TG p. 32  Comparing video with text  SL.8.1, SL.8.2, SL.8.4 | **Writing to Compare**  TG p. 33  Video Review  RI.8.7, W.8.2, W.8.2.a, SL.8.2 |  |
| **First Review**  **Watch:** Who the video is about, what happens, where and when it happens, and why those involved react as they do  **Note:** Elements that you find interesting and want to revisit  **Connect:** Ideas within the video to what you already know and what you have already read  **Respond:** Complete Comprehension check and write a brief summary of the selection |
| **Performance Task: Writing Focus** | | | | | | |
| **Days 16-18** | | | | | | |
| TG p. 34-39  Write a Nonfiction Narrative  Prompt: What event changed your understanding of yourself, or that of someone you know?  Language Development: Author’s Style | | | | | Standards: W.8.3, W.8.3.a-e, W.8.4, W.8.5, W.8.10 | |

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| **UNIT 1 Small-Group Learning GRADE 8 Rites of Passage** | | | | | |
| **Introduction Day 19** | | | | | |
| **Letter:** *You Are the Electric Boogaloo* by Geoff Herbach  *Just Be Yourself!* By Stephanie Pellegrin  **Poetry**: *Hanging Fire* byAudre Lorde  *Translating Grandfather’s House*  By E.J. Vega  **Short Story**: *The Setting Sun and the Rolling World* by *Charles* Mungoshi | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Present a Nonfiction Narrative**  Prompt: What defines an event or experience in a young person’s life as a milestone or rite of passage?  **SL.8.4, SL.8.5** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What are some milestones on the path to growing up? | **Unit Goals:**  TG p. 4   * Read and analyze how authors express point of view in nonfiction narrative.**RL.8.6** * Expand Knowledge and use of academic and thematic vocabulary. **RL.8.4** * Write a nonfiction narrative in which you develop experiences or events using effective technique **W.8.2** * Conduct research projects of various lengths to explore a topic and clarify meaning **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verb **L.8.1, L.8.1.c** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations**SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.2, RL.8.4 | **Reading Informational Text**  RI.8.4 | **Speaking & Listening**  SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, SL.8.4 | **Language**  L.8.1.c, L.8.4, L.8.4.c, L.8.4.d, L.8.5.b | **Writing**  W.8.2.b, W.8.2.d-f, W.8.8 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 20-22** | | | | | | |
| ***You Are the Electric Boogaloo***  **TG p. 44-47**  **Just Be Yourself**  **TG p. 48-53** | **Close Read**  TG p. 46: Analyze word choice  TG p. 49: Analyze Allusions | **Analyze the Text**  TG p. 50   * Review and Clarify * Present and Discuss * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 51  Author’s Word  Choice: Tone  Tone  Word choice  Connotation  Denotation    RI.8.4, L.8.5, L.8.5.c | **Concept Vocabulary and Word Study**  TG p. 44  Context Clues  TG p. 50  Words that  convey a sense  of the extreme:  Immense  Majestic  Numerous  Latin Suffix -ous  RL.8.4 | **Conventions**  TG p. 52  Conventions:  Verb Moods  Moods  Indicative mood  Imperative mood  Interrogative mood  L.8.1, L.8.1.c, L.8.1.d | **Speaking and Listening**  TG p. 53  Visual Presentation  Illustrated  Instructions  Illustrated  informational report  W.8.7, SL.8.4, SL.8.5 |
| **First Read**  **Notice:** Who the letters are about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 23-26** | | | | | | |
| **Hanging Fire**  **Translating Grandfather’s House**  **TG p. 54-65** | **Close Read**  TG p. 57: Tone | **Analyze the Text**  TG p. 62   * Review and Clarify * Present and Discuss * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 63  Forms of Poetry:  Theme  Lyric poetry  Narrative poem  RL.8.2 | **Concept Vocabulary and Word Study**  TG p. 62  Words that suggest a positive change  Horizon  Awakenings  Beaming  Etymology  RL.8.4, L.8.4 | **Conventions**  TG p. 64  Verbs: Mood  Imperative  Indicative  Conditional  Subjunctive  L.8.1.c | **Group Discussion**  TG p. 65  Aspects of Growing up  or  Impact of Author’s tone  SL.8.1a-d |
| **First Read**  **Notice:** Who the poems are about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Days 27-30** | | | | | | | |
| **The Setting Sun and the  Rolling World:**  **TG p. 66-75** | **Close Review**  TG p. 67: Analyze Setting  TG p. 69: Analyzed figurative language | **Analyze the Text**  TG p. 72   * Review and Clarify * Present and discuss * Answer the Essential Question   SL.8.1, SL.8.5 | **Analyze Craft and Structure**  TG p. 73  Point of view in  fiction  First-person point of view  Third-person point of view  RL.8.6 | **Concept Vocabulary and Word Study**  TG p. 72  Words related  to the narrator’s  feelings toward  and relationship  with his father:  Patronized  Obligations  Psychological  RL.8.4, L.8.4 | **Conventions**  TG p. 74  Conventions:  Verb Moods  Interrogative  Imperative  Indicative  Conditional  Subjunctive  L.8.1, L.8.1.c, L.8.1.d | **Research:**  **Informational report**  TG p. 75  Zimbabwean healers  Traditional family life in Zimbabwe  W.8.2, W.8.2.b, W.8.2.f, W.8.7, W.8.8 | |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages you want to revisit  **Connect:** Ideas within the selection to what your already know and what you have already read  **Respond:** Complete Comprehension check and write a brief summary of the selection |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | |
| **Days 31-32** | | | | | | | |
| TG p. 76-77  Present a Nonfiction Narrative  Prompt: What defines an event or experience in a young person’s life as a milestone or rite of passage? | | | | | Standards: SL.8.4, SL.8.5, SL.8.6 | | |

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| **Overview: Independent Learning** | |
| **Days 33-34** | |
| TG p. 78-79, 80A-80F, 80-82  Select and read a story from selections available online   * Cub Pilot on the Mississippi by Mark Twain * from I Know Why the Caged Bird Sings by Maya Angelou * Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood by Natalie St. John * Childhood and Poetry by Pablo Neruda * The Winter Hibiscus by Minfong Ho | Standards: RL.8.10, RI.8.10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 84-87  Writing to Sources: Nonfiction Narrative  Prompt: What rite of passage has held the most significance for you or for a person you know well?  Speaking & Listening Outcome: Oral Presentation | Standards: W.8.3, W.8.3.a-e, W.8.4, W.8.10, SL.8.4, SL.8.5, SL.8.6 |

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| **GRADE 8, UNIT 2 : The Holocaust** | | | | | |
| **INTRODUCTION** | **Days 1 & 2** | **Unit Video**: The Holocaust  **Discuss It:** How might the Nazi’s treatment of European Jews have affected everyone else? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Explanatory Essay  **Launch Text:** The Grand Mosque of Paris (Lexile 990) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |
| **Anchor Text (Drama):** *The Diary of Anne Frank, Act I* by Frances Goodrich & Albert Hackett **Anchor Text (Drama):** *The Diary of Anne Frank, Act II* by Frances Goodrich & Albert Hackett **Media**:**Timeline:** *Frank Family and World War II Timelines* | **Performance-Based Assessment Task**  **Write an Explanatory Essay**  Prompt: How are historical events reflected in the play The Diary of Anne Frank?  Language Development: Revising Sentences by Combining With Conjunctions  **W.8.2, W.8.2.a-f, W.8.5, W.8.10, L.8.1, L.8.2, L.8.3** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  How do we remember the past? | **Unit Goals:**  TG p. 90   * Read and analyze how authors discuss a cause, event, or condition that produces a specific result **RI.8.8** * Expand Knowledge and use of academic and thematic vocabulary. **RI.8.4** * Write an explanatory essay in which you effectively incorporate the key elements of an argument **W.8.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions **L.8.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations **SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.1, RL.8.2, RL.8.3, RL.8.7 | **Reading Informational Text**  RI.8.1, RI.8.3, RI.8.7, RI.8.10 | **Speaking & Listening**  SL.8.1.a, SL.8.1.c | **Language**  L.8.1, L.8.3, L.8.4.a, L.8.4.b, L.8.5.b | **Writing**  W.8.2.a, W.8.2.b | **NOTES:** |

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| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 4-8** | | | | | | |
| **The Diary of Anne Frank, Act I:**  **TG p. 100-155** | **Close Read**  TG p. 102: Look for words that tell what something looks like  TG p. 104: Notice the voice telling the story changes  TG p. 105: Look for use of dialogue and stage directions  TG p. 107: Analyze conflict | **Analyze the Text**  TG p. 152:   * Compare and contrast * Make a judgement * Paraphrase * Analyze cause and effect | **Analyze Craft and Structure**  TG p. 153  Analyze Text  Structures in Drama  Dialogue  Mood  Conflicts  Dramatic irony  RL.8.3, RL.8.6 | **Concept Vocabulary and Word Study**  TG p. 154  Words used to  describe feelings of  stress and conflict:  Anxiously  Tension  Restraining  Quarrels  Bickering  Hysterically  Latin Suffix: - ion  L.8.4.a | **Conventions**  TG p. 155  Conventions:  The Principal Parts of Verbs  Regular  Irregular  Present  Present  Participle  Past  Past participle  L.8.1 |  |
| **First Read**  **Notice:** Who the play is about, what happens, where and when it happens and why those involved react  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection | **Close Read**  TG p. 108: Mark ellipses  TG p. 111: Notice use of ellipses  TG p. 112: Notice details marked in brackets  TG p. 114: Mark stage directions  TG p. 117: Highlight stage directions  TG p. 119: Analyze dialogue  TG p. 121: Analyze stage directions  TG p. 123: Use dialogue and stage directions to give complete picture  TG p. 124: Analyze Dialogue  TG: p. 127: Highlight ellipses  TG p. 129: Analyze dialogue  TG p. 130: Mark adjectives  TG p. 132: Analyze structure  TG p. 134: Mark examples of repetition  TG p. 137: Mark Anne’s words  TG p.138: Infer key ideas  TG p. 141: Mark ellipses  TG p. 142: Analyze punctuation  TG p. 144: Notice characters speaking at the same time  TG: p. 148: Highlight punctuation used in Mr. Frank’s line  RL.8.3, RL.8.5 | |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 9-13** | | | | | | | |
| **The Diary of Anne Frank, Act II:**  **TG p. 156-193** | **Close Read**  TG p. 157: Notice details that show the passage of time  TG p. 158: Understand diary  TG p. 160: Highlight details that show Mr. and Mrs. Van Daan respond to Mr. Frank  TG p. 161: Mark ellipses | **Analyze the Text**  TG p. 188   * Analyze * Interpret * Evaluate * Paraphrase * Answer the Essential Question   PI.2 | **Analyze Craft and Structure**  TG p. 189  Character Motivation  Internal  motivations  External motivations  RL.8.1, RL.8.3 | **Concept Vocabulary and Word Study**  TG p. 190  Words used to reveal feelings about the future:  Foreboding  Apprehension  Intuition  Mounting  Rigid  Insistent  Latin Suffix: -ent  L.8.4, L.8.4.b | **Conventions**  TG p. 191  Simple Tenses of Verbs  Present tense  Past tense  Future tense  L.8.1, L.8.3 | **Writing to**  **Sources:**  TG p. 192  Drama Review  RL.8.7, W.8.2, W.8.2.b, W.8.2.f | **Speaking and**  **Listening:**  TG p. 193  Dramatic  Reading  SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.4 |
| **First Read**  **Notice:** Who the play is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages you want to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection | **Close Read**  TG p. 163: Analyze characterization  TG p. 164: Mark exclamation points  TG p. 166: Notice ellipses  TG p. 169: Analyze dialogue  TG p. 171: Highlight details that tell what characters are doing  TG p. 173: Infer from dialogue  TG p. 175: Analyze motivation  TG p. 177: Highlight details of Anne’s behavior  TG p. 179: Mark stage directions  TG p. 181: Analyze character  TG p. 183: Mark stage action about reactions to phone ringing  TG p. 184: Analyze punctuation  TG p. 186: Mark German words  RL.8.1, RL.8.2, RL.8.3 | |

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| **Making Meaning** | | | **Effective Expression** | | **NOTES:** |
| **Days 14-15** | | | | | |
| ***Frank Family and World War II***  ***Timelines:***  **TG p. 194-201** | **Close Review**  TG p. 197: Reflect on chronology | **Analyze the Media**  TG p. 199   * Interpret * Analyze * Interpret * Answer the Essential Question | **Prepare to Compare**  TG p. 200  Comparing media with text  RI.8.7, SL.8.1.a, SL.8.1.c | **Write to Compare**  TG p. 201  Compare and contrast essay  RI.8.7, W.8.2, W.8.2.a, W.8.2.b |  |
| **First Review**  **Examine:** The timeline and sequence of events  **Annotate:** By marking key events you want to revisit  **Connect:** Ideas in the timeline to what you already know and what you have read  **Respond:** Complete Comprehension check |
| **Performance Task: Writing Focus** | | | | | |
| **Days 16-18** | | | | | |
| TG p. 201-207  Write an Explanatory Essay  Prompt: How are historical events reflected in the play The Diary of Anne Frank?  Language Development: Revising Sentences by Combining With Conjunctions | | | | Standards: W.8.2, W.8.2.a-f, W.8.5, W.8.10, L.8.1, L.8.2, L.8.3 | |

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| **UNIT 2 Small-Group Learning GRADE 8 The Holocaust** | | | | | |
| **Introduction Day 19** | | | | | |
| **Dairy:** *from Anne Frank: The Diary of a Young Girl* by Anne Frank  **Speech**: *Acceptance Speech for the Nobel Peace Prize* by Elie Wiesel  **Media: Graphic Novel:** *from Maus* by Art Spiegelman | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Present an Explanatory Essay**  Prompt: Discuss how the texts read relate to the Holocaust  **SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  How do we remember the past? | **Unit Goals:**  TG p. 90   * Read and analyze how authors discuss a cause, event, or condition that produces a specific result **RI.8.8** * Expand Knowledge and use of academic and thematic vocabulary. **RL.8.4, RI.8.4** * Write an explanatory essay in which you effectively incorporate the key elements of an argument **W.8.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions **L.8.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations **SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.10 | **Reading Informational Text**  RI.8.2, RI.8.4, RI.8.7, RI.8.10 | **Speaking & Listening**  SL.8.1, SL.8.4, SL.8.5, SL.8.6 | **Language**  L.8.1, L.8.4, L.8.4.a, L.8.4.b, L.8.5.c, L.8.6 | **Writing**  W.8.2, W.8.4, W.8.5, W.8.6, W.8.10 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 20-24** | | | | | | |
| ***from Anne Frank: The Diary of a***  ***Young Girl***  **TG p. 212-221** | **Close Read**  TG p. 215: Analyze details  TG p. 216: Analyze sensory language | **Analyze the Text**  TG p. 218   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.8.1, SL.8.4 | **Analyze Craft and Structure**  TG p. 219  Central Idea and  Supporting Details  Central idea  Stated central idea  Topic  Topic sentence  Implied central  Idea  Inference  RI.8.1, RI.8.2, RI.8.5 | **Concept Vocabulary and Word Study**  TG p. 212  Context Clues  TG p. 218  Words that  describe limits  and loss  experienced by  Jewish people  during the  Holocaust:  Forbidden  Restrictions  Sacrifices  Latin suffix: -strict  L.8.4, L.8.4.b, L.8.4.d | **Conventions**  TG p. 220  Author’s Style:  Word Choice  Style  Word choice  Diction  RI.8.4 | **Speaking and**  **Listening:**  TG p. 221  Group  Discussion  Collaborative  group  discussion  SL.8.1.a, SL.8.1.c, SL.8.1.d |
| **First Read**  **Notice:** Who the diary is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 25-26** | | | | | | |
| **Acceptance Speech for the Nobel Peace Prize:**  **TG p. 222-229** | **Close Read**  TG p. 223:  Notice repetition | **Analyze the Text**  TG p. 226   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL8.1, SL.8.4 | **Analyze Craft and Structure**  TG p. 227  Author’s Purpose  and Point of View  author’s purpose  author’s point of  view  RI.8.6 | **Concept Vocabulary and Word Study**  TG p. 222  Using dictionary and thesaurus  TG p. 226  Words that have  to do with  suffering and  oppression:  Humiliation  Persecuted  Traumatized  Greek Root: trauma-  L.8.4, L.8.4.b, L.8.4.d | **Conventions**  TG p. 228  Perfect Tenses  of Verbs  Present  Perfect  Past perfect  Future perfect  L.8.4 | **Speaking and Listening:**  TG p. 229  Group Discussion  SL.8.1, SL.8.1.a, SL.8.1.b |
| **First Read**  **Notice:** Who the speech is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Effective Expression** | | **NOTES:** |
| **Days 27-30** | | | | | | | |
| **from Maus:**  **TG p. 230-24** | **Close Review**  TG p. 232  Analyzing visual metaphors  TG p. 234:  Analyzing art  TG p. 236:  Analyzing art | **Analyze the Media**  TG p. 240   * Review and clarify * Present and discuss * Answer the Essential Question   SL.8.1, SL.8.4 | **Media Vocabulary**  TG p. 240  Panel  Encapsulation  Speech balloon  L.8.6 | | **Research:**  TG p. 241  Informative  Repo**r**t  Present information about history  W.8.2, W.8.2.a, W.8.2.b, W.8.2.d W.8.7, W.8.8 |  | |
| **First Review**  **Look:** At each panel and determine who or what it portrays  **Note:** Elements in each comic that your find interesting and want to revisit  **Connect:** Details in the graphic novel to other texts you’ve read or comics you’ve seen  **Respond:** Complete Comprehension check |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | |
| **Days 31-32** | | | | | | | |
| TG p. 242-243  Deliver a Multimedia Presentation  Prompt: How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past? | | | | Standards: SL.8.4, SL.8.5, SL.8.6 | | | |

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| **Overview: Independent Learning** | |
| **Days 33-34** | |
| TG p. 244-245, 246A-246F, 246-248  Select and read a story from selections available online   * Saving the Children by Bob Simon * A Great Adventure in the Shadow of War by Mary Helen Dirkx * Irena Sendler: Rescuer of the Children of Warsaw by Chana Kroll * Quiet Resistance from Courageous Teen Resisters by Ann Byers * Remembering a Devoted Keeper of Anne Frank’s Legacy by Moni Basu * I’ll Go Fetch Her Tomorrow from Hidden Like Anne Frank by Bloeme Emden with Marcel Prins | Standards: RL.8.10, RI.8.10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 249-253  Writing to Sources: Explanatory Essay  Writing Prompt: How can literature help us remember and honor the victims of the Holocaust?  Speaking and Listening Outcome: Oral Presentation | Standards: W.8.2, W.8.4, W.8.10, SL.8.4, SL.8.6 |

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| **GRADE 8, UNIT 3 : What Matters** | | | | | |
| **INTRODUCTION** | **Days 1 & 2** | **Unit Video**: Philippe Petit  **Discuss It:** Why is volunteering, engaging in sports and hobbies, and pursing personal dreams so fulfilling? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Argument  **Launch Text:** Freedom of the Press? (Lexile 1000) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |
| **Anchor/Magazine Article:**  *Barrington Irving, Pilot and Educator*  National Geographic  **Anchor Text (Opinion piece):** *Three Cheers for the Nanny State*  By Sarah Conly  **Anchor Text (Opinion piece):**  *Ban the Ban!*  by SidneyAnne Stone  *Soda’s a Problem but . . .*by Karin Klein | **Performance-Based Assessment Task**  **Write an Argument**  Write an Argument  Prompt: What is a problem you think needs to be solved? How would you solve it?  Language Development: Conventions: Revising for pronoun-antecedent agreement | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  When is it right to take a stand? | **Unit Goals:**  TG p. 256   * Evaluate written arguments by analyzing how authors state and support their claims **RI.8.8** * Expand Knowledge and use of academic and Concept vocabulary **RI.8.4** * Write an argumentative essay in which you effectively incorporate the key elements of an argument **W.8.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage, including correct usage of nouns, pronouns, adjectives, adverbs, clauses, and sentence structure **L.8.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations **SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.1, RL.8.3 | **Reading Informational Text**  RI.8.2, RI.8.3, RI.8.8, RI.8.9 | **Speaking & Listening**  SL.8.1, SL.8.3, SL.8.4, SL.8.6 | **Language**  L.8.1, L.8.2, L.8.2.c, L.8.3, L.8.4, L.8.4.b | **Writing**  W.8.1, W.8.9.b | **NOTES:** |

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| **UNIT 3 Whole-Class Learning GRADE 8 What Matters** | | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 4-8** | | | | | | | |
| **Barrington Irving, Pilot and Educator: TG p. 264-275** | **Close Read**  TG p. 265: Analyze author’s purpose  TG p. 266: Mark the words of dialogue  TG p. 267: Highlight the details that show the writer asking a question  TG p. 268: Highlight the ellipses in the speech | **Analyze the Text**  TG p. 270:   * Paraphrase * Interpret * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 271  Characterization  in Nonfiction:  Direct characterization  Indirect  characterization  Inferences  RI.8.1, RI.8.3 | **Concept Vocabulary and Word Study**  TG p. 272  Words that relate  to the effort an  individual puts  forth in order to  succeed:  Determination  Pursue accomplish  Achieve tackling  Purposeful  Old English: Suffix  -ful  L.8.4.b | **Conventions**  TG p. 273  Nouns and Pronouns  Proper nouns  Possessive nouns  Personal pronouns  Possessive pronouns  L.8.1 | **Writing to Sources**  TG p. 274  Support an argument  W.8.1 | **Speaking and Listening**  TG p. 275  Persuasive presentation  SL.8.4, SL.8.6 |
| **First Read**  **Notice:** The general idea of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 9-13** | | | | | | |
| **Three Cheers for the Nanny State: TG p. 276-285** | **Close Read**  TG p. 277: Notice author’s use of parentheses  TG p. 278: Explain types of bias  TG p. 279: Analyze analogy  TG p. 280: Highlight repeated words and parallel structure  RI.8.8, L.8.1 | **Analyze the Text**  TG p. 282   * Summarize * Interpret * Evaluate * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 283  Author’s Argument  Claim  Relevant  Fact  Opinion  Logical reasoning  Author’s  perspective  Point of view  Bias  RI.8.6, RI.8.8 | **Concept Vocabulary and Word Study**  TG p. 284  Words related to  rules and laws:  Impose  Rational  Justifiable  Principle  Status quo  Latin root: -just-  L.8.4.b, L.8.4.c | **Conventions**  TG p. 285  Clauses:  Independent  clause  Dependent, or  subordinate clause  Adverb clause  Relative clause  (Adjective Clause)  Noun clause  L.8.1, PI.10 |  |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | | **Effective Expression** | |
| **Days 14-15** | | | | | | | | |
| ***Ban the Ban!***  ***Stone Soda’s a Problem but. . .:***  **TG p. 286-295** | **Close Read**  TG p. 287: Analyze tone  TG p. 288: Focus on repeated words | **Analyze the Text**  TG p. 290   * Compare and contrast * Interpret * Evaluate * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 291  Determine main ideas and supporting details/Analyze conflicting arguments  Supporting details-evidence  Summarize  Objective  RI.8.9 | **Concept Vocabulary and Word Study**  TG p. 292  Words related to  health and laws:  Implemented  Intervene  Intentions  Dictate  Exemption  Mandates  Latin Prefix: ex-  L.8.4.b | | **Conventions**  TG p. 293  Clauses:  Basic Sentence  Structures  Sentence structure  Clauses  Independent clause  Dependent clause  Simple sentence  Compound sentence  Complex sentence  Compound-complex  sentence  L.8.1 | **Prepare to Compare**  TG p. 294  Comparing conflicting viewpoints  SL.8.1, SL.8.4 | **Writing to Compare**  TG p. 295  Argumentative essay  W.8.1.a-e |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |
| **Performance Task: Writing Focus** | | | | | | | | |
| **Days 16-18** | | | | | | | | |
| TG p. 296-301  Write an Argument  Prompt: What is a problem you think needs to be solved? How would you solve it?  Language Development: Conventions: Revising for pronoun-antecedent agreement | | | | | Standards: W.8.1.a-e, W.8.4, W.8.5, W.8.6, W.8.10, L.8.1, L.8.1,c, L.8.2.c | | | |

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| **UNIT 3 Small-Group Learning GRADE 8 What Matters** | | | | | |
| **Introduction Day 19** | | | | | |
| **Speech:** *Words Do Not Pay* by Chief Joseph  **Memoir**: *from Follow the Rabbit-Proof Fence* by Doris Pilkington**Media: Video**: *The Moth Presents* by Aleeza Kazmi | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Present an Argument**  Deliver an Oral Presentation  Prompt: When you take a stand, how much does winning matter?  **SL.8.1.a, SL.8.4, SL.8.6** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What can cause a sudden change in someone’s life? | **Unit Goals:**  TG p. 256   * Evaluate written arguments by analyzing how authors state and support their claims **RI.8.8** * Expand Knowledge and use of academic and Concept vocabulary **RI.8.4** * Write an argumentative essay in which you effectively incorporate the key elements of an argument **W.8.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage, including correct usage of nouns, pronouns, adjectives, adverbs, clauses, and sentence structure **L.8.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations **SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.10 | **Reading Informational Text**  RI.8.1, RI.8.3, RI.8.4, RI.8.10 | **Speaking & Listening**  Sl.8.1, SL.8.4 | **Language**  L.8.1, L.8.3, L.8.4, L.8.4.b, L.8.5, L.8.5.c | **Writing**  W.8.1, W.8.1.a-e, W.8.2.a, W.8.2.b, W.8.7, W.8.8 | **NOTES:** |

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| **Making Meaning** | | | | **Language Development** | **Effective Expression** |
| **Days 20-24** | | | | | |
| **Words Do Not PayTG p. 306-313** | **Analyze the Text**  TG p. 310   * Review and Clarify * Present and Discuss * Answer the Essential Question   Sl.8.1, SL.8.4 | **Analyze Craft and Structure**  TG p. 311  Persuasive  Techniques /  Word Choice  repetition  appeals to reason  appeals to emotions  appeals to  authority  denotations  connotations  RI.8.8, L.8.4 | **Concept Vocabulary and Word Study**  TG p. 310  Words that have to  do with the hardships and  misery:  Misrepresentations  Misunderstanding  Old English prefix: mis-  RI.8.4, L.8.4.b | **Author’s Style**  TG p. 312  Parallelism  Nonparallel  Parallel  L.8.1 | **Research**  TG p. 313  Research Report  W.8.2, W.8.4, W.8.7, W.8.8 |
| **First Read**  **Notice:** The general idea of the speech. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the speech |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 25-28** | | | | | | |
| **from Follow the Rabbit-Proof**  **Fence:**  **TG p. 314-323** | **Close Read**  TG p. 315: Analyze Dialogue  TG p. 316: Analyze character  TG p. 319: Analyze Descriptive language  RI.8.3 | **Analyze the Text**  TG p. 320   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.8.1, SL.8.4 | **Analyze Craft and Structure**  TG p. 321  Descriptive Writing:  Sensory details  Vivid, precise language  Informative details  Figurative language  Word Picture  RI.8.4 | **Concept Vocabulary and Word Study**  TG p. 320  Words related to  the girl’s journey  on foot along the  rabbit-proof  fence  Urgently  Nervously  Confidently  Cautiously  Old English Suffix:  -ly  L.8.4, L.8.4.b | **Conventions**  TG p. 322  Adjectives and adverbs  L.8.1 | **Writing to Sources**  TG p.323  First-Person Account  W.8.3, W.8.3.a-e, W.8.5, W.8.7 |
| **First Read**  **Notice:** General ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the two letters |

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| **Making Meaning** | | | | **Effective Expression** | | **NOTES:** |
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| **The Moth Presents:**  **TG p. 324-327** | **Close Review**  TG p. 325: Note details that show why Aleeza takes a stand  RI.8.1 | **Days 29-30**  **Analyze the Media**  TG p. 326   * Present and Discuss * Review and Synthesize * Answer the Essential Question   SL.8.1, SL.8.4 | | **Speaking and Listening:**  TG p. 327  Group discussion  SL.8.1.a–d |  | |
| **First Review**  **Watch:** The video and determine who or what it portrays  **Note:** Elements in each photo that you find interesting and want to revisit  **Connect:** Details in the photos to texts you’ve read or other images you’ve seen  **Respond:** Complete Comprehension check |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | |
| **Days 31-32** | | | | | | |
| TG p. 328-329  Deliver an Oral Presentation  Prompt: When you take a stand, how much does winning matter? | | | Standards: SL.8.4, SL.8.6 | | | |

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| **Overview: Independent Learning** | |
| **Days 33-34** | |
| TG p. 330-331, 332A-332D, 333-335  Select and read a story from selections available online   * from Through My Eyes by Ruby Bridges * The Unknown Citizen by W. H. Auden * Harriet Tubman: Conductor on the Underground Railroad by Ann Petry | Standards: RL.8.10, RI.8.10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 336-339  Writing to Sources: Argument  Prompt: Is it important for people to make their own choices in life?  Speaking & Listening Outcome: Oral Presentation | Standards: W.8.1.a-e, W.8.4, W.8.9, W.8.10, SL.8.4, SL.8.5, SL.8.6 |

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| **GRADE 8, UNIT 4 : Human Intelligence** | | | | | |
| **INTRODUCTION** | **Days 1 & 2** | **Unit Video**: Amazing Man Draws NYC From Memory  **Discuss It:** What limits might there be on the capacity of human memory? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Informative texts  **Launch Text:** The Human Brain (Lexile 1120) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |
| **Anchor Text (Short Story):**  *Flowers for Algernon* by Daniel Keyes  **Media (Video)**: *from Flowers for Algernon* by David Rogers | **Performance-Based Assessment Task**  **Writing Focus: Informative Speech**  Prompt: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?  **W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  In what different ways can people be different? | **Unit Goals:**  TG p. 342   * Gather information and ideas from a variety of texts. **RI.8.10** * Expand Knowledge and use of academic and thematic vocabulary **RI.8.4** * Write an informative essay in which you examine a topic and covey ideas, concepts, and information **W.8.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs **L.8.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations **SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.1, RL.8.2, RL.8.6, RL.8.7 | **Reading Informational Text** | **Speaking & Listening**  SL.8.1.a-d, SL.8.2, SL.8.4, SL.8.5, SL.8.6 | **Language**  L.8.1, L.8.4.b | **Writing**  W.8.2.b | **NOTES:** |

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| **UNIT 4 Whole-Class Learning GRADE 8 Human Intelligence** | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 4-13** | | | | | | |
| **Flowers for Algernon:**  **TG p. 350-383** | **Close Read**  TG p. 351: Analyze perspective  TG p. 352: Mark the words in italics  TG p. 355: Notice misspellings  TG p. 357: Highlight parenthesis  TG p. 359: Notice similes  TG p. 361: Notice incorrect use of punctuation  TG p. 363: Notice italics  TG p. 365: Notice dash at end of paragraph  TG p. 366: analyze analogy  TG p. 368: Highlight technical words  TG p. 371: Notice the two short sentences  TG p. 373: Notice use of choppy sentences  TG p. 375: Highlight grammatical errors  TG p. 377: Notice punctuation changes  TG p. 378: Notice misspelled words  RL.8.6, L.8.1a | **Analyze the Text**  TG p. 380   * Compare * Draw Conclusions * Make a judgement   RL.8.1 | **Analyze Craft and Structure**  TG p. 381  Development  of Themes  Theme  Conflict  Allusion  RL.8.2, RL.8.6 | **Concept Vocabulary and Word Study**  TG p. 382  Words that are  related to  emotional and  psychological  states:  Subconscious  Suspicion  Despised  Deterioration  Introspective  Latin Prefix:  -sub  L.8.4, L.8.5.b | **Conventions**  TG p. 383  Direct and Indirect  Objects  Direct object  Indirect object  L.8.1, L.8.5, L.8.6 |  |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | **Language Development** | | **Effective Expression** | |
| **Days 14-15** | | | | | | |
| **from Flowers for Algernon:**  **TG p. 384-389** | **Close Review**  TG p. 385: Analyze video  TG p. 387: Analyze media  RL.8.1, RL.8.7 | **Analyze the Media**  TG p. 387   * Present and discuss * Review and synthesize   SL.8.1, SL.8.4 | **Media Vocabulary**  TG p. 387  Prop  Sci-fi  Adapted  L.8.4 | | **Prepare to Compare**  TG p. 388  Comparing interpretations of a story  RL.8.6, SL.8.1 | **Writing to Compare**  TG p. 389  Comparison-and-contrast essay  RL.8.6, W.8.2, W.8.2.a-e, W.8.4, W.8.5, W.8.10 |
| **First Review**  **Watch:** Who speaks, what they say, and how they say it  **Note:** Elements that you find interesting or want to revisit  **Connect:** Ideas in the video to other media you’ve experienced, texts you’ve read, or images you’ve seen  **Respond:** Complete Comprehension check |
| **Performance Task: Writing Focus** | | | | | | |
| **Days 16-18** | | | | | | |
| TG p. 390-395  Write an Informative Speech  Prompt: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?  Language Development: Subject-Verb Agreement | | | | Standards: W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b | | |

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| **UNIT 4 Small-Group Learning GRADE 8 Human Intelligence** | | | | | |
| **Introduction Day 19** | | | | | |
| **Memoir:**  *from Blue Nines and Red Words / from Born on a Blue Day* by Daniel Tammet  **Media (Infographic)**: *The Theory of Multiple Intelligences*  *Infographic* by Howard Gardner  **Poetry:** *Retort* by Paul Laurence Dunbar  *from The People, Yes* by Carl Sandburg | **Performance-Based Assessment Task**  **Present an Informative Multimedia Presentation**  Prompt: How does each selection highlight a differentway to be intelligent?  **SL.8.1, SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  In what different ways can people be intelligent? | **Unit Goals:**  TG p. 342   * Gather information and ideas from a variety of texts. **RI.8.10** * Expand Knowledge and use of academic and thematic vocabulary **RI.8.4** * Write an informative essay in which you examine a topic and covey ideas, concepts, and information **W.8.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs **L.8.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations **SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.1, RL.8.4., RL.8.5, RI.8.10 | **Reading Informational Text**  RI.8.3, RI.8.4 | **Speaking & Listening**  SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, SL.8.4, SL.8.5, SL.8.6 | **Language**  L.8.1, L.8.1.a, L.8.4, L.8.5.b, L.8.6 | **Writing**  W.8.2.b, W.8.2.d, W.8.2.e, W.8.7, W.8.8 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 20-25** | | | | | | |
| ***from Blue Nines and Red Words***  **TG p. 400-411** | **Close Read**  TG p. 402: Analyze Informational texts  TG p. 405: Examine details  RL.8.1 | **Analyze the Text**  TG p. 408   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.8.1, S.8.4 | **Analyze Craft and Structure**  TG p. 409  Informational  Texts: Memoir  and Reflective  Writing  Memoir  Autobiography  Reflective  Writing  RI.8.3 | **Concept Vocabulary and Word Study**  TG p. 408  Words that relate  to the author’s  visual  perceptions of  numbers  Symmetrical  Spiral  Aesthetic  RI.8.4 | **Conventions**  TG p. 410  Pronoun Case  Nominative case  Subjective case  Objective case  Possessive case  L.8.1 | **Research**  TG p. 411  Informational report  W.8.2.a-e, W.8.4, W.8.5, W.8.6, W.8.10 |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | **NOTES:** |
| **Day 26** | | | | | |
| **The Theory of Multiple Intelligences**  **Infographic:**  **TG p. 412-415** | **Close Review**  TG p. 413: Note details in the infographic the describe each type of intelligence  TG p. 414: Analyze the media | **Analyze the Media**  TG p. 414     * Present and Discuss * Review and Synthesize * Answer the Essential Question   SL.8.1, SL.8.4 | **Concept Vocabulary**  TG p. 414  Naturalistic  Linguistic  Kinesthetic  L.8.6 | **Speaking and Listening**  TG p. 415  Group discussion  SL.8.1.a-d |  |
| **First Review**  **Study:** The infographic. What is it about? What do the terms mean?  **Annotate:** By marking vocabulary and key passages you want to revisit  **Connect:** Ideas within the infographic to what you already know and what you have already read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | | | **Language Development** | | **Effective Expression** |
| **Days 27-30** | | | | | | | | |
| **Retort**  **From the People, Yes**  **Unsuspecting:**  **TG p. 416-425** | **Close Review**  TG p. 420: Sound devices | **Analyze the Text**  TG p. 422   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.8.1, SL.8.4 | **Analyze Craft and Structure**  TG p. 423  Poetic  Structures  Poetic form  Rhyme scheme  Free verse  Sound devices  Alliteration  Consonance  Assonance  RL.8.5, L.8.5 | **Archaic Vocabulary and Word Study**  TG p. 422  Art  Tress  Fair  Oughts  Multiple-Meaning Words  RL.8.4, L.8.4 | | **Conventions**  TG p. 424  Participial and Infinitive Phrases  Participial phrase  Infinitive phrase  L.8.1, L.8.1.a, L.8.4.c | **Speaking and**  **Listening:**  TG. P. 425  Multimedia  presentation  Dramatic Reading  Nonverbal  multimedia  presentation  SL.8.1.a-e, SL.8.4, SL.8.5, SL.8.6 | |
| **First Read**  **Notice:** Who or what is “speaking” and whether the poem tells a story or describes a single moment  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | | | |
| **Days 31-32** | | | | | | | | | |
| TG p. 426-427  Present an Informative Multimedia Presentation  Prompt: How does each selection highlight a different way to be intelligent? | | | | | | Standards: SL.8.1, SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6 | | | |

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| **Overview: Independent Learning** | |
| **Days 33-34** | |
| TG p. 428-429, 430A-430F, 431-432  Select and read a story from selections available online   * Is Personal Intelligence Important? By John D. Mayer, Ph.D. * Why Is Emotional Intelligence Important for Teens? By Divya Parekh * The More You Know, the Smarter You Are? By Jim Vega * from The Future of the Mind by Michio Kaku | Standards: RI.8.10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 433-437  Writing to Sources: Informative Essay  Prompt: In what different ways can people be intelligent?  Speaking & Listening Outcome: Speech | Standards: W.8.2, W.8.9, W.8.10, SL.8.4, SL.8.6 |

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| **GRADE 8, UNIT 5 : Invention** | | | | | |
| **INTRODUCTION** | **Days 1 & 2** | **Unit Video**: Amazing Technology Invented by MIT – Tangible Media  **Discuss It:** What are some ways in which this invention might have failed? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Argument  **Launch Text:** Inspiration is Overrated! (Lexile 850) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3** | | | | | |  |  |  |
| **Anchor Text (Short Story):** *Uncle Marcos from The House of the*  *Spirits* by Isabel Allende  translated by Magda Bogin  **Anchor Text (Expository fiction):** *To Fly from Space Chronicles* by  Neil deGrasse Tyson | **Performance-Based Assessment Task**  **Write an Argument**  Prompt: What requirements must be met in order to say human flight is successful?  Language Development: Revising to combine sentences using gerunds and participles  **W.8.1, W.8.1.a-e, W.8.10, L.8.1.a** | **Whole-Class Learning Strategies**:   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  Are inventions realized through inspiration or perspiration? | **Unit Goals**  TG p. 440   * Read a variety of texts to gain the knowledge and insight needed to write about inspiration and invention **RI.8.10** * Expand knowledge and use of academic and thematic vocabulary **RL.8.4,** **RI.8.4** * Write an argumentative essay in which you effectively incorporate the key elements of an argument **W.8.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage, including combining sentences using gerunds an participles **L.8.1.a** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations **SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.1, RL.8.3 | **Reading Informational Text**  RI.8.3, RI.8.4, RI.8.5 | **Speaking & Listening**  SL.8.1.a-d, SL.8.3, SL.8.4, SL.8.6 | **Language**  L.8.1, L.8.2, L.8.2.c, L.8.4, L.8.5.a | **Writing**  W.8.1.a-e, , W.8.4, W.8.5, W.8.10, L.8.1.a | **NOTES:** |

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| **UNIT 5 Whole-Class Learning GRADE 8 Invention** | | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 4-9** | | | | | | | |
| **Uncle Marcos**  **from The House of the Spirits:**  **TG p. 448-463** | **Close Read**  TG p. 449: Focus on author’s use of imagery  TG p.451: Mark the sentences that begin with “Her friends offered…”  TG p. 452: Analyze motivation  TG p. 453: Mark words that have to do with religion  TG p. 454: Notice use of commas  TG: p. 456: Mark references to animals  RL.8.3, RL.8.4,  PI.6.c | **Analyze the Text**  TG p. 458:   * Summarize * Compare * Answer the Essential Question   RL.8.1 | **Analyze Craft and Structure**  TG p. 459  Propelling the action/character  Plot  Main character  Character traits  Round character  Flat character  Dynamic character  Static character  Dialogue  RL.8.1, RL.8.3 | **Concept Vocabulary and Word Study**  TG p. 460  Words related to  cleverness and  innovation  Decipher  Invincible  Contraption  Newfangled  Ingenuity  Improvisations  Latin Suffix: -ity  L.8.4.b | **Conventions**  TG p. 461  Subject Complements  Linking verb  Subject complement  Predicate noun /  Predicate pronoun  Predicate adjective  L.8.1 | **Writing to Sources**  TG p. 462  Critical Review  W.8.1.b, W.8.1.c, W.8.1.d | **Speaking and Listening**  TG p. 463  Class discussion  SL.8.1.a-d |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 10-15** | | | | | | | |
| **To Fly**  **TG p. 464-477** | **Close Read**  TG p. 466: Mark the names derived from mythology  TG p. 468: Look for text that indicates something is being numbered  TG p. 469:  Analyze author’s style  TG p. 470: Look for text that relates to Voyager 2  RI.8.1 | **Analyze the Text**  TG p. 472   * Summarize * Analyze * Make a judgement * Answer the Essential Question   RI.8.1, PI.6.c | **Analyze Craft and Structure**  TG p. 473  Expository Writing  Expository essay  Description  Comparison-and-  contrast  Cause-and-effect  Allusions  RI.8.3, RI.8.5, L.8.4, L.8.5.a | **Concept Vocabulary and Word Study**  TG p. 474  Words that show the contrast between innovative thinking and conventional thinking  Enables  Myopic  Foresight  Naiveté  Prescient  Seminal  Old English prefix: fore-  L.8.4, L.8.4.b | **Conventions**  TG p. 475  Capitalization  Proper nouns  Proper adjectives  L.8.1 | **Writing to Sources**  TG p. 476  Argumentative Essay  W.8.1.a-e | **Speaking and Listening**  TG p. 477  Class discussion  SL.8.1.a-e |
| **First Read**  **Notice:** The general ideas of the text, What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |
| **Performance Task: Writing Focus** | | | | | | | |
| **Days 16-18** | | | | | | | |
| TG p. 478-483  Write an Argument  Prompt: What requirements must be met in order to say human flight is successful?  Language Development: Revising to combine sentences using gerunds and participles | | | | | Standards: W.8.1.a-3, W.8.4, W.8.5, W.8.10, L.8.1.a | | |

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| **UNIT 5 Small-Group Learning GRADE 8 Invention** | | | | | |
| **Introduction Day 19** | | | | | |
| **Expository Nonfiction:** *Nikola Tesla: The Greatest Inventor of All?* By Vicky Baez  **Novel Excerpt**: *from The Invention of Everything Else* by  Samantha Hunt  **News Article**: *25 Years Later, Hubble Sees Beyond Troubled Start* by Dennis Overbye  **Media (Video):** *Sounds of a Glass Armonica* | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Conduct a Debate**  Prompt: Are inventions realized through inspiration or perspiration?  **SL.8.1.a-e, SL.8.3** | **Small-Group Learning Strategies**:   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Discuss the Topic 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  Are inventions realized through inspiration or perspiration? | **Unit Goals**  TG p. 440   * Read a variety of texts to gain the knowledge and insight needed to write about inspiration and invention **RI.8.10** * Expand knowledge and use of academic and thematic vocabulary **RL.8.4,** **RI.8.4** * Write an argumentative essay in which you effectively incorporate the key elements of an argument **W.8.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Demonstrate command of the conventions of standard English grammar and usage, including combining sentences using gerunds an participles **L.8.1.a** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.8.1** * Integrate audio, visuals, and text in presentations **SL.8.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.8.3, RL.8.4, RL.8.10 | **Reading Informational Text**  RI.3.3, RI.8.4, RI.3.5, RI.8.6, Ri.8.7, RI.8.10 | **Speaking & Listening**  SL.8.1.a-d, SL.8.3, SL.8.5, SL.8.6 | **Language**  L.8.1, L.8.2, L.8.2.a, L.8.2.b, L.8.4, L.8.4.b, L.8.4.c, L.8.4.d, L.8.5, L.8.5.c | **Writing**  W.8.1, W.8.6, W.8.7 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **NOTES:** |
| **Days 19-21** | | | | | | |
| ***Nikola Tesla: The Greatest Inventor of All?***  **TG p. 488-493** | **Close Read**  TG p. 489: Infer key ideas  RI.8.2 | **Analyze the Text**  TG p. 491   * Review and Clarify * Present and Discuss * Answer the Essential Question   RI.8.1, RI.8.4 | **Analyze Craft and Structure**  TG p. 492  Author’s Purpose:  Word Choice and  Humor:  Hyperbole  Comic diction  Incongruity    RI.8.4, L.8.5.a, PI.6 | **Technical Vocabulary and Word Study**  TG p. 491  Engineer  Current  Generators  Multiple-meaning words  L.8.4, L.8.4.c, L.8.4.d | **Conventions**  TG p. 493  Commas and  Semicolons  Comma  Semicolon  Coordinating  conjunction  Coordinate adjectives  Nonrestrictive/  nonessential phrases or clauses  L.8.2, L.8.2.a |  |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | |  | | | **Effective Expression** | |
| **Days 22-25** | | | | | | | | |
| **from The Invention of Everything Else:**  **TG p. 494-509** | **Close Read**  TG p. 497: Analyze conflict  TG p. 499: Analyze characterization  RL.8.3 | **Analyze the Text**  TG p. 505   * Review and Clarify * Present and Discuss   RI.8.1, SL.8.4 | **Concept Vocabulary and Word Study**  TG p. 505  Words relate to the  reasons people  invent and the results of their  inventions  Deficiencies  Triumph  Revolutionize  Connotation  Denotation  RI.8.4 | **Analyze Craft and Structure**  TG p. 506:  Analyze word choice: Figurative language  Figurative language  Figures of speech  Personification  Simile  Metaphor  L.8.5, L.8.5.b | **Conventions**  TG p. 507  Comparative and Superlative Forms of  Adjectives and  Adverbs  Positive  Comparative  Superlative  Irregular  Adjectives and  adverbs  L.8.1 | **Prepare to Compare**  TG p. 508  Discussion  SL.1.a-d | | **Writing to Compare**  TG p. 509:  Argumentative Essay  W.8.1, W.8.4, W.8.5, W.8.10 |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react the way they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 26-28** | | | | | | |
| **25 Years Later, Hubble Sees**  **Beyond Troubled Start:**  **TG p. 510-519** | **Close Review**  TG p. 511: Analyze connotation  TG p. 514: Analyze figurative language  RI.8.1, RI.8.4, L.8.5 | **Analyze the Text**  TG p. 516   * Review and clarify * Present and discuss * Answer the Essential Question   SL.8.4 | Analyze Craft and Structure  TG p. 517  Diction and Tone  Technical language  Connotations  Informal/formal language  RI.8.4 | **Concept Vocabulary and Word Study**  TG p. 516  Aberration  Amateur  Controversy  Latin root -vers-  L.8.4.b | **Conventions**  TG p. 518  Dashes and Ellipses  L.8.2, L.8.2.a | **Speaking and Listening**  TG p. 519  Debate  SL.8.1.a-e, SL.8.3 |
| **First Read**  **Notice:** The general ideas of the text, What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Effective Expression** | | **NOTES:** |
| **Days 29-30** | | | | | | |
| **Sounds of a Glass Armonica:**  **TG p. 520-523** | **Close Review**  TG p. 521: Analyze Zoom  RI.8.7 | **Analyze the Media**  TG p. 522   * Present and Discuss * Review and Synthesize * Answer the Essential Question   RI.8.1, SL,8.4 | **Media Vocabulary**  TG p. 522  Zoom  Video clip  Focus  RI.8.4 | **Research:**  TG p. 523  Multi-media Presentation  W.8.7, W.8.8, SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6 |  | |
| **First Review**  **Watch:** Who speaks, what they say, and how they say it  **Note:** Elements in the video that you find interesting and want to revisit  **Connect:** Ideas in the video to other media you’ve experienced, texts you’ve read, or images you’ve seen  **Respond:** Complete Comprehension check |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | |
| **Days 31-32** | | | | | | |
| TG p. 524-525  Conduct a Debate  Prompt: Are inventions realized through inspiration or perspiration? | | | | Standards: SL.8.1, SL.8.1.a–d, SL.8.3, SL.8.4 | | |

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| **Overview: Independent Learning** | |
| **Days 33-34** | |
| TG p. 526-527, 528A-528F, 528-531  Select and read a story from selections available online   * Ada Lovelace: A Science Legend by James Essinger * Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize by Kimberley Mok * Scientists Build Robot That Runs, Call It “Cheetah” by Rodrique Ngowi * from The Time Machine by H. G. Wells * Icarus and Daedalus retold by Josephine Preston Peabody | Standards: RL.8.10, RI.8.10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 35-36** | |
| TG p. 532-535  Writing to Sources: Argument  Prompt: Which invention described in this unit has had the biggest impact on humanity??  Speaking and Listening Outcome: Oral Presentation | Standards: W.8.1.a-e, W.8.4, SL.8.1.a-e, SL.8.4, SL.8.6 |