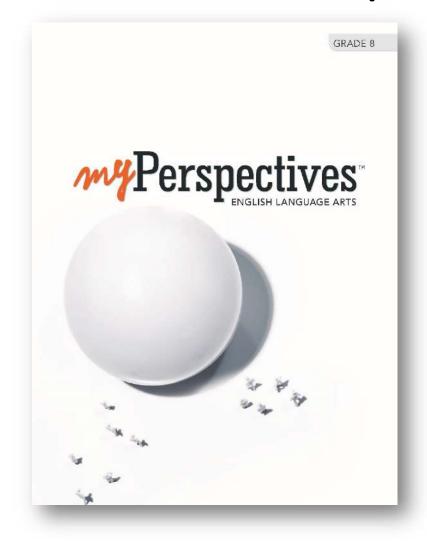


Grade 8 Curriculum Map







| INTRODUCTION | Days 1 & 2 | Unit Video: Dear Graduates – A N | Message from Kid | Unit Goals: Reading, Writing & Research, Language, | | |
|---|---|--|--|--|---|--|
| | | President Discuss It: Discuss It In what way passage, or significant milestone What other rites of passage are y | that indicates growth? | Speaking & Listening Academic Vocabulary: Nonf Launch Text: Red Roses (Lex | | |
| | V | VHOLE-CLASS LEARNING: Intr | oduce Whole-Class Learnir | ng 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? | view in nonfiction r Expand Knowledge thematic vocabular Write a nonfiction of develop experience technique W.8.2 Conduct research pexplore a topic and Demonstrate communication of the usage of the difference L.8.1.c Collaborate with your constraints of the usage of the difference text of the usage of | and use of academic and y. RL.8.4 harrative in which you is or events using effective rojects of various lengths to clarify meaning W.8.7 hand of the conventions of ammar and usage, including ferent moods of verb L.8.1, bur team to build on the relop consensus, and 1 uals, and text in | |
| | • | 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: | |





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





| | Making Meani | ng | | Effectiv | e Expression | NOTES: |
|------------------------------|-------------------|-----------------------|-------------------|-----------------|-----------------------------|------------------------|
| | | | Days : | 13-15 | | |
| Apache Girls Rite of | Close Read | Analyze the | Media | Prepare to | Writing to Compare | |
| Passage: | TG p. 29: Analyze | Review | Vocabulary | Compare: | TG p. 33 | |
| TG p. 28-33 | expository | TG p. 31 | TG p. 31 | Speaking and | Video Review | |
| First Review | information | □ Present | Narration | Listening | | |
| Watch: Who the video is | | and discuss | Audio | TG p. 32 | | |
| about, what happens, | | □ Review | Close-up | Comparing video | | |
| where and when it | | and | Contrast | with text | | |
| happens, and why those | | synthesize | Pan | | | |
| involved react as they do | | - | Synchronizatio | | | |
| Note: Elements that you | | | n | | | |
| find interesting and want | | | (sync) | | | |
| 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 | | | | SL.8.1, SL.8.2, | RI.8.7, W.8.2, | |
| the selection | | | L.8.6 | SL.8.4 | W.8.2.a, SL.8.2 | |
| Performance Task: Writing | Focus | | | | | |
| | | | Days : | 16-18 | | |
| TG p. 34-39 | | | | | Standards: W.8.3, W.8.3.a-e | , W.8.4, W.8.5, W.8.10 |
| Write a Nonfiction Narrative | | | | | | |
| Prompt: What event change | • | g of yourself, or the | at of someone you | ı know? | | |
| Language Development: Aut | thor's Style | | | | | |
| | | | | | | |





| UNIT 1 Small-Grou | p Learning | GRAD | E 8 | Rites of Passage | | |
|---|---|---|--|---|--|--|
| | | Introduction | n Day 19 | | | |
| Letter: You Are the Electric Boogaloo by Geoff Herbach Just Be Yourself! By Stephanie Pellegrin Poetry: Hanging Fire by Audre 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: | 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 | | |
| | | Standards (| Covered | | | |
| Pooding Literary Tayt | Reading Informational | - | | Writing NOTES: | | |
| Reading Literary Text RL.8.2, RL.8.4 | 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 NOTES: W.8.2.b, W.8.2.d-f, W.8.8 | | |





| | | Mak | king Meaning | | | Language Development | Effective Expression |
|---------------------|-------------------|-----|----------------|-------------------|-------------------|-------------------------|------------------------|
| | | | | Days 20 | 0-22 | | |
| You Are the | Close Read | An | alyze the Text | Analyze Craft and | Concept | Conventions | Speaking and Listening |
| Electric Boogaloo | TG p. 46: Analyze | TG | p. 50 | Structure | Vocabulary and | TG p. 52 | TG p. 53 |
| TG p. 44-47 | word choice | | Review and | TG p. 51 | Word Study | Conventions: | Visual Presentation |
| Just Be Yourself | TG p. 49: Analyze | | Clarify | Author's Word | TG p. 44 | Verb Moods | |
| TG p. 48-53 | Allusions | | Present and | Choice: Tone | Context Clues | | Illustrated |
| First Read | = | | Discuss | | | Moods | Instructions |
| Notice: Who the | | | Answer the | Tone | TG p. 50 | Indicative mood | |
| letters are about, | | | Essential | Word choice | Words that | Imperative mood | Illustrated |
| what happens, | | | Question | Connotation | convey a sense | Interrogative mood | informational report |
| where and when it | | | | Denotation | of the extreme: | | |
| happens, and why | | | | | Immense | | |
| those involved | | | | | Majestic | | |
| react as they do | | | | | Numerous | | |
| Annotate: Mark | | | | | | | |
| vocabulary and key | | | | | Latin Suffix -ous | | |
| passages to revisit | | | | | | | |
| Connect: Ideas | | | | | | | |
| within selection to | | | | | | | |
| what you already | | | | | | | |
| know and have | | | | | | | |
| read | | | | | | | |
| Respond: | | | | | | | |
| Complete | | | | | | | |
| Comprehension | | | | | | | |
| check by writing a | | | | RI.8.4, L.8.5, | RL.8.4 | L.8.1, L.8.1.c, L.8.1.d | W.8.7, SL.8.4, SL.8.5 |
| brief summary of | | | | L.8.5.c | | | |
| the selection | | | | | | | |





| | | Making Meaning | | | Language Development | Effective Expression |
|----------------------|----------------|------------------|-------------------|--------------------|-------------------------|-------------------------|
| | | | Days 23 | 3-26 | | |
| Hanging Fire | Close Read | Analyze the Text | Analyze Craft and | Concept | Conventions | Group Discussion |
| Translating | TG p. 57: Tone | TG p. 62 | Structure | Vocabulary and | TG p. 64 | TG p. 65 |
| Grandfather's | | ☐ Review and | TG p. 63 | Word Study | Verbs: Mood | Aspects of Growing up |
| House | | Clarify | Forms of Poetry: | TG p. 62 | | or |
| TG p. 54-65 | | □ Present and | | | Imperative | Impact of Author's tone |
| First Read | | Discuss | Theme | Words that | Indicative | |
| Notice: Who the | | ☐ Answer the | Lyric poetry | suggest a positive | Conditional | |
| poems are about, | | Essential | Narrative poem | change | Subjunctive | |
| what happens, | | Question | | Horizon | | |
| where and when it | | · | | Awakenings | | |
| happens, and why | | | | Beaming | | |
| those involved | | | | | | |
| react as they do | | | | Etymology | | |
| 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 | | | RL.8.2 | RL.8.4, L.8.4 | L.8.1.c | SL.8.1a-d |
| the selection | | | | | | |





| | | Making Meaning | | | Language Development | Effective Expression |
|---|---|---|---|---|--|--|
| | | | Days 2 | 27-30 | | |
| The Setting Sun and the Rolling World: TG p. 66-75 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 | 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 | 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 | Conventions TG p. 74 Conventions: Verb Moods Interrogative Imperative Indicative Conditional Subjunctive | Research: Informational report TG p. 75 Zimbabwean healers Traditional family life in Zimbabwe |
| selection | | 3L.6.1, 3L.6.3 | NL.O.U | NE.O.T, E.O.T | L.O.1, L.O.1.C, L.O.1.U | W.8.8 |
| Small-Group Learning | Performance Task: S | peaking and Listenir | ng Focus | | | |
| | | | Days 3 | 31-32 | | |
| TG p. 76-77 Present a Nonfiction N Prompt: What defines | | ice in a young person | 's life as a milestone o | or rite of passage? | Standards: SL.8.4, SL.8.5, | SL.8.6 |





| dards: RL.8.10, RI.8.10 |
|--------------------------|
| Hards: RL & 10 RL & 10 |
| adi d3. NE.0.10, Ni.0.10 |
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| End-of-Unit Performance-Based Assessment | |
|--|---|
| Days 35-36 | |
| TG p. 84-87 | Standards: W.8.3, W.8.3.a-e, W.8.4, W.8.10, SL.8.4, SL.8.5, |
| Writing to Sources: Nonfiction Narrative | SL.8.6 |
| Prompt: What rite of passage has held the most significance for you or for a person you know well? | |
| Speaking & Listening Outcome: Oral Presentation | |
| | |





| GRADE 8, UNIT | 2: The Holocaus | t | | | | | | | | | | |
|--|--|--|---|--|--|--|--|--|--|--|--|--|
| INTRODUCTION | Days 1 & 2 | Unit Video: The Holocaust Discuss It: How might the Nazi's Jews have affected everyone els | e? | 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 | | | | | | | | |
| | <u> </u> | 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 NOTES: W.8.2.a, W.8.2.b | | | | | | | | |





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





| 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 | Analyze the Text TG p. 188 Analyze Interpret Evaluate Paraphrase Answer the Essential Question | Days 9- Analyze Craft and Structure TG p. 189 Character Motivation Internal motivations External motivations | Concept Vocabulary and Word Study TG p. 190 Words used to reveal feelings about the future: Foreboding Apprehension Intuition | Conventions TG p. 191 Simple Tenses of Verbs Present tense Past tense Future tense | Writing to Sources: TG p. 192 Drama Review | Speaking and Listening: TG p. 193 Dramatic Reading |
| 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 to Mr. Frank TG p. 161: Mark ellipses 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 | | | Mounting Rigid Insistent Latin Suffix: -ent | | | |
| Respond: Complete Comprehension check and writing a brief summary of the selection | TG p. 184: Analyze pund TG p. 186: Mark German RL.8.1, RL.8.2, RL.8.3 | | RL.8.1, RL.8.3 | L.8.4, L.8.4.b | L.8.1, L.8.3 | RL.8.7, W.8.2, W.8.2.b, W.8.2.f | SL.8.1, SL.8.1. SL.8.1.b, SL.8. |





| | Making N | Meaning | Effective | e Expression NOTES: |
|--------------------|--|---|-------------------|---|
| | | Days | 14-15 | |
| Frank Family | Close Review | Analyze the Media | Prepare to | Write to Compare |
| and World War | TG p. 197: Reflect on | TG p. 199 | Compare | TG p. 201 |
| II | chronology | □ Interpret | TG p. 200 | Compare and |
| Timelines: | | □ Analyze | Comparing media | contrast essay |
| TG p. 194-201 | | ☐ Interpret | with text | |
| First Review | | Answer the Essential Question | | |
| 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 | | | RI.8.7, SL.8.1.a, | RI.8.7, W.8.2, |
| check | | | SL.8.1.c | W.8.2.a, W.8.2.b |
| Performance Task | : Writing Focus | | | |
| - CHOIMANCE TUSK | TTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTT | Davs | 16-18 | |
| TG p. 201-207 | | | | Standards: W.8.2, W.8.2.a-f, W.8.5, W.8.10, L.8.1, L.8.2, |
| Write an Explanato | ory Essay | | | L.8.3 |
| • | | I in the play The Diary of Anne Frank? | | |
| • | | s by Combining With Conjunctions | | |
| 3::0: : ::0 | 0 | , 0 1 11 ,1 11 31.0 | | |





| UNIT 2 Small-Group | Learning | GRAI | DE 8 | The Holocau | st | | | | | |
|--|--|--------------------------------|---|--|---|--|--|--|--|--|
| 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 | Iry: from Anne Frank: Anne Frank Assessment Task Anne Frank Assessment Task Anne Frank Acceptance Each: Acceptance Each for the Nobel Explanatory Essay Acce Prize by Elie Wiesel Edia: Graphic Novel: Im Maus by Art Performance-Based Assessment Task Speaking and Listening Focus: Present an Explanatory Essay Prompt: Discuss how the texts read relate to the Holocaust Working as a Team | | Essential Question How do we remember the past? | cause, event, or co specific result RI.8 Expand Knowledge thematic vocabula Write an explanate effectively incorpo an argument W.8. Conduct research to explore a topic Demonstrate com standard English g and conjunctions I Collaborate with y | e and use of academic and ry. RL.8.4, RI.8.4 ory essay in which you brate the key elements of 2 projects of various lengths and clarify meaning. W.8.7 mand of the conventions or rammar and usage of verbs8.1 our team to build on the evelop consensus, and1 suals, and text in | | | | | |
| | | Standards | Covered | | | | | | | |
| Reading Literary Text | Reading Informational | Speaking & Listening | Language | Writing | NOTES: | | | | | |
| RL.8.10 | Text RI.8.2, RI.8.4, RI.8.7, RI.8.10 | SL.8.1, SL.8.4, SL.8.5, SL.8.6 | L.8.1, L.8.4, L.8.4.a, L.8.4.b, L.8.5.c, L.8.6 | W.8.2, W.8.4, W.8.5, W.8.6, W.8.10 | | | | | | |





| | | Making Meaning | | | Language Development | Effective Expression | | | | |
|---------------------|--------------------|------------------|---------------------|-----------------------|-------------------------|------------------------------|--|--|--|--|
| Days 20-24 | | | | | | | | | | |
| from Anne Frank: | Close Read | Analyze the Text | Analyze Craft and | Concept | Conventions | Speaking and | | | | |
| The Diary of a | TG p. 215: Analyze | TG p. 218 | Structure | Vocabulary and | TG p. 220 | Listening: | | | | |
| Young Girl | details | □ Review and | TG p. 219 | Word Study | Author's Style: | TG p. 221 | | | | |
| TG p. 212-221 | TG p. 216: Analyze | Clarify | Central Idea and | TG p. 212 | Word Choice | Group | | | | |
| First Read | sensory language | ☐ Present and | Supporting Details | Context Clues | | Discussion | | | | |
| Notice: Who the | | Discuss | | | Style | | | | | |
| diary is about, | | ☐ Answer the | Central idea | TG p. 218 | Word choice | Collaborative | | | | |
| what happens, | | Essential | Stated central idea | Words that | Diction | group | | | | |
| where and when it | | Question | Topic | describe limits | | discussion | | | | |
| happens, and why | | 4.000.00 | Topic sentence | and loss | | | | | | |
| those involved | | | Implied central | experienced by | | | | | | |
| react as they do | | | Idea | Jewish people | | | | | | |
| Annotate: Mark | | | Inference | during the | | | | | | |
| vocabulary and key | | | | Holocaust: | | | | | | |
| passages to revisit | | | | | | | | | | |
| Connect: Ideas | | | | Forbidden | | | | | | |
| within selection to | | | | Restrictions | | | | | | |
| what you already | | | | Sacrifices | | | | | | |
| know and have | | | | | | | | | | |
| read | | | | | | | | | | |
| Respond: | | | | Latin suffix: -strict | | | | | | |
| Complete | | | | | | | | | | |
| Comprehension | | | | | | | | | | |
| check by writing a | | | | | | | | | | |
| brief summary of | | SL.8.1, SL.8.4 | RI.8.1, RI.8.2, | L.8.4, L.8.4.b, | RI.8.4 | SL.8.1.a, SL.8.1.c, SL.8.1.d | | | | |
| the selection | | JL.O.1, JL.O.4 | RI.8.5 | L.8.4.d | | 22.2.2.3, 32.3.2.3, 32.3.2.4 | | | | |





| | | Making Meaning | | | Language Development | Effective Expression | | | | | |
|---------------------------|-------------------|------------------|-------------------|----------------------------|-------------------------|----------------------------|--|--|--|--|--|
| Days 25-26 | | | | | | | | | | | |
| Acceptance | Close Read | Analyze the Text | Analyze Craft and | Concept | Conventions | Speaking and Listening: | | | | | |
| Speech for the | TG p. 223: | TG p. 226 | Structure | Vocabulary and | TG p. 228 | TG p. 229 | | | | | |
| Nobel Peace Prize: | Notice repetition | ☐ Review and | TG p. 227 | Word Study | Perfect Tenses | Group Discussion | | | | | |
| TG p. 222-229 | | Clarify | Author's Purpose | TG p. 222 | of Verbs | | | | | | |
| First Read | | ☐ Present and | and Point of View | Using dictionary | | | | | | | |
| Notice: Who the | | Discuss | | and thesaurus | Present | | | | | | |
| speech is about, | | ☐ Answer the | author's purpose | | Perfect | | | | | | |
| what happens, | | Essential | author's point of | TG p. 226 | Past perfect | | | | | | |
| where and when it | | Question | view | Words that have | Future perfect | | | | | | |
| happens, and why | | | | to do with | | | | | | | |
| those involved | | | | suffering and | | | | | | | |
| react as they do | | | | oppression: | | | | | | | |
| Annotate: Mark | | | | | | | | | | | |
| vocabulary and key | | | | Humiliation | | | | | | | |
| passages to revisit | | | | Persecuted | | | | | | | |
| Connect: Ideas | | | | Traumatized | | | | | | | |
| within selection to | | | | | | | | | | | |
| what you already | | | | Greek Root: | | | | | | | |
| know and have | | | | trauma- | | | | | | | |
| read | | | | | | | | | | | |
| Respond: | | | | | | | | | | | |
| Complete | | | | | | | | | | | |
| Comprehension | | | | | | | | | | | |
| check and writing a | | | | | | | | | | | |
| brief summary of | | | | | | | | | | | |
| the selection | | | | | | | | | | | |
| | | | DI 0 6 | | 1.0.4 | | | | | | |
| | | SL8.1, SL.8.4 | RI.8.6 | L.8.4, L.8.4.b, L.8.4.d | L.8.4 | SL.8.1, SL.8.1.a, SL.8.1.b | | | | | |





| | | Making Meaning | | Effective Expression | NOTES: |
|--|---|--|--|---|--------|
| | | | Days 27-30 | | |
| from Maus: TG p. 230-24 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 | 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 | Research: TG p. 241 Informative Report 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 | |
| Small-Group Learnin | ng Performance Task: | Speaking and Listening Focus | | | |
| | | | Days 31-32 | | |
| TG p. 242-243 Deliver a Multimedia Prompt: How do the remember the past? | selections contribute | to your understanding of the Holoc | | Standards: SL.8.4, SL.8.5, SL.8.6 | |





| Overview: Independent Learning | | | | | | | | | |
|--|-----------------------------|--|--|--|--|--|--|--|--|
| Days 33-34 | | | | | | | | | |
| TG p. 244-245, 246A-246F, 246-248 | Standards: RL.8.10, RI.8.10 | | | | | | | | |
| 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 | | | | | | | | | |
| | | | | | | | | | |

| 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 | | | | | | |





| 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) | |
| | W | HOLE-CLASS LEARNING: Intro | duce Whole-Class Lea | rning 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? | authors state and su Expand Knowledge at Concept vocabulary Write an argumental effectively incorporal argument W.8.1 Conduct research processory Demonstrate common standard English grade correct usage of noul adverbs, clauses, and Collaborate with your others, develop consistent.8.1 | uments by analyzing how pport their claims RI.8.8 nd use of academic and RI.8.4 tive essay in which you te the key elements of an ojects of various lengths to clarify meaning. W.8.7 and of the conventions of mmar and usage, including ns, pronouns, adjectives, disentence structure L.8.1 ar team to build on the ideas of tensus, and communicate als, and text in presentations |
| | | 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: |





| | UNIT 3 Whole-0 | Class Learning | GRAD | DE 8 | W | hat Matters | |
|---------------------|----------------------|------------------------------|-------------------|---------------------|---------------------|--------------------|----------------|
| | Making N | /leaning | | Language | Development | Effective Ex | pression |
| | | | Days 4 | 1-8 | | | |
| Barrington Irving, | Close Read | Analyze the Text | Analyze Craft and | Concept | Conventions | Writing to Sources | Speaking and |
| Pilot and Educator: | TG p. 265: Analyze | TG p. 270: | Structure | Vocabulary and | TG p. 273 | TG p. 274 | Listening |
| TG p. 264-275 | author's purpose | Paraphrase | TG p. 271 | Word Study | Nouns and Pronouns | Support an | TG p. 275 |
| First Read | TG p. 266: Mark the | □ Interpret | Characterization | TG p. 272 | | argument | Persuasive |
| Notice: The | words of dialogue | ☐ Answer the | in Nonfiction: | Words that relate | Proper nouns | | presentation |
| general idea of the | TG p. 267: Highlight | Essential | | to the effort an | Possessive nouns | | |
| text. What is it | the details that | Question | Direct | individual puts | Personal pronouns | | |
| about? Who is | show the writer | | characterization | forth in order to | Possessive pronouns | | |
| involved? | asking a question | | Indirect | succeed: | | | |
| Annotate: Mark | TG p. 268: Highlight | | characterization | | | | |
| vocabulary and key | the ellipses in the | | Inferences | Determination | | | |
| passages to revisit | speech | | | Pursue accomplish | | | |
| Connect: Ideas | | | | Achieve tackling | | | |
| within selection to | | | | Purposeful | | | |
| what you already | | | | | | | |
| know and have | | | | Old English: Suffix | | | |
| read | | | | -ful | | | |
| Respond: | | | | | | | |
| Complete | | | | | | | |
| Comprehension | | | | | | | |
| check and writing a | | | | | | | |
| brief summary of | | | | | | | |
| the selection | | | RI.8.1, RI.8.3 | L.8.4.b | L.8.1 | W.8.1 | SL.8.4, SL.8.6 |
| I | | | | | | | |





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





| | Making M | leaning | | Language | Development | Effective | Expression |
|--|---|--|---|---|---|---|--------------------------------------|
| | | | Days 14 | 1-15 | | | |
| Ban the Ban! Stone Soda's a | Close Read TG p. 287: Analyze | Analyze the Text TG p. 290 | Analyze Craft and Structure | Concept Vocabulary and | Conventions TG p. 293 | Prepare to Compare | Writing to Compare |
| Problem but: TG p. 286-295 First Read Notice: The general ideas of the text. What is it about? Who is involved? | tone TG p. 288: Focus on repeated words | □ Compare and contrast □ Interpret □ Evaluate □ Answer the Essential Question | TG p. 291 Determine main ideas and supporting details/Analyze conflicting arguments | Word Study TG p. 292 Words related to health and laws: Implemented Intervene Intentions | Clauses: Basic Sentence Structures Sentence structure Clauses Independent clause | TG p. 294 Comparing conflicting viewpoints | TG p. 295 Argumentativ e essay |
| Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension | | | Supporting details- evidence Summarize Objective | Dictate Exemption Mandates Latin Prefix: ex- | Dependent clause Simple sentence Compound sentence Complex sentence Compound-complex sentence | | |
| check and writing a brief summary of the selection | | | RI.8.9 | L.8.4.b | L.8.1 | SL.8.1, SL.8.4 | W.8.1.a-e |
| Performance Task: V | Vriting Focus | | | | | | |
| | | | Days 16 | 5-18 | | | |
| · · | oblem you think needs t ent: Conventions: Revisi | | • | | Standards: W.8.1.a-e, L.8.1,c, L.8.2.c | W.8.4, W.8.5, W.8.6 | s, W.8.10, L.8.1, |





| UNIT 3 Sm | all-Group Learning | | GRADE 8 | W | hat 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: | Essential Question What can cause a sudden change in someone's life? | Expand Knowledge Concept vocabula Write an argument effectively incorporan argument W.8. Conduct research to explore a topic at the explore at the explored at the explo | tative essay in which you brate the key elements of 1 projects of various lengths and clarify meaning. W.8.7 mand of the conventions of rammar and usage, isage of nouns, pronouns, s, clauses, and sentence our team to build on the evelop consensus, and .1 suals, and text in |
| | | Standards C | Covered | | |
| Reading Literary Text | Reading Informational Text | Speaking & Listening | Language | Writing | NOTES: |
| RL.8.10 | RI.8.1, RI.8.3, RI.8.4, RI.8.10 | SI.8.1, SL.8.4 | L.8.1, L.8.3, L.8.4, L.8.4.b, L.8.5, L.8.5.c | W.8.1, W.8.1.a-e, W.8.2.a, W.8.2.b, W.8.7, W.8.8 | |





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





| | | Making Mea | ning | | Language Development | Effective Expression |
|--|---|--|---|--|--|--|
| | | | Days 25-28 | <u> </u> | | |
| from Follow the Rabbit-Proof Fence: TG p. 314-323 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 | Close Read TG p. 315: Analyze Dialogue TG p. 316: Analyze character TG p. 319: Analyze Descriptive language | Analyze the Text TG p. 320 Review and Clarify Present and Discuss Answer the Essential Question | Analyze Craft and Structure TG p. 321 Descriptive Writing: Sensory details Vivid, precise language Informative details Figurative language Word Picture | 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 | Conventions TG p. 322 Adjectives and adverbs | Writing to Sources TG p.323 First-Person Account |
| | RI.8.3 | SL.8.1, SL.8.4 | RI.8.4 | L.8.4, L.8.4.b | L.8.1 | W.8.3, W.8.3.a-e, W.8.5, W.8.7 |





| | Making Mea | ning | Effective Expression | NOTES: |
|-----------------------|--------------------------------------|---------------------------------|---------------------------|--------|
| TI 84 11 | | D 20.20 | | |
| The Moth | Close Review | Days 29-30 | Speaking and | |
| Presents: | TG p. 325: Note details that show | Analyze the Media | Listening: | |
| TG p. 324-327 | why Aleeza takes a stand | TG p. 326 | TG p. 327 | |
| First Review | | □ Present and Discuss | Constant distributions | |
| Watch: The video | | ☐ Review and Synthesize | Group discussion | |
| and determine | | ☐ Answer the Essential Question | | |
| 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 | RI.8.1 | SL.8.1, SL.8.4 | SL.8.1.a–d | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Small-Group Learnin | ng Performance Task: Speaking and Li | | | |
| | | Days 31-32 | | |
| TG p. 328-329 | | | Standards: SL.8.4, SL.8.6 | |
| Deliver an Oral Prese | | | | |
| Prompt: When you to | ake a stand, how much does winning i | matter? | | |
| | | | | |





| Overview: Independent Learning | | | | | | | | |
|--|-----------------------------|--|--|--|--|--|--|--|
| Days 33-34 | | | | | | | | |
| TG p. 330-331, 332A-332D, 333-335 | Standards: RL.8.10, RI.8.10 | | | | | | | |
| 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 | | | | | | | | |
| | | | | | | | | |

| End-of-Unit Performance-Based Assessment | |
|--|--|
| Days 35-36 | 5 |
| TG p. 336-339 | Standards: W.8.1.a-e, W.8.4, W.8.9, W.8.10, SL.8.4, SL.8.5, SL.8.6 |
| Writing to Sources: Argument Prompt: Is it important for people to make their own choices in life? | SL.8.0 |
| Speaking & Listening Outcome: Oral Presentation | |
| | |





| 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 Speaking & Listening Academic Vocabulary: Infor Launch Text: The Human Br | mative texts |
|---|---|--|--|---|---|
| | | DIE CLASSIES DAUNG | | | an (come 1123) |
| 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 of texts. RI.8.10 Expand Knowledge thematic vocabular Write an information water a topic an and information water a topic at the explore at the explored | ve essay in which you d covey ideas, concepts, 1.8.2 projects of various lengths and clarify meaning. W.8.7 mand of the conventions of ammar and usage, greement of nouns and our team to build on the evelop consensus, and 1 suals, and text in |
| | | Standards C | overed | | |
| 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: |





| | UNIT 4 Whole-Class L | earning | GRADE 8 | | Human I | ntelligence |
|---------------------|---------------------------|------------------|----------------|--------------------|---------------------|-------------|
| | Making Mea | ning | | | evelopment | NOTES: |
| | | | Days 4-1 | | | |
| Flowers for | Close Read | Analyze the Text | Analyze Craft | Concept Vocabulary | Conventions | |
| Algernon: | TG p. 351: Analyze | TG p. 380 | and Structure | and Word Study | TG p. 383 | |
| TG p. 350-383 | perspective | □ Compare | TG p. 381 | TG p. 382 | Direct and Indirect | |
| First Read | TG p. 352: Mark the | □ Draw | Development | Words that are | Objects | |
| Notice: Who the | words in italics | Conclusions | of Themes | related to | | |
| story is about, | TG p. 355: Notice | □ Make a | | emotional and | Direct object | |
| what happens, | misspellings | judgement | Theme | psychological | Indirect object | |
| where and when it | TG p. 357: Highlight | | Conflict | states: | | |
| happens, and why | parenthesis | | Allusion | | | |
| those involved | TG p. 359: Notice similes | | | Subconscious | | |
| react as they do | TG p. 361: Notice | | | Suspicion | | |
| Annotate: Mark | incorrect use of | | | Despised | | |
| vocabulary and key | punctuation | | | Deterioration | | |
| passages to revisit | TG p. 363: Notice italics | | | Introspective | | |
| Connect: Ideas | TG p. 365: Notice dash | | | | | |
| within selection to | at end of paragraph | | | Latin Prefix: | | |
| what you already | TG p. 366: analyze | | | -sub | | |
| know and have | analogy | | | | | |
| read | TG p. 368: Highlight | | | | | |
| Respond: | technical words | | | | | |
| Complete | TG p. 371: Notice the | | | | | |
| Comprehension | two short sentences | | | | | |
| check and writing a | TG p. 373: Notice use of | | | | | |
| brief summary of | choppy sentences | | | | | |
| the selection | TG p. 375: Highlight | | | | | |
| | grammatical errors | | | | | |
| | TG p. 377: Notice | | | | | |
| | punctuation changes | | | | | |
| | TG p. 378: Notice | | | | | |
| | misspelled words | | | | | |
| | RL.8.6, L.8.1a | RL.8.1 | RL.8.2, RL.8.6 | L.8.4, L.8.5.b | L.8.1, L.8.5, L.8.6 | |





| | Making N | /leaning | Language | e Development | Effective Expression | |
|----------------------|-------------------------|--|---------------------|-----------------------|----------------------|----------------|
| | | Da | ays 14-15 | | | |
| from Flowers for | Close Review | Analyze the Media | Media Vocabulary | 1 | Prepare to | Writing to |
| Algernon: | TG p. 385: Analyze | TG p. 387 | TG p. 387 | | Compare | Compare |
| TG p. 384-389 | video | □ Present and discuss | | | TG p. 388 | TG p. 389 |
| First Review | TG p. 387: Analyze | ☐ Review and synthesize | Prop | | | |
| Watch: Who | media | | Sci-fi | | Comparing | Comparison- |
| speaks, what they | | | Adapted | | interpretations | and-contrast |
| say, and how they | | | | | of a story | essay |
| 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: | | | | | | RL.8.6, W.8.2, |
| Complete | | | | | | W.8.2.a-e, |
| Comprehension | RL.8.1, RL.8.7 | SL.8.1, SL.8.4 | L.8.4 | | RL.8.6, SL.8.1 | W.8.4, W.8.5, |
| check | | | | | | W.8.10 |
| Performance Task: V | Writing Focus | | | | | |
| | | Da | ays 16-18 | | | |
| TG p. 390-395 | | | | Standards: W.8.2.a-e, | W.8.4, W.8.5, L.8.1 | , L.8.1.b |
| Write an Informative | e Speech | | | | | |
| Prompt: What has ha | appened to you so far a | s a result of the experiment, and what | do you predict will | | | |
| happen to you as tim | ne progresses? | | | | | |
| Language Developm | ent: Subject-Verb Agree | ment | | | | |
| | | | | | | |





| UNIT 4 Small-Group L | .earning | 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 different way 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? | of texts. RI.8.10 Expand Knowledge thematic vocabula Write an informati examine a topic ar and information W Conduct research to explore a topic of the explo | ive essay in which you and covey ideas, concepts, 1.8.2 projects of various lengths and clarify meaning. W.8.7 mand of the conventions of rammar and usage, greement of nouns and our team to build on the evelop consensus, and .1 suals, and text in | | | | |
| | | Standards C | overed | 1 | | | | | |
| 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: | | | | |





| Making Meaning | | | | | Language Development | Effective Expression | | |
|--|--|--|--|---|--|---|--|--|
| Days 20-25 | | | | | | | | |
| from Blue Nines and Red Words TG p. 400-411 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: | Close Read TG p. 402: Analyze Informational texts TG p. 405: Examine details | Analyze the Text TG p. 408 Review and Clarify Present and Discuss Answer the Essential Question | Analyze Craft and Structure TG p. 409 Informational Texts: Memoir and Reflective Writing Memoir Autobiography Reflective Writing | Concept Vocabulary and Word Study TG p. 408 Words that relate to the author's visual perceptions of numbers Symmetrical Spiral Aesthetic | Conventions TG p. 410 Pronoun Case Nominative case Subjective case Objective case Possessive case | Research TG p. 411 Informational report | | |
| Complete Comprehension check by writing a brief summary of the selection | RL.8.1 | SL.8.1, S.8.4 | RI.8.3 | RI.8.4 | L.8.1 | W.8.2.a-e, W.8.4, W.8.5, W.8.6, W.8.10 | | |





| | | Language Development | NOTES: | | | | | | |
|--|---|--|---|---|--|--|--|--|--|
| Day 26 | | | | | | | | | |
| The Theory of Multiple Intelligences Infographic: TG p. 412-415 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 | 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 | Concept Vocabulary TG p. 414 Naturalistic Linguistic Kinesthetic | Speaking and Listening TG p. 415 Group discussion | | | | | |
| summary of the selection | | SL.8.1, SL.8.4 | L.8.6 | SL.8.1.a-d | | | | | |





| | | Language Development | Effective Expression | | | |
|--------------------------|-----------------------|-------------------------|----------------------|------------------|-------------------------|------------------------------------|
| | | | Days 27 | 7-30 | | |
| Retort | Close Review | Analyze the Text | Analyze Craft and | Archaic | Conventions | Speaking and |
| From the People, Yes | TG p. 420: Sound | TG p. 422 | Structure | Vocabulary and | TG p. 424 | Listening: |
| Unsuspecting: | devices | □ Review and | TG p. 423 | Word Study | Participial and | TG. P. 425 |
| TG p. 416-425 | | Clarify | Poetic | TG p. 422 | Infinitive Phrases | Multimedia |
| First Read | | □ Present and | Structures | | | presentation |
| Notice: Who or what is | | Discuss | | Art | Participial phrase | |
| "speaking" and | | ☐ Answer the | Poetic form | Tress | Infinitive phrase | Dramatic Reading |
| whether the poem tells | | Essential | Rhyme scheme | Fair | · | _ |
| a story or describes a | | Question | Free verse | Oughts | | Nonverbal |
| single moment | | | Sound devices | | | multimedia |
| Annotate: Mark | | | Alliteration | Multiple-Meaning | | presentation |
| vocabulary and key | | | Consonance | Words | | · |
| passages to revisit | | | Assonance | | | |
| Connect: Ideas within | | | | | | |
| selection to what you | | | | | | |
| already know and have | | | | | | |
| read | | | | | | |
| Respond: Complete | | | | | | |
| Comprehension check | | | | | | |
| by writing a brief | | SL.8.1, SL.8.4 | RL.8.5, L.8.5 | RL.8.4, L.8.4 | L.8.1, L.8.1.a, L.8.4.c | SL.8.1.a-e, SL.8.4, SL.8.5, SL.8.6 |
| summary of the | | 32.0.2, 32.0. | , | , | , , | |
| selection | | | | | | |
| - | | | | | | |
| Small-Group Learning Pe | erformance Task: Spe | eaking and Listening | Focus | | | |
| | | | Days 31 | L-32 | | |
| TG p. 426-427 | | | | | Standards: SL.8.1, SL.8 | 3.1.a-d, SL.8.4, SL.8.5, SL.8.6 |
| Present an Informative M | 1ultimedia Presentat | ion | | | | |
| Prompt: How does each s | selection highlight a | different way to be ir | ntelligent? | | | |





| Overview: Independent Learning | | | | | |
|---|--------------------|--|--|--|--|
| Days 33-34 | | | | | |
| TG p. 428-429, 430A-430F, 431-432 | Standards: RI.8.10 | | | | |
| 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 | | | | | |

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





| GRADE 8, UNIT 5 | : Invention | | | | |
|---|---|--|---|--|--|
| INTRODUCTION | Days 1 & 2 | Unit Video: Amazing Technology I Tangible Media Discuss It: What are some ways in might have failed? | · | Unit Goals: Reading, Writing Speaking & Listening Academic Vocabulary: Argu Launch Text: Inspiration is C | ment |
| | W | HOLE-CLASS LEARNING: Introd | luce Whole-Class Learnin | g 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? | and insight needed and invention RI.8.: Expand knowledge thematic vocabular Write an argument effectively incorpor argument W.8.1 Conduct research p explore a topic and Demonstrate comm standard English gracombining sentence participles L.8.1.a Collaborate with you | and use of academic and y RL.8.4, RI.8.4 ative essay in which you rate the key elements of an rojects of various lengths to clarify meaning. W.8.7 hand of the conventions of ammar and usage, including es using gerunds an our team to build on the relop consensus, and 1 uals, and text in |
| | | Standards C | overed | | |
| 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: |





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





| | Making N | 1eaning | | Language I | Development | Effective | Expression |
|---|--------------------------|--------------------|---------------------------|---------------------|----------------------|--------------------------|------------------|
| | | | Day | s 10-15 | | | |
| To Fly | Close Read | Analyze the Text | Analyze Craft and | Concept | Conventions | Writing to Sources | Speaking and |
| ГG p. 464-477 | TG p. 466: Mark the | TG p. 472 | Structure | Vocabulary and | TG p. 475 | TG p. 476 | Listening |
| irst Read | names derived from | ☐ Summarize | TG p. 473 | Word Study | Capitalization | Argumentative | TG p. 477 |
| Notice: The | mythology | ☐ Analyze | Expository Writing | TG p. 474 | | Essay | Class discussion |
| eneral ideas of | TG p. 468: Look for | □ Make a | | Words that show | Proper nouns | | |
| he text, What is | text that indicates | judgement | Expository essay | the contrast | Proper adjectives | | |
| t about? Who is | something is being | ☐ Answer the | Description | between | | | |
| nvolved? | numbered | Essential | Comparison-and- | innovative thinking | | | |
| Annotate: Mark | TG p. 469: | Question | contrast | and conventional | | | |
| ocabulary and | Analyze author's style | | Cause-and-effect | thinking | | | |
| key passages to | TG p. 470: Look for | | Allusions | | | | |
| revisit | text that relates to | | | Enables | | | |
| Connect: Ideas | Voyager 2 | | | Myopic | | | |
| within selection | | | | Foresight | | | |
| o what you | | | | Naiveté | | | |
| already know | | | | Prescient | | | |
| and have read | | | | Seminal | | | |
| Respond: | | | | | | | |
| Complete | | | | Old English prefix: | | | |
| Comprehension | | | | fore- | | | |
| check and | | | | | | | |
| writing a brief | | | | | | | |
| summary of the | RI.8.1 | RI.8.1, PI.6.c | RI.8.3, RI.8.5, | L.8.4, L.8.4.b | L.8.1 | W.8.1.a-e | SL.8.1.a-e |
| selection | | | L.8.4, L.8.5.a | | | | |
| Performance Task | Writing Focus | | | | | | |
| enormance rash | viiting rocus | | Dav | s 16-18 | | | |
| TG p. 478-483 | | | | | Standards: W.8.1.a-3 | 3, W.8.4, W.8.5, W.8.10, | L.8.1.a |
| Nrite an Argumer | nt | | | | | , | |
| _ | uirements must be met ir | order to say humar | flight is successful? | | | | |
| • | ment: Revising to combin | • | • | | | | |
| 5 - 6 - 5 - 6 - 6 - 6 - 6 - 6 - 6 - 6 - | G | | | | | | |





| UNIT 5 Small-Group | p Learning | GRAD | E 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: | Essential Question Are inventions realized through inspiration or perspiration? | and insight needed and invention RI.8 Expand knowledge thematic vocabula Write an argumen effectively incorporan argument W.8. Conduct research to explore a topic of the explore a topic of the explore at the explored at | e and use of academic and ary RL.8.4, RI.8.4 tative essay in which you orate the key elements of projects of various lengths and clarify meaning. W.8.7 mand of the conventions or rammar and usage, and sentences using gerunds L.a. tour team to build on the evelop consensus, and 8.1 suals, and text in |
| | | Standards C | 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: |





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





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





| | | Making Meaning | | | Language Development | Effective Expression |
|----------------------|-----------------------|------------------|--------------------|-------------------|-------------------------|------------------------|
| Days 26-28 | | | | | | |
| 25 Years Later, | Close Review | Analyze the Text | Analyze Craft and | Concept | Conventions | Speaking and Listening |
| Hubble Sees | TG p. 511: Analyze | TG p. 516 | Structure | Vocabulary and | TG p. 518 | TG p. 519 |
| Beyond Troubled | connotation | □ Review and | TG p. 517 | Word Study | Dashes and Ellipses | Debate |
| Start: | TG p. 514: Analyze | clarify | Diction and Tone | TG p. 516 | | |
| TG p. 510-519 | figurative language | □ Present and | | | | |
| First Read | 1 | discuss | Technical language | Aberration | | |
| Notice: The | | ☐ Answer the | Connotations | Amateur | | |
| general ideas of | | Essential | Informal/formal | Controversy | | |
| the text, What is it | | Question | language | | | |
| about? Who is | | | | | | |
| involved? | | | | Latin root -vers- | | |
| 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 | RI.8.1, RI.8.4, L.8.5 | SL.8.4 | RI.8.4 | L.8.4.b | L.8.2, L.8.2.a | SL.8.1.a-e, SL.8.3 |
| the selection | | | | | | |
| the selection | | | | | | |





| | | Making Meaning | | Effective Expression | NOTES: |
|-----------------------|---------------------------|---------------------------------|------------------|-------------------------|------------------------|
| | | Days : | 29-30 | | |
| Sounds of a Glass | Close Review | Analyze the Media | Media Vocabulary | Research: | |
| Armonica: | TG p. 521: Analyze | TG p. 522 | TG p. 522 | TG p. 523 | |
| TG p. 520-523 | Zoom | ☐ Present and Discuss | Zoom | Multi-media | |
| First Review | | ☐ Review and Synthesize | Video clip | Presentation | |
| Watch: Who | | ☐ Answer the Essential Question | Focus | | |
| 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 | RI.8.7 | DI 0.4 GI 0.4 | RI.8.4 | W.8.7, W.8.8, | |
| Comprehension check | NI.O. / | RI.8.1, SL,8.4 | KI.0.4 | SL.8.1.a-d, SL.8.4, | |
| CHECK | | | | SL.8.5, SL.8.6 | |
| | | | | 31.0.3, 31.0.0 | |
| Small-Group Learnin | ng Performance Task: Sp | peaking and Listening Focus | | | |
| | | Days : | 31-32 | | |
| TG p. 524-525 | | | | Standards: SL.8.1, SL.8 | .1.a–d, SL.8.3, SL.8.4 |
| Conduct a Debate | | | | | |
| Prompt: Are invention | ons realized through insp | piration or perspiration? | | | |
| | | | | | |





| Overview: Independent Learning | | | | | |
|---|-----------------------------|--|--|--|--|
| Days 33-34 | | | | | |
| TG p. 526-527, 528A-528F, 528-531 | Standards: RL.8.10, RI.8.10 | | | | |
| 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 | | | | | |
| | | | | | |

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

