**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**
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|  **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 detailsTG p. 15: Note details that reveal differences among charactersTG p. 16: Look for phrases that indicate sequence of events or steps in a processTG p. 17: Analyze characterTG p. 18: Look for details that indicate a change in characters or eventsTG p. 19: Note details that reveal what characters are feeling and thinkingTG 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. 23Figurative Meaning:SymbolismsymbolsymbolismRL.8.4 | **Concept Vocabulary and Word Study**TG p. 24Words that showsomeone who is not at full strength: wearilystraggledfatiguefrailsheepishlyAnimal WordsL.8.4 | **Conventions**TG p. 25Verbs in Activeand Passive Voicevoiceactive voicepassive voiceL.8.1, L.8.1.b, L.8.3, L.8.3.a  | **Writing to Sources**TG p. 26Retelling a storyW.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e  | **Speaking and Listening**TG p. 27MonologueSL.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. 31NarrationAudioClose-upContrastPanSynchronization (sync)L.8.6 | **Prepare to Compare: Speaking and Listening**TG p. 32Comparing video with textSL.8.1, SL.8.2, SL.8.4 | **Writing to Compare**TG p. 33Video ReviewRI.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. 34-39Write a Nonfiction NarrativePrompt: 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**
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|  **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 choiceTG 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. 51Author’s WordChoice: ToneToneWord choiceConnotationDenotation RI.8.4, L.8.5, L.8.5.c  | **Concept Vocabulary and Word Study**TG p. 44Context CluesTG p. 50Words that convey a sense of the extreme:ImmenseMajesticNumerousLatin Suffix -ousRL.8.4 | **Conventions**TG p. 52Conventions: Verb MoodsMoodsIndicative moodImperative moodInterrogative moodL.8.1, L.8.1.c, L.8.1.d | **Speaking and Listening**TG p. 53Visual PresentationIllustrated InstructionsIllustrated informational reportW.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. 63Forms of Poetry:ThemeLyric poetryNarrative poemRL.8.2  | **Concept Vocabulary and Word Study**TG p. 62Words that suggest a positive changeHorizonAwakeningsBeamingEtymologyRL.8.4, L.8.4 | **Conventions**TG p. 64Verbs: MoodImperativeIndicativeConditionalSubjunctiveL.8.1.c | **Group Discussion**TG p. 65Aspects of Growing uporImpact of Author’s toneSL.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 SettingTG 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. 73Point of view infictionFirst-person point of viewThird-person point of viewRL.8.6  | **Concept Vocabulary and Word Study**TG p. 72Words relatedto the narrator’s feelings toward and relationship with his father:PatronizedObligationsPsychologicalRL.8.4, L.8.4 | **Conventions**TG p. 74Conventions:Verb MoodsInterrogativeImperativeIndicativeConditionalSubjunctiveL.8.1, L.8.1.c, L.8.1.d | **Research:** **Informational report**TG p. 75Zimbabwean healersTraditional family life in ZimbabweW.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. 76-77Present a Nonfiction NarrativePrompt: 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, 80-82Select 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. 84-87Writing to Sources: Nonfiction NarrativePrompt: 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 likeTG p. 104: Notice the voice telling the story changesTG p. 105: Look for use of dialogue and stage directionsTG 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. 153Analyze Text Structures in DramaDialogueMoodConflictsDramatic ironyRL.8.3, RL.8.6  | **Concept Vocabulary and Word Study**TG p. 154Words used to describe feelings of stress and conflict:AnxiouslyTensionRestrainingQuarrelsBickeringHysterically Latin Suffix: - ionL.8.4.a | **Conventions**TG p. 155Conventions: The Principal Parts of VerbsRegularIrregularPresentPresent ParticiplePastPast 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 ellipsesTG p. 111: Notice use of ellipsesTG p. 112: Notice details marked in bracketsTG p. 114: Mark stage directionsTG p. 117: Highlight stage directionsTG p. 119: Analyze dialogueTG p. 121: Analyze stage directionsTG p. 123: Use dialogue and stage directions to give complete pictureTG p. 124: Analyze DialogueTG: p. 127: Highlight ellipsesTG p. 129: Analyze dialogueTG p. 130: Mark adjectivesTG p. 132: Analyze structureTG p. 134: Mark examples of repetitionTG p. 137: Mark Anne’s wordsTG p.138: Infer key ideasTG p. 141: Mark ellipsesTG p. 142: Analyze punctuationTG p. 144: Notice characters speaking at the same timeTG: p. 148: Highlight punctuation used in Mr. Frank’s lineRL.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 timeTG p. 158: Understand diaryTG p. 160: Highlight details that show Mr. and Mrs. Van Daan respond to Mr. FrankTG 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. 189Character MotivationInternal motivationsExternal motivationsRL.8.1, RL.8.3 | **Concept Vocabulary and Word Study**TG p. 190Words used to reveal feelings about the future:ForebodingApprehensionIntuitionMountingRigidInsistentLatin Suffix: -entL.8.4, L.8.4.b | **Conventions**TG p. 191Simple Tenses of VerbsPresent tensePast tenseFuture tenseL.8.1, L.8.3 | **Writing to** **Sources:** TG p. 192Drama ReviewRL.8.7, W.8.2, W.8.2.b, W.8.2.f | **Speaking and** **Listening:** TG p. 193Dramatic ReadingSL.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 characterizationTG p. 164: Mark exclamation pointsTG p. 166: Notice ellipsesTG p. 169: Analyze dialogueTG p. 171: Highlight details that tell what characters are doingTG p. 173: Infer from dialogueTG p. 175: Analyze motivationTG p. 177: Highlight details of Anne’s behaviorTG p. 179: Mark stage directionsTG p. 181: Analyze characterTG p. 183: Mark stage action about reactions to phone ringingTG p. 184: Analyze punctuationTG p. 186: Mark German wordsRL.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. 200Comparing media with textRI.8.7, SL.8.1.a, SL.8.1.c | **Write to Compare**TG p. 201Compare and contrast essayRI.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. 201-207Write an Explanatory EssayPrompt: 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 detailsTG 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. 219Central Idea andSupporting DetailsCentral ideaStated central ideaTopicTopic sentenceImplied central IdeaInferenceRI.8.1, RI.8.2, RI.8.5 | **Concept Vocabulary and Word Study**TG p. 212Context CluesTG p. 218Words that describe limits and loss experienced by Jewish people during the Holocaust:ForbiddenRestrictionsSacrificesLatin suffix: -strictL.8.4, L.8.4.b, L.8.4.d | **Conventions**TG p. 220Author’s Style: Word ChoiceStyleWord choiceDictionRI.8.4  | **Speaking and****Listening:** TG p. 221Group DiscussionCollaborative group discussionSL.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. 227Author’s Purposeand Point of Viewauthor’s purposeauthor’s point of viewRI.8.6 | **Concept Vocabulary and Word Study**TG p. 222Using dictionary and thesaurusTG p. 226Words that have to do with suffering and oppression:HumiliationPersecutedTraumatizedGreek Root: trauma-L.8.4, L.8.4.b, L.8.4.d | **Conventions**TG p. 228Perfect Tenses of VerbsPresent PerfectPast perfectFuture perfectL.8.4  | **Speaking and Listening:** TG p. 229Group DiscussionSL.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. 232Analyzing visual metaphorsTG p. 234:Analyzing artTG 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. 240PanelEncapsulationSpeech balloonL.8.6 | **Research:**TG p. 241Informative Repo**r**tPresent information about historyW.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. 242-243Deliver a Multimedia PresentationPrompt: 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, 246-248Select 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. 249-253Writing to Sources: Explanatory EssayWriting 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 ArgumentPrompt: 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**
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|  **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 purposeTG p. 266: Mark the words of dialogueTG p. 267: Highlight the details that show the writer asking a questionTG 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. 271Characterization in Nonfiction:Direct characterizationIndirect characterizationInferencesRI.8.1, RI.8.3 | **Concept Vocabulary and Word Study**TG p. 272Words that relateto the effort an individual puts forth in order to succeed:Determination Pursue accomplish Achieve tackling PurposefulOld English: Suffix -fulL.8.4.b | **Conventions**TG p. 273Nouns and PronounsProper nounsPossessive nounsPersonal pronounsPossessive pronounsL.8.1  | **Writing to Sources**TG p. 274Support an argumentW.8.1 | **Speaking and Listening**TG p. 275Persuasive presentationSL.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 parenthesesTG p. 278: Explain types of biasTG p. 279: Analyze analogyTG p. 280: Highlight repeated words and parallel structureRI.8.8, L.8.1  | **Analyze the Text**TG p. 282 * Summarize
* Interpret
* Evaluate
* Answer the Essential Question
 | **Analyze Craft and Structure**TG p. 283Author’s ArgumentClaimRelevantFactOpinionLogical reasoningAuthor’s perspectivePoint of viewBiasRI.8.6, RI.8.8  | **Concept Vocabulary and Word Study**TG p. 284Words related to rules and laws:ImposeRationalJustifiablePrincipleStatus quoLatin root: -just-L.8.4.b, L.8.4.c | **Conventions**TG p. 285Clauses:Independent clauseDependent, or subordinate clauseAdverb clauseRelative clause (Adjective Clause)Noun clauseL.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 toneTG 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. 291Determine main ideas and supporting details/Analyze conflicting argumentsSupporting details-evidenceSummarizeObjectiveRI.8.9 | **Concept Vocabulary and Word Study**TG p. 292Words related to health and laws:ImplementedInterveneIntentionsDictateExemptionMandatesLatin Prefix: ex-L.8.4.b | **Conventions**TG p. 293Clauses:Basic SentenceStructuresSentence structureClausesIndependent clauseDependent clauseSimple sentenceCompound sentenceComplex sentenceCompound-complex sentenceL.8.1  | **Prepare to Compare**TG p. 294Comparing conflicting viewpointsSL.8.1, SL.8.4 | **Writing to Compare**TG p. 295Argumentative essayW.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. 296-301Write an ArgumentPrompt: 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 PresentationPrompt: 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**
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|  **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. 311PersuasiveTechniques / Word Choicerepetitionappeals to reasonappeals to emotionsappeals to authoritydenotationsconnotationsRI.8.8, L.8.4 | **Concept Vocabulary and Word Study**TG p. 310Words that have todo with the hardships and misery:Misrepresentations MisunderstandingOld English prefix: mis-RI.8.4, L.8.4.b | **Author’s Style**TG p. 312ParallelismNonparallelParallelL.8.1  | **Research**TG p. 313Research ReportW.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 DialogueTG p. 316: Analyze characterTG p. 319: Analyze Descriptive languageRI.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. 321Descriptive Writing:Sensory detailsVivid, precise languageInformative detailsFigurative languageWord PictureRI.8.4  | **Concept Vocabulary and Word Study**TG p. 320Words related to the girl’s journey on foot along the rabbit-proof fenceUrgentlyNervously Confidently CautiouslyOld English Suffix: -lyL.8.4, L.8.4.b | **Conventions**TG p. 322Adjectives and adverbsL.8.1  | **Writing to Sources**TG p.323First-Person AccountW.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 standRI.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. 327Group discussionSL.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. 328-329Deliver an Oral PresentationPrompt: 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, 333-335Select 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. 336-339Writing to Sources: ArgumentPrompt: 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 perspectiveTG p. 352: Mark the words in italicsTG p. 355: Notice misspellingsTG p. 357: Highlight parenthesisTG p. 359: Notice similesTG p. 361: Notice incorrect use of punctuationTG p. 363: Notice italicsTG p. 365: Notice dash at end of paragraphTG p. 366: analyze analogyTG p. 368: Highlight technical wordsTG p. 371: Notice the two short sentencesTG p. 373: Notice use of choppy sentencesTG p. 375: Highlight grammatical errorsTG p. 377: Notice punctuation changesTG p. 378: Notice misspelled wordsRL.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. 381Development of ThemesThemeConflictAllusionRL.8.2, RL.8.6 | **Concept Vocabulary and Word Study**TG p. 382Words that are related to emotional and psychological states:Subconscious Suspicion Despised Deterioration IntrospectiveLatin Prefix:-subL.8.4, L.8.5.b | **Conventions**TG p. 383Direct and Indirect ObjectsDirect objectIndirect objectL.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 videoTG p. 387: Analyze mediaRL.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. 387PropSci-fiAdaptedL.8.4  | **Prepare to Compare**TG p. 388Comparing interpretations of a storyRL.8.6, SL.8.1 | **Writing to Compare**TG p. 389Comparison-and-contrast essayRL.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. 390-395Write an Informative SpeechPrompt: 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 textsTG p. 405: Examine detailsRL.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. 409Informational Texts: Memoir and Reflective WritingMemoirAutobiographyReflective WritingRI.8.3 | **Concept Vocabulary and Word Study**TG p. 408Words that relate to the author’s visual perceptions of numbersSymmetricalSpiralAestheticRI.8.4 | **Conventions**TG p. 410Pronoun CaseNominative case Subjective caseObjective casePossessive caseL.8.1  | **Research**TG p. 411Informational reportW.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 intelligenceTG 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. 414NaturalisticLinguisticKinestheticL.8.6 | **Speaking and Listening**TG p. 415Group discussionSL.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. 423Poetic StructuresPoetic formRhyme schemeFree verseSound devicesAlliterationConsonanceAssonanceRL.8.5, L.8.5  | **Archaic Vocabulary and Word Study**TG p. 422ArtTressFairOughtsMultiple-Meaning WordsRL.8.4, L.8.4 | **Conventions**TG p. 424Participial and Infinitive PhrasesParticipial phraseInfinitive phraseL.8.1, L.8.1.a, L.8.4.c | **Speaking and** **Listening:** TG. P. 425Multimedia presentationDramatic ReadingNonverbal multimedia presentationSL.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. 426-427Present an Informative Multimedia PresentationPrompt: 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, 431-432Select 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. 433-437Writing to Sources: Informative EssayPrompt: 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 Allendetranslated 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 imageryTG p.451: Mark the sentences that begin with “Her friends offered…”TG p. 452: Analyze motivationTG p. 453: Mark words that have to do with religionTG p. 454: Notice use of commasTG: p. 456: Mark references to animalsRL.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. 459Propelling the action/characterPlotMain characterCharacter traitsRound characterFlat characterDynamic characterStatic characterDialogueRL.8.1, RL.8.3 | **Concept Vocabulary and Word Study**TG p. 460Words related to cleverness and innovationDecipherInvincibleContraptionNewfangledIngenuityImprovisationsLatin Suffix: -ityL.8.4.b | **Conventions**TG p. 461Subject ComplementsLinking verbSubject complementPredicate noun / Predicate pronounPredicate adjectiveL.8.1  | **Writing to Sources**TG p. 462Critical ReviewW.8.1.b, W.8.1.c, W.8.1.d | **Speaking and Listening**TG p. 463Class discussionSL.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 mythologyTG p. 468: Look for text that indicates something is being numberedTG p. 469:Analyze author’s styleTG p. 470: Look for text that relates to Voyager 2RI.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. 473Expository WritingExpository essayDescriptionComparison-and-contrastCause-and-effectAllusionsRI.8.3, RI.8.5, L.8.4, L.8.5.a | **Concept Vocabulary and Word Study**TG p. 474Words that show the contrast between innovative thinking and conventional thinkingEnablesMyopicForesightNaivetéPrescientSeminalOld English prefix: fore-L.8.4, L.8.4.b | **Conventions**TG p. 475CapitalizationProper nounsProper adjectivesL.8.1 | **Writing to Sources**TG p. 476Argumentative EssayW.8.1.a-e | **Speaking and Listening**TG p. 477Class discussionSL.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. 478-483Write an ArgumentPrompt: 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**
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|  **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 ideasRI.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. 492Author’s Purpose:Word Choice and Humor: HyperboleComic dictionIncongruity RI.8.4, L.8.5.a, PI.6 | **Technical Vocabulary and Word Study**TG p. 491EngineerCurrentGeneratorsMultiple-meaning wordsL.8.4, L.8.4.c, L.8.4.d | **Conventions**TG p. 493Commas andSemicolonsCommaSemicolonCoordinating conjunctionCoordinate adjectivesNonrestrictive/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 conflictTG p. 499: Analyze characterizationRL.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. 505Words relate to the reasons people invent and the results of their inventionsDeficienciesTriumph RevolutionizeConnotationDenotationRI.8.4 | **Analyze Craft and Structure**TG p. 506:Analyze word choice: Figurative languageFigurative languageFigures of speechPersonificationSimileMetaphor L.8.5, L.8.5.b | **Conventions**TG p. 507Comparative and Superlative Forms of Adjectives and AdverbsPositiveComparativeSuperlativeIrregular Adjectives and adverbs L.8.1  | **Prepare to Compare**TG p. 508DiscussionSL.1.a-d | **Writing to Compare**TG p. 509:Argumentative EssayW.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 connotationTG p. 514: Analyze figurative languageRI.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 StructureTG p. 517Diction and ToneTechnical languageConnotationsInformal/formal languageRI.8.4  | **Concept Vocabulary and Word Study**TG p. 516AberrationAmateurControversyLatin root -vers-L.8.4.b | **Conventions**TG p. 518Dashes and EllipsesL.8.2, L.8.2.a | **Speaking and Listening**TG p. 519DebateSL.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 ZoomRI.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. 522ZoomVideo clipFocusRI.8.4 |  **Research:** TG p. 523Multi-media PresentationW.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. 524-525Conduct a DebatePrompt: 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, 528-531Select 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. 532-535Writing to Sources: ArgumentPrompt: 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  |