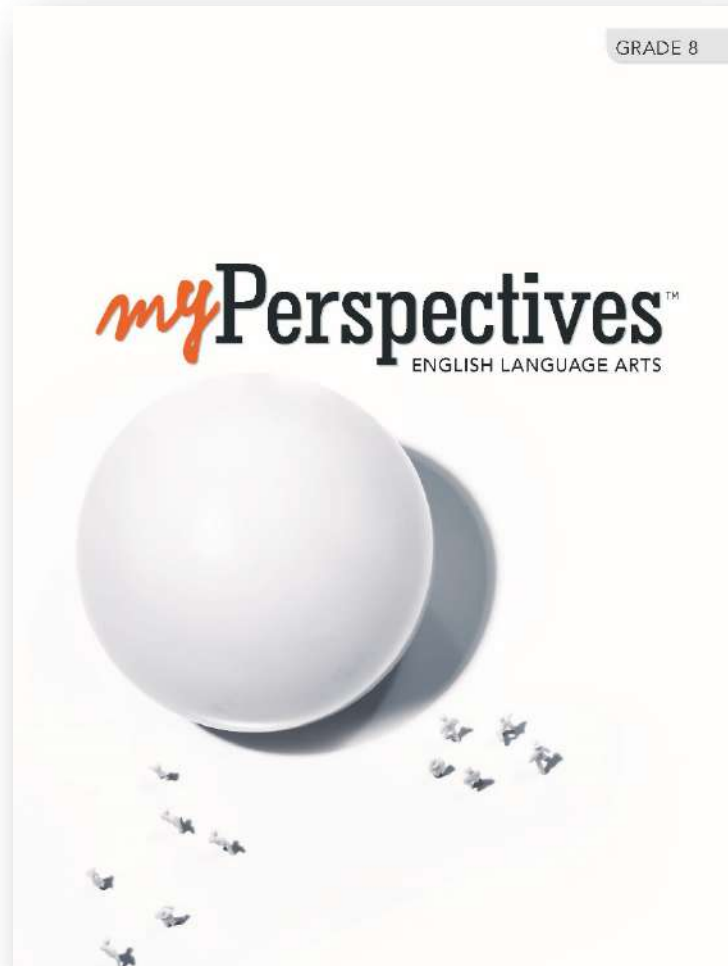


## Grade 8 Curriculum Map



GRADE 8, UNIT 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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What are some milestones on the path to growing up?	Unit Goals: TG p. 4 <ul style="list-style-type: none"><li>Read and analyze how authors express point of view in nonfiction narrative. RL.8.6</li><li>Expand Knowledge and use of academic and thematic vocabulary. RL.8.4</li><li>Write a nonfiction narrative in which you develop experiences or events using effective technique W.8.2</li><li>Conduct research projects of various lengths to explore a topic and clarify meaning W.8.7</li><li>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</li><li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1</li><li>Integrate audio, visuals, and text in presentations SL.8.5</li></ul>	
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-Class Learning				GRADE 8		Rites of Passage	
Making Meaning				Language Development		Effective Expression	
Days 4-12							
<b>The Medicine Bag:</b> <b>TG p. 12-27</b>	<b>Close Read</b> TG p. 14: Look for descriptive details TG p. 15: Note details that reveal differences among characters TG p. 16: Look for phrases that indicate sequence of events or steps in a process TG p. 17: Analyze character TG p. 18: Look for details that indicate a change in characters or events TG p. 19: Note details that reveal what characters are feeling and thinking TG p. 20: Look for details that reveal things about a character	<b>Analyze the Text</b> TG p. 22 <input type="checkbox"/> Evaluate <input type="checkbox"/> Summarize <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Answer the Essential Question	<b>Analyze Craft and Structure</b> TG p. 23 Figurative Meaning:  Symbolism symbol symbolism	<b>Concept Vocabulary and Word Study</b> TG p. 24  Words that show someone who is not at full strength:  wearily straggled fatigue frail sheepishly  Animal Words	<b>Conventions</b> TG p. 25 Verbs in Active and Passive Voice voice active voice passive voice	<b>Writing to Sources</b> TG p. 26 Retelling a story	<b>Speaking and Listening</b> TG p. 27 Monologue
			RL.8.4	L.8.4	L.8.1, L.8.1.b, L.8.3, L.8.3.a	W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e	SL.8.4

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

UNIT 1 Small-Group Learning		GRADE 8		Rites of Passage	
Introduction Day 19					
<b>Letter:</b> <i>You Are the Electric Boogaloo</i> by Geoff Herbach <i>Just Be Yourself!</i> By Stephanie Pellegrin <b>Poetry:</b> <i>Hanging Fire</i> by Audre Lorde <i>Translating Grandfather’s House</i> By E.J. Vega <b>Short Story:</b> <i>The Setting Sun and the Rolling World</i> by Charles Mungoshi	<b>Performance-Based Assessment Task</b> <b>Speaking and Listening</b> <b>Focus: Present a Nonfiction Narrative</b> Prompt: What defines an event or experience in a young person’s life as a milestone or rite of passage? <b>SL.8.4, SL.8.5</b>	<b>Small-Group Learning Strategies:</b> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify  <b>Working as a Team</b> 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan  <b>Making a Schedule</b>  <b>Working on Group Projects</b>	<b>Essential Question</b> What are some milestones on the path to growing up?	<b>Unit Goals:</b> TG p. 4 <ul style="list-style-type: none"><li>Read and analyze how authors express point of view in nonfiction narrative.<b>RL.8.6</b></li><li>Expand Knowledge and use of academic and thematic vocabulary. <b>RL.8.4</b></li><li>Write a nonfiction narrative in which you develop experiences or events using effective technique <b>W.8.2</b></li><li>Conduct research projects of various lengths to explore a topic and clarify meaning <b>W.8.7</b></li><li>Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verb <b>L.8.1, L.8.1.c</b></li><li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.8.1</b></li><li>Integrate audio, visuals, and text in presentations<b>SL.8.5</b></li></ul>	
Standards Covered					
<b>Reading Literary Text</b> RL.8.2, RL.8.4	<b>Reading Informational Text</b> RI.8.4	<b>Speaking &amp; Listening</b> SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, SL.8.4	<b>Language</b> L.8.1.c, L.8.4, L.8.4.c, L.8.4.d, L.8.5.b	<b>Writing</b> W.8.2.b, W.8.2.d-f, W.8.8	<b>NOTES:</b>

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

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

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



### Overview: Independent Learning

#### Days 33-34

TG p. 78-79, 80A-80F, 80-82

Select and read a story from selections available online

- Cub Pilot on the Mississippi by Mark Twain
- from I Know Why the Caged Bird Sings by Maya Angelou
- Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood by Natalie St. John
- Childhood and Poetry by Pablo Neruda
- The Winter Hibiscus by Minfong Ho

Standards: RL.8.10, RI.8.10

### End-of-Unit Performance-Based Assessment

#### Days 35-36

TG p. 84-87

Writing to Sources: Nonfiction Narrative

Prompt: What rite of passage has held the most significance for you or for a person you know well?

Speaking & Listening Outcome: Oral Presentation

Standards: W.8.3, W.8.3.a-e, W.8.4, W.8.10, SL.8.4, SL.8.5, SL.8.6

## 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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question How do we remember the past?	Unit Goals: TG p. 90 <ul style="list-style-type: none"><li>Read and analyze how authors discuss a cause, event, or condition that produces a specific result RI.8.8</li><li>Expand Knowledge and use of academic and thematic vocabulary. RI.8.4</li><li>Write an explanatory essay in which you effectively incorporate the key elements of an argument W.8.2</li><li>Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7</li><li>Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.8.1</li><li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1</li><li>Integrate audio, visuals, and text in presentations SL.8.5</li></ul>	
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:

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

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

[illegible]

UNIT 2 Small-Group Learning		GRADE 8		The Holocaust	
Introduction Day 19					
<p><b>Dairy:</b> <i>from Anne Frank: The Diary of a Young Girl</i> by Anne Frank</p> <p><b>Speech:</b> <i>Acceptance Speech for the Nobel Peace Prize</i> by Elie Wiesel</p> <p><b>Media: Graphic Novel:</b> <i>from Maus</i> by Art Spiegelman</p>	<p><b>Performance-Based Assessment Task</b></p> <p><b>Speaking and Listening Focus: Present an Explanatory Essay</b></p> <p>Prompt: Discuss how the texts read relate to the Holocaust</p> <p><b>SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6</b></p>	<p><b>Small-Group Learning Strategies:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Prepare</li><li><input type="checkbox"/> Participate Fully</li><li><input type="checkbox"/> Support Others</li><li><input type="checkbox"/> Clarify</li></ul> <p><b>Working as a Team</b></p> <ol style="list-style-type: none"><li>1) Discuss the Topic</li><li>2) List Your Rules</li><li>3) Apply the Rules</li><li>4) Name your Group</li><li>5) Create a Communication Plan</li></ol> <p><b>Making a Schedule</b></p> <p><b>Working on Group Projects</b></p>	<p><b>Essential Question</b></p> <p>How do we remember the past?</p>	<p><b>Unit Goals:</b></p> <p>TG p. 90</p> <ul style="list-style-type: none"><li>• Read and analyze how authors discuss a cause, event, or condition that produces a specific result <b>RI.8.8</b></li><li>• Expand Knowledge and use of academic and thematic vocabulary. <b>RL.8.4, RI.8.4</b></li><li>• Write an explanatory essay in which you effectively incorporate the key elements of an argument <b>W.8.2</b></li><li>• Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.8.7</b></li><li>• Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions <b>L.8.1</b></li><li>• Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.8.1</b></li><li>• Integrate audio, visuals, and text in presentations <b>SL.8.5</b></li></ul>	
Standards Covered					
<p><b>Reading Literary Text</b></p> <p>RL.8.10</p>	<p><b>Reading Informational Text</b></p> <p>RI.8.2, RI.8.4, RI.8.7, RI.8.10</p>	<p><b>Speaking &amp; Listening</b></p> <p>SL.8.1, SL.8.4, SL.8.5, SL.8.6</p>	<p><b>Language</b></p> <p>L.8.1, L.8.4, L.8.4.a, L.8.4.b, L.8.5.c, L.8.6</p>	<p><b>Writing</b></p> <p>W.8.2, W.8.4, W.8.5, W.8.6, W.8.10</p>	<p><b>NOTES:</b></p>

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

Making Meaning					Language Development	Effective Expression
Days 25-26						
<b>Acceptance Speech for the Nobel Peace Prize: TG p. 222-229</b> <b>First Read</b> <b>Notice:</b> Who the speech is about, what happens, where and when it happens, and why those involved react as they do <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection	<b>Close Read</b> TG p. 223: Notice repetition	<b>Analyze the Text</b> TG p. 226 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	<b>Analyze Craft and Structure</b> TG p. 227 Author's Purpose and Point of View  author's purpose author's point of view	<b>Concept Vocabulary and Word Study</b> TG p. 222 Using dictionary and thesaurus  TG p. 226 Words that have to do with suffering and oppression:  Humiliation Persecuted Traumatized  Greek Root: trauma-	<b>Conventions</b> TG p. 228 Perfect Tenses of Verbs  Present Perfect Past perfect Future perfect	<b>Speaking and Listening:</b> TG p. 229 Group Discussion
		SL.8.1, 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					
<b>from Maus:</b> <b>TG p. 230-24</b> <b>First Review</b> <b>Look:</b> At each panel and determine who or what it portrays <b>Note:</b> Elements in each comic that your find interesting and want to revisit <b>Connect:</b> Details in the graphic novel to other texts you've read or comics you've seen <b>Respond:</b> Complete Comprehension check	<b>Close Review</b> TG p. 232 Analyzing visual metaphors TG p. 234: Analyzing art TG p. 236: Analyzing art	<b>Analyze the Media</b> TG p. 240 <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question  SL.8.1, SL.8.4	<b>Media Vocabulary</b> TG p. 240  Panel Encapsulation Speech balloon  L.8.6	<b>Research:</b> 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 Learning Performance Task: Speaking and Listening Focus					
Days 31-32					
TG p. 242-243 Deliver a Multimedia Presentation Prompt: How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past?				Standards: SL.8.4, SL.8.5, SL.8.6	

### Overview: Independent Learning

#### Days 33-34

TG p. 244-245, 246A-246F, 246-248

Select and read a story from selections available online

- Saving the Children by Bob Simon
- A Great Adventure in the Shadow of War by Mary Helen Dirks
- 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

### End-of-Unit Performance-Based Assessment

#### Days 35-36

TG p. 249-253

Writing to Sources: Explanatory Essay

Writing Prompt: How can literature help us remember and honor the victims of the Holocaust?

Speaking and Listening Outcome: Oral Presentation

Standards: W.8.2, W.8.4, W.8.10, SL.8.4, SL.8.6

## 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 pursuing personal dreams so fulfilling?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Freedom of the Press? (Lexile 1000)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3					
Anchor/Magazine Article: Barrington Irving, Pilot and Educator National Geographic Anchor Text (Opinion piece): Three Cheers for the Nanny State By Sarah Conly Anchor Text (Opinion piece): Ban the Ban! by SidneyAnne Stone  Soda’s a Problem but . . .by Karin Klein	Performance-Based Assessment Task Write an Argument Write an Argument Prompt: What is a problem you think needs to be solved? How would you solve it? Language Development: Conventions: Revising for pronoun-antecedent agreement	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question When is it right to take a stand?	Unit Goals: TG p. 256 <ul style="list-style-type: none"><li>Evaluate written arguments by analyzing how authors state and support their claims RI.8.8</li><li>Expand Knowledge and use of academic and Concept vocabulary RI.8.4</li><li>Write an argumentative essay in which you effectively incorporate the key elements of an argument W.8.1</li><li>Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7</li><li>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</li><li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1</li><li>Integrate audio, visuals, and text in presentations SL.8.5</li></ul>	
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-Class Learning				GRADE 8		What Matters	
Making Meaning				Language Development		Effective Expression	
Days 4-8							
<b>Barrington Irving, Pilot and Educator: TG p. 264-275</b>	<b>Close Read</b> TG p. 265: Analyze author’s purpose TG p. 266: Mark the words of dialogue TG p. 267: Highlight the details that show the writer asking a question TG p. 268: Highlight the ellipses in the speech	<b>Analyze the Text</b> TG p. 270: <input type="checkbox"/> Paraphrase <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question	<b>Analyze Craft and Structure</b> TG p. 271 Characterization in Nonfiction:  Direct characterization Indirect characterization Inferences  <				

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

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

UNIT 3 Small-Group Learning			GRADE 8		What Matters	
Introduction Day 19						
<p><b>Speech:</b> <i>Words Do Not Pay</i> by Chief Joseph</p> <p><b>Memoir:</b> <i>from Follow the Rabbit-Proof Fence</i> by Doris Pilkington</p> <p><b>Media:</b></p> <p><b>Video:</b> <i>The Moth Presents</i> by Aleeza Kazmi</p>	<p><b>Performance-Based Assessment Task</b></p> <p><b>Speaking and Listening Focus:</b></p> <p><b>Present an Argument</b></p> <p>Deliver an Oral Presentation</p> <p>Prompt: When you take a stand, how much does winning matter?</p> <p><b>SL.8.1.a, SL.8.4, SL.8.6</b></p>	<p><b>Small-Group Learning Strategies:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Prepare</li><li><input type="checkbox"/> Participate Fully</li><li><input type="checkbox"/> Support Others</li><li><input type="checkbox"/> Clarify</li></ul> <p><b>Working as a Team</b></p> <ol style="list-style-type: none"><li>1) Discuss the Topic</li><li>2) List Your Rules</li><li>3) Apply the Rules</li><li>4) Name your Group</li><li>5) Create a Communication Plan</li></ol> <p><b>Making a Schedule</b></p> <p><b>Working on Group Projects</b></p>	<p><b>Essential Question</b></p> <p>What can cause a sudden change in someone’s life?</p>	<p><b>Unit Goals:</b></p> <p>TG p. 256</p> <ul style="list-style-type: none"><li>• Evaluate written arguments by analyzing how authors state and support their claims <b>RI.8.8</b></li><li>• Expand Knowledge and use of academic and Concept vocabulary <b>RI.8.4</b></li><li>• Write an argumentative essay in which you effectively incorporate the key elements of an argument <b>W.8.1</b></li><li>• Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.8.7</b></li><li>• Demonstrate command of the conventions of standard English grammar and usage, including correct usage of nouns, pronouns, adjectives, adverbs, clauses, and sentence structure <b>L.8.1</b></li><li>• Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.8.1</b></li><li>• Integrate audio, visuals, and text in presentations <b>SL.8.5</b></li></ul>		
Standards Covered						
<p><b>Reading Literary Text</b></p> <p>RL.8.10</p>	<p><b>Reading Informational Text</b></p> <p>RI.8.1, RI.8.3, RI.8.4, RI.8.10</p>	<p><b>Speaking &amp; Listening</b></p> <p>SL.8.1, SL.8.4</p>	<p><b>Language</b></p> <p>L.8.1, L.8.3, L.8.4, L.8.4.b, L.8.5, L.8.5.c</p>	<p><b>Writing</b></p> <p>W.8.1, W.8.1.a-e, W.8.2.a, W.8.2.b, W.8.7, W.8.8</p>	<p><b>NOTES:</b></p>	

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



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

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

### Overview: Independent Learning

#### Days 33-34

TG p. 330-331, 332A-332D, 333-335

Select and read a story from selections available online

- from Through My Eyes by Ruby Bridges
- The Unknown Citizen by W. H. Auden
- Harriet Tubman: Conductor on the Underground Railroad by Ann Petry

Standards: RL.8.10, RI.8.10

### End-of-Unit Performance-Based Assessment

#### Days 35-36

TG p. 336-339

Writing to Sources: Argument

Prompt: Is it important for people to make their own choices in life?

Speaking & Listening Outcome: Oral Presentation

Standards: W.8.1.a-e, W.8.4, W.8.9, W.8.10, SL.8.4, SL.8.5, SL.8.6

## 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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question In what different ways can people be different?	Unit Goals: TG p. 342 <ul style="list-style-type: none"><li>Gather information and ideas from a variety of texts. RI.8.10</li><li>Expand Knowledge and use of academic and thematic vocabulary RI.8.4</li><li>Write an informative essay in which you examine a topic and convey ideas, concepts, and information W.8.2</li><li>Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7</li><li>Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs L.8.1</li><li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1</li><li>Integrate audio, visuals, and text in presentations SL.8.5</li></ul>	
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:

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

Making Meaning		Language Development		Effective Expression	
Days 14-15					
<b>from Flowers for Algernon:</b> <b>TG p. 384-389</b> <b>First Review</b> <b>Watch:</b> Who speaks, what they say, and how they say it <b>Note:</b> Elements that you find interesting or want to revisit <b>Connect:</b> Ideas in the video to other media you’ve experienced, texts you’ve read, or images you’ve seen <b>Respond:</b> Complete Comprehension check	<b>Close Review</b> TG p. 385: Analyze video TG p. 387: Analyze media   <				

UNIT 4 Small-Group Learning		GRADE 8		Human Intelligence	
Introduction Day 19					
<p><b>Memoir:</b> <i>from Blue Nines and Red Words / from Born on a Blue Day</i> by Daniel Tammet</p> <p><b>Media (Infographic):</b> <i>The Theory of Multiple Intelligences Infographic</i> by Howard Gardner</p> <p><b>Poetry:</b> <i>Retort</i> by Paul Laurence Dunbar <i>from The People, Yes</i> by Carl Sandburg</p>	<p><b>Performance-Based Assessment Task</b></p> <p><b>Present an Informative Multimedia Presentation</b></p> <p>Prompt: How does each selection highlight a different way to be intelligent?</p> <p><b>SL.8.1, SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6</b></p>	<p><b>Small-Group Learning Strategies:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Prepare</li><li><input type="checkbox"/> Participate Fully</li><li><input type="checkbox"/> Support Others</li><li><input type="checkbox"/> Clarify</li></ul> <p><b>Working as a Team</b></p> <ol style="list-style-type: none"><li>1) Discuss the Topic</li><li>2) List Your Rules</li><li>3) Apply the Rules</li><li>4) Name your Group</li><li>5) Create a Communication Plan</li></ol> <p><b>Making a Schedule</b></p> <p><b>Working on Group Projects</b></p>	<p><b>Essential Question</b></p> <p>In what different ways can people be intelligent?</p>	<p><b>Unit Goals:</b></p> <p>TG p. 342</p> <ul style="list-style-type: none"><li>• Gather information and ideas from a variety of texts. <b>RI.8.10</b></li><li>• Expand Knowledge and use of academic and thematic vocabulary <b>RI.8.4</b></li><li>• Write an informative essay in which you examine a topic and convey ideas, concepts, and information <b>W.8.2</b></li><li>• Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.8.7</b></li><li>• Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs <b>L.8.1</b></li><li>• Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.8.1</b></li><li>• Integrate audio, visuals, and text in presentations <b>SL.8.5</b></li></ul>	
Standards Covered					
<p><b>Reading Literary Text</b></p> <p>RL.8.1, RL.8.4., RL.8.5, RI.8.10</p>	<p><b>Reading Informational Text</b></p> <p>RI.8.3, RI.8.4</p>	<p><b>Speaking &amp; Listening</b></p> <p>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</p>	<p><b>Language</b></p> <p>L.8.1, L.8.1.a, L.8.4, L.8.5.b, L.8.6</p>	<p><b>Writing</b></p> <p>W.8.2.b, W.8.2.d, W.8.2.e, W.8.7, W.8.8</p>	<p><b>NOTES:</b></p>

Making Meaning				Language Development	Effective Expression	
Days 20-25						
<i>from Blue Nines and Red Words</i> TG p. 400-411	Close Read TG p. 402: Analyze Informational texts TG p. 405: Examine details   <					



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

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

Overview: Independent Learning	
Days 33-34	
<p>TG p. 428-429, 430A-430F, 431-432</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> <li>Is Personal Intelligence Important? By John D. Mayer, Ph.D.</li> <li>Why Is Emotional Intelligence Important for Teens? By Divya Parekh</li> <li>The More You Know, the Smarter You Are? By Jim Vega</li> <li>from The Future of the Mind by Michio Kaku</li> </ul>	Standards: RI.8.10

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

## GRADE 8, UNIT 5 : Invention

<b>INTRODUCTION</b>	<b>Days 1 &amp; 2</b>	<b>Unit Video:</b> Amazing Technology Invented by MIT – Tangible Media <b>Discuss It:</b> What are some ways in which this invention might have failed?	<b>Unit Goals:</b> Reading, Writing & Research, Language, Speaking & Listening <b>Academic Vocabulary:</b> Argument <b>Launch Text:</b> Inspiration is Overrated! (Lexile 850)
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### WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3

<b>Anchor Text (Short Story):</b> <i>Uncle Marcos from The House of the Spirits</i> by Isabel Allende translated by Magda Bogin <b>Anchor Text (Expository fiction):</b> <i>To Fly from Space Chronicles</i> by Neil deGrasse Tyson	<b>Performance-Based Assessment Task</b> <b>Write an Argument</b> Prompt: What requirements must be met in order to say human flight is successful? Language Development: Revising to combine sentences using gerunds and participles <b>W.8.1, W.8.1.a-e, W.8.10, L.8.1.a</b>	<b>Whole-Class Learning Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen Actively</li> <li><input type="checkbox"/> Clarify by asking questions</li> <li><input type="checkbox"/> Monitor Understanding</li> <li><input type="checkbox"/> Interact and Share ideas</li> </ul>	<b>Essential Question</b> Are inventions realized through inspiration or perspiration?	<b>Unit Goals</b> TG p. 440 <ul style="list-style-type: none"> <li>• Read a variety of texts to gain the knowledge and insight needed to write about inspiration and invention <b>RI.8.10</b></li> <li>• Expand knowledge and use of academic and thematic vocabulary <b>RL.8.4, RI.8.4</b></li> <li>• Write an argumentative essay in which you effectively incorporate the key elements of an argument <b>W.8.1</b></li> <li>• Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.8.7</b></li> <li>• Demonstrate command of the conventions of standard English grammar and usage, including combining sentences using gerunds and participles <b>L.8.1.a</b></li> <li>• Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.8.1</b></li> <li>• Integrate audio, visuals, and text in presentations <b>SL.8.5</b></li> </ul>
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### Standards Covered

<b>Reading Literary Text</b> RL.8.1, RL.8.3	<b>Reading Informational Text</b> RI.8.3, RI.8.4, RI.8.5	<b>Speaking &amp; Listening</b> SL.8.1.a-d, SL.8.3, SL.8.4, SL.8.6	<b>Language</b> L.8.1, L.8.2, L.8.2.c, L.8.4, L.8.5.a	<b>Writing</b> W.8.1.a-e, W.8.4, W.8.5, W.8.10, L.8.1.a	<b>NOTES:</b>
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UNIT 5 Whole-Class Learning				GRADE 8		Invention	
Making Meaning				Language Development		Effective Expression	
Days 4-9							
<b>Uncle Marcos from The House of the Spirits:</b> <b>TG p. 448-463</b>	<b>Close Read</b> TG p. 449: Focus on author’s use of imagery  TG p.451: Mark the sentences that begin with “Her friends offered...”  TG p. 452: Analyze motivation TG p. 453: Mark words that have to do with religion TG p. 454: Notice use of commas TG: p. 456: Mark references to animals   <						

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

UNIT 5 Small-Group Learning		GRADE 8		Invention	
Introduction Day 19					
<b>Expository Nonfiction:</b> <i>Nikola Tesla: The Greatest Inventor of All?</i> By Vicky Baez <b>Novel Excerpt:</b> <i>from The Invention of Everything Else</i> by Samantha Hunt <b>News Article:</b> <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> by Dennis Overbye <b>Media (Video):</b> <i>Sounds of a Glass Armonica</i>	<b>Performance-Based Assessment Task</b> <b>Speaking and Listening Focus: Conduct a Debate</b> Prompt: Are inventions realized through inspiration or perspiration? <b>SL.8.1.a-e, SL.8.3</b>	<b>Small-Group Learning Strategies:</b> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify  <b>Working as a Team</b> 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan  <b>Making a Schedule</b>  <b>Working on Group Projects</b>	<b>Essential Question</b> Are inventions realized through inspiration or perspiration?	<b>Unit Goals</b> TG p. 440 <ul style="list-style-type: none"><li>Read a variety of texts to gain the knowledge and insight needed to write about inspiration and invention <b>RI.8.10</b></li><li>Expand knowledge and use of academic and thematic vocabulary <b>RL.8.4, RI.8.4</b></li><li>Write an argumentative essay in which you effectively incorporate the key elements of an argument <b>W.8.1</b></li><li>Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.8.7</b></li><li>Demonstrate command of the conventions of standard English grammar and usage, including combining sentences using gerunds and participles <b>L.8.1.a</b></li><li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.8.1</b></li><li>Integrate audio, visuals, and text in presentations <b>SL.8.5</b></li></ul>	
Standards Covered					
<b>Reading Literary Text</b> RL.8.3, RL.8.4, RL.8.10	<b>Reading Informational Text</b> RI.3.3, RI.8.4, RI.3.5, RI.8.6, Ri.8.7, RI.8.10	<b>Speaking &amp; Listening</b> SL.8.1.a-d, SL.8.3, SL.8.5, SL.8.6	<b>Language</b> 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	<b>Writing</b> W.8.1, W.8.6, W.8.7	<b>NOTES:</b>

Making Meaning				Language Development	NOTES:
Days 19-21					
<b><i>Nikola Tesla: The Greatest Inventor of All?</i></b> <b>TG p. 488-493</b>	<b>Close Read</b> TG p. 489: Infer key ideas	<b>Analyze the Text</b> TG p. 491 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	<b>Analyze Craft and Structure</b> TG p. 492 Author's Purpose: Word Choice and Humor: Hyperbole Comic diction Incongruity	<b>Technical Vocabulary and Word Study</b> TG p. 491  Engineer Current Generators  Multiple-meaning words	<b>Conventions</b> TG p. 493 Commas and Semicolons  Comma Semicolon Coordinating conjunction Coordinate adjectives Nonrestrictive/nonessential phrases or clauses
<b>First Read</b> <b>Notice:</b> The general ideas of the text. What is it about? Who is involved? <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read <b>Respond:</b> 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 Meaning						Effective Expression	
Days 22-25							
<b>from The Invention of Everything Else: TG p. 494-509</b> <b>First Read Notice:</b> Who the story is about, what happens, where and when it happens, and why those involved react the way they do <b>Annotate:</b> Mark vocabulary and key passages to revisit <b>Connect:</b> Ideas within selection to what you already know and have read <b>Respond:</b> Complete Comprehension check by writing a brief summary of the selection	<b>Close Read</b> TG p. 497: Analyze conflict TG p. 499: Analyze characterization  RL.8.3	<b>Analyze the Text</b> TG p. 505 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss  RI.8.1, SL.8.4	<b>Concept Vocabulary and Word Study</b> TG p. 505 Words relate to the reasons people invent and the results of their inventions  Deficiencies Triumph Revolutionize  Connotation Denotation  RI.8.4	<b>Analyze Craft and Structure</b> TG p. 506: Analyze word choice: Figurative language  Figurative language Figures of speech Personification Simile Metaphor  L.8.5, L.8.5.b	<b>Conventions</b> TG p. 507 Comparative and Superlative Forms of Adjectives and Adverbs  Positive Comparative Superlative Irregular Adjectives and adverbs  L.8.1	<b>Prepare to Compare</b> TG p. 508 Discussion  SL.1.a-d	<b>Writing to Compare</b> TG p. 509: Argumentative Essay  W.8.1, W.8.4, W.8.5, W.8.10

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

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### Overview: Independent Learning

#### Days 33-34

TG p. 526-527, 528A-528F, 528-531

Select and read a story from selections available online

- Ada Lovelace: A Science Legend by James Essinger
- Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize by Kimberley Mok
- Scientists Build Robot That Runs, Call It “Cheetah” by Rodrique Ngowi
- from The Time Machine by H. G. Wells
- Icarus and Daedalus retold by Josephine Preston Peabody

Standards: RL.8.10, RI.8.10

### End-of-Unit Performance-Based Assessment

#### Days 35-36

TG p. 532-535

Writing to Sources: Argument

Prompt: Which invention described in this unit has had the biggest impact on humanity??

Speaking and Listening Outcome: Oral Presentation

Standards: W.8.1.a-e, W.8.4, SL.8.1.a-e, SL.8.4, SL.8.6