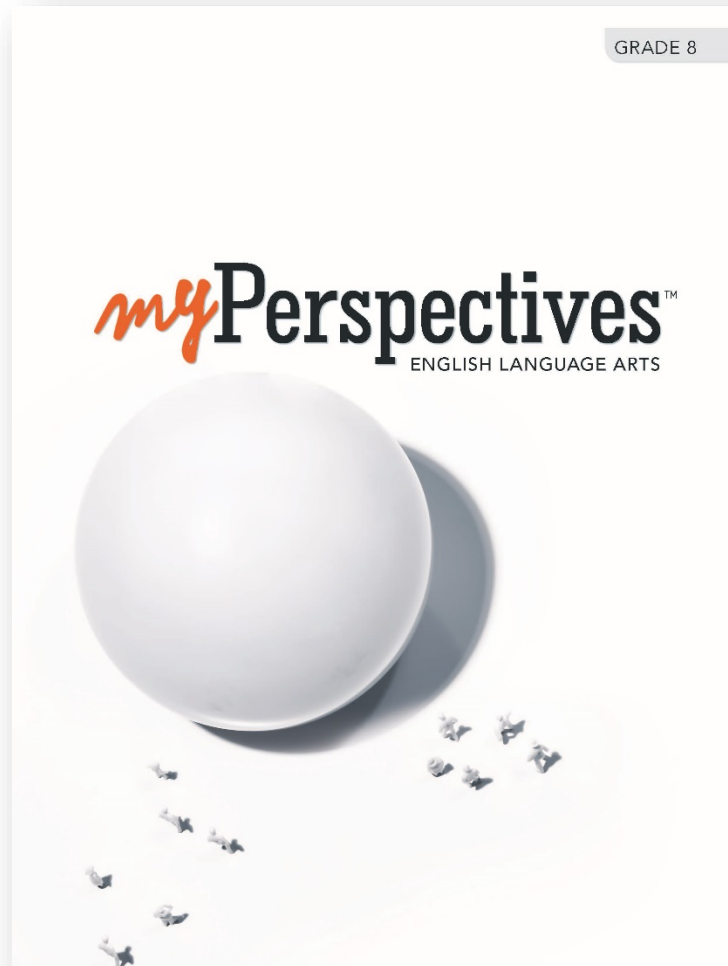


## Grade 8 Curriculum Map



GRADE 8, UNIT 1 : Rites of Passage					
<b>INTRODUCTION</b>	Days 1 & 2	<b>Unit Video:</b> Dear Graduates – A Message from Kid President <b>Discuss It:</b> 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?	<b>Unit Goals:</b> Reading, Writing & Research, Language, Speaking & Listening <b>Academic Vocabulary:</b> NonFiction Narrative <b>Launch Text:</b> Red Roses (Lexile 560)		
<b>WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3</b>					
<b>Anchor/Supporting Texts:</b> <b>Anchor Text (Short Story):</b> <i>The Medicine Bag</i> by Virginia Driving Hawk Sneve <b>Media: Video:</b> <i>Apache Girl's Rite of Passage</i> The National Geographic Society	<b>Performance-Based Assessment Task</b> <b>Narrative Task: Write A Nonfiction Narrative</b> Prompt: What event changed your understanding of yourself, or that of someone you know? <b>W.3, W.3.a-e, W.4, W.5</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> 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>	
<b>Standards Covered</b>					
<b>Reading Literary Text</b> RL.8.4	<b>Reading Informational Text</b> RI.8.7	<b>Speaking &amp; Listening</b> SL.8.1, SL.8.2, SL.8.4	<b>Language</b> L.8.4.a, L.8.4.c, L.8.4.d	<b>Writing</b> W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e	<b>NOTES:</b>

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>First Read</b> <b>Notice:</b> Who the story 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 write a brief summary of the selection	<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:	
<b>Days 13-15</b>						
<p><b>Apache Girls Rite of Passage:</b> <b>TG p. 28-33</b></p> <p><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</p>	<p><b>Close Read</b> TG p. 29: Analyze expository information</p>	<p><b>Analyze the Review</b> TG p. 31</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present and discuss</li> <li><input type="checkbox"/> Review and synthesize</li> </ul>	<p><b>Media Vocabulary</b> TG p. 31 Narration Audio Close-up Contrast Pan Synchronization (sync)</p> <p>L.8.6</p>	<p><b>Prepare to Compare: Speaking and Listening</b> TG p. 32 Comparing video with text</p> <p>SL.8.1, SL.8.2, SL.8.4</p>	<p><b>Writing to Compare</b> TG p. 33 Video Review</p> <p>RI.8.7, W.8.2, W.8.2.a, SL.8.2</p>	
<b>Performance Task: Writing Focus</b>						
<b>Days 16-18</b>						
<p>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</p>				<p>Standards: W.8.3, W.8.3.a-e, W.8.4, W.8.5, W.8.10</p>		

UNIT 1 Small-Group Learning		GRADE 8		Rites of Passage	
Introduction Day 19					
<p><b>Letter:</b> <i>You Are the Electric Boogaloo</i> by Geoff Herbach</p> <p><i>Just Be Yourself!</i> By Stephanie Pellegrin</p> <p><b>Poetry:</b> <i>Hanging Fire</i> by Audre Lorde</p> <p><i>Translating Grandfather's House</i> By E.J. Vega</p> <p><b>Short Story:</b> <i>The Setting Sun and the Rolling World</i> by Charles Mungoshi</p>	<p><b>Performance-Based Assessment Task</b></p> <p><b>Speaking and Listening Focus: Present a Nonfiction Narrative</b></p> <p>Prompt: What defines an event or experience in a young person's life as a milestone or rite of passage?</p> <p><b>SL.8.4, SL.8.5</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 are some milestones on the path to growing up?</p>	<p><b>Unit Goals:</b></p> <p>TG p. 4</p> <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					
<p><b>Reading Literary Text</b></p> <p>RL.8.2, RL.8.4</p>	<p><b>Reading Informational Text</b></p> <p>RI.8.4</p>	<p><b>Speaking &amp; Listening</b></p> <p>SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, SL.8.4</p>	<p><b>Language</b></p> <p>L.8.1.c, L.8.4, L.8.4.c, L.8.4.d, L.8.5.b</p>	<p><b>Writing</b></p> <p>W.8.2.b, W.8.2.d-f, W.8.8</p>	<p><b>NOTES:</b></p>

Making Meaning				Language Development	Effective Expression	
Days 20-22						
<p><b>You Are the Electric Boogaloo</b> TG p. 44-47</p> <p><b>Just Be Yourself</b> TG p. 48-53</p> <p><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</p>	<p><b>Close Read</b> TG p. 46: Analyze word choice TG p. 49: Analyze Allusions</p>	<p><b>Analyze the Text</b> TG p. 50</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Clarify</li> <li><input type="checkbox"/> Present and Discuss</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Analyze Craft and Structure</b> TG p. 51 Author’s Word Choice: Tone</p> <p>Tone Word choice Connotation Denotation</p> <p>RI.8.4, L.8.5, L.8.5.c</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 44 Context Clues</p> <p>TG p. 50 Words that convey a sense of the extreme: Immense Majestic Numerous</p> <p>Latin Suffix -ous</p> <p>RL.8.4</p>	<p><b>Conventions</b> TG p. 52 Conventions: Verb Moods</p> <p>Moods Indicative mood Imperative mood Interrogative mood</p> <p>L.8.1, L.8.1.c, L.8.1.d</p>	<p><b>Speaking and Listening</b> TG p. 53 Visual Presentation</p> <p>Illustrated Instructions</p> <p>Illustrated informational report</p> <p>W.8.7, SL.8.4, SL.8.5</p>

Making Meaning				Language Development	Effective Expression	
Days 23-26						
<p><b>Hanging Fire</b> <b>Translating Grandfather's House</b> TG p. 54-65</p> <p><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</p>	<p><b>Close Read</b> TG p. 57: Tone</p>	<p><b>Analyze the Text</b> TG p. 62</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Clarify</li> <li><input type="checkbox"/> Present and Discuss</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Analyze Craft and Structure</b> TG p. 63 Forms of Poetry:</p> <p>Theme Lyric poetry Narrative poem</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 62</p> <p>Words that suggest a positive change Horizon Awakenings Beaming</p> <p>Etymology</p>	<p><b>Conventions</b> TG p. 64 Verbs: Mood</p> <p>Imperative Indicative Conditional Subjunctive</p>	<p><b>Group Discussion</b> TG p. 65 Aspects of Growing up or Impact of Author's tone</p>
			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						
<p><b>The Setting Sun and the Rolling World:</b> TG p. 66-75</p> <p><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</p>	<p><b>Close Review</b> TG p. 67: Analyze Setting TG p. 69: Analyzed figurative language</p>	<p><b>Analyze the Text</b> TG p. 72</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Clarify</li> <li><input type="checkbox"/> Present and discuss</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Analyze Craft and Structure</b> TG p. 73</p> <p>Point of view in fiction First-person point of view Third-person point of view</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 72</p> <p>Words related to the narrator’s feelings toward and relationship with his father:</p> <p>Patronized Obligations Psychological</p>	<p><b>Conventions</b> TG p. 74</p> <p>Conventions: Verb Moods</p> <p>Interrogative Imperative Indicative Conditional Subjunctive</p>	<p><b>Research: Informational report</b> TG p. 75</p> <p>Zimbabwean healers</p> <p>Traditional family life in Zimbabwe</p>
		SL.8.1, SL.8.5	RL.8.6	RL.8.4, L.8.4	L.8.1, L.8.1.c, L.8.1.d	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						
<p>TG p. 76-77</p> <p>Present a Nonfiction Narrative</p> <p>Prompt: What defines an event or experience in a young person’s life as a milestone or rite of passage?</p>				Standards: SL.8.4, SL.8.5, SL.8.6		



Overview: Independent Learning	
Days 33-34	
<p>TG p. 78-79, 80A-80F, 80-82</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> <li>• Cub Pilot on the Mississippi by Mark Twain</li> <li>• from I Know Why the Caged Bird Sings by Maya Angelou</li> <li>• Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood by Natalie St. John</li> <li>• Childhood and Poetry by Pablo Neruda</li> <li>• The Winter Hibiscus by Minfong Ho</li> </ul>	<p>Standards: RL.8.10, RI.8.10</p>
End-of-Unit Performance-Based Assessment	
Days 35-36	
<p>TG p. 84-87</p> <p>Writing to Sources: Nonfiction Narrative</p> <p>Prompt: What rite of passage has held the most significance for you or for a person you know well?</p> <p>Speaking &amp; Listening Outcome: Oral Presentation</p>	<p>Standards: W.8.3, W.8.3.a-e, W.8.4, W.8.10, SL.8.4, SL.8.5, SL.8.6</p>

## GRADE 8, UNIT 2 : The Holocaust

<b>INTRODUCTION</b>	<b>Days 1 &amp; 2</b>	<b>Unit Video:</b> The Holocaust <b>Discuss It:</b> How might the Nazi’s treatment of European Jews have affected everyone else?	<b>Unit Goals:</b> Reading, Writing & Research, Language, Speaking & Listening <b>Academic Vocabulary:</b> Explanatory Essay <b>Launch Text:</b> The Grand Mosque of Paris (Lexile 990)
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### WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3

<b>Anchor Text (Drama):</b> <i>The Diary of Anne Frank, Act I</i> by Frances Goodrich & Albert Hackett <b>Anchor Text (Drama):</b> <i>The Diary of Anne Frank, Act II</i> by Frances Goodrich & Albert Hackett <b>Media:Timeline:</b> <i>Frank Family and World War II Timelines</i>	<b>Performance-Based Assessment Task</b> <b>Write an Explanatory Essay</b> Prompt: How are historical events reflected in the play <i>The Diary of Anne Frank</i> ? Language Development: Revising Sentences by Combining With Conjunctions <b>W.8.2, W.8.2.a-f, W.8.5, W.8.10, L.8.1, L.8.2, L.8.3</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> How do we remember the past?	<b>Unit Goals:</b> 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 <b>RI.8.8</b></li> <li>• Expand Knowledge and use of academic and thematic vocabulary. <b>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>
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#### Standards Covered

<b>Reading Literary Text</b> RL.8.1, RL.8.2, RL.8.3, RL.8.7	<b>Reading Informational Text</b> RI.8.1, RI.8.3, RI.8.7, RI.8.10	<b>Speaking &amp; Listening</b> SL.8.1.a, SL.8.1.c	<b>Language</b> L.8.1, L.8.3, L.8.4.a, L.8.4.b, L.8.5.b	<b>Writing</b> W.8.2.a, W.8.2.b	<b>NOTES:</b>
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Making Meaning			Language Development		NOTES:	
Days 4-8						
<b>The Diary of Anne Frank, Act I:</b> <b>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							
<b>The Diary of Anne Frank, Act II:</b> <b>TG p. 156-193</b>	<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

Making Meaning		Effective Expression		NOTES:
<b>Days 14-15</b>				
<p><b>Frank Family and World War II</b> <b>Timelines:</b> <b>TG p. 194-201</b></p> <p><b>Close Review</b> TG p. 197: Reflect on chronology</p>	<p><b>Analyze the Media</b> TG p. 199</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret</li> <li><input type="checkbox"/> Analyze</li> <li><input type="checkbox"/> Interpret</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Prepare to Compare</b> TG p. 200 Comparing media with text</p>	<p><b>Write to Compare</b> TG p. 201 Compare and contrast essay</p>	
<p><b>First Review</b> <b>Examine:</b> The timeline and sequence of events <b>Annotate:</b> By marking key events you want to revisit <b>Connect:</b> Ideas in the timeline to what you already know and what you have read <b>Respond:</b> Complete Comprehension check</p>		<p>RI.8.7, SL.8.1.a, SL.8.1.c</p>	<p>RI.8.7, W.8.2, W.8.2.a, W.8.2.b</p>	
<b>Performance Task: Writing Focus</b>				
<b>Days 16-18</b>				
<p>TG p. 201-207 Write an Explanatory Essay Prompt: How are historical events reflected in the play The Diary of Anne Frank? Language Development: Revising Sentences by Combining With Conjunctions</p>			<p>Standards: W.8.2, W.8.2.a-f, W.8.5, W.8.10, L.8.1, L.8.2, L.8.3</p>	

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:</b> <b>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						
<p><i>from Anne Frank: The Diary of a Young Girl</i> TG p. 212-221</p> <p><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</p>	<p><b>Close Read</b> TG p. 215: Analyze details TG p. 216: Analyze sensory language</p>	<p><b>Analyze the Text</b> TG p. 218</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Clarify</li> <li><input type="checkbox"/> Present and Discuss</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Analyze Craft and Structure</b> TG p. 219 Central Idea and Supporting Details</p> <p>Central idea Stated central idea Topic Topic sentence Implied central Idea Inference</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 212 Context Clues</p> <p>TG p. 218 Words that describe limits and loss experienced by Jewish people during the Holocaust:</p> <p>Forbidden Restrictions Sacrifices</p> <p>Latin suffix: -strict</p>	<p><b>Conventions</b> TG p. 220 Author's Style: Word Choice</p> <p>Style Word choice Diction</p>	<p><b>Speaking and Listening:</b> TG p. 221 Group Discussion</p> <p>Collaborative group discussion</p>
		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						
<p><b>Acceptance Speech for the Nobel Peace Prize:</b> TG p. 222-229</p> <p><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</p>	<p><b>Close Read</b> TG p. 223: Notice repetition</p>	<p><b>Analyze the Text</b> TG p. 226</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Clarify</li> <li><input type="checkbox"/> Present and Discuss</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Analyze Craft and Structure</b> TG p. 227 Author's Purpose and Point of View</p> <p>author's purpose author's point of view</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 222 Using dictionary and thesaurus</p> <p>TG p. 226 Words that have to do with suffering and oppression:</p> <p>Humiliation Persecuted Traumatized</p> <p>Greek Root: trauma-</p>	<p><b>Conventions</b> TG p. 228 Perfect Tenses of Verbs</p> <p>Present Perfect Past perfect Future perfect</p>	<p><b>Speaking and Listening:</b> TG p. 229 Group Discussion</p>
		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:
<b>Days 27-30</b>				
<p><b>from Maus:</b> TG p. 230-24</p> <p><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</p>	<p><b>Close Review</b> TG p. 232 Analyzing visual metaphors TG p. 234: Analyzing art TG p. 236: Analyzing art</p>	<p><b>Analyze the Media</b> TG p. 240</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and clarify</li> <li><input type="checkbox"/> Present and discuss</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul> <p>SL.8.1, SL.8.4</p>	<p><b>Media Vocabulary</b> TG p. 240</p> <p>Panel Encapsulation Speech balloon</p> <p>L.8.6</p>	<p><b>Research:</b> TG p. 241</p> <p>Informative Report</p> <p>Present information about history</p> <p>W.8.2, W.8.2.a, W.8.2.b, W.8.2.d W.8.7, W.8.8</p>
<b>Small-Group Learning Performance Task: Speaking and Listening Focus</b>				
<b>Days 31-32</b>				
<p>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?</p>			<p>Standards: SL.8.4, SL.8.5, SL.8.6</p>	

**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

<b>INTRODUCTION</b>	Days 1 & 2	<b>Unit Video:</b> Philippe Petit <b>Discuss It:</b> Why is volunteering, engaging in sports and hobbies, and pursuing personal dreams so fulfilling?	<b>Unit Goals:</b> Reading, Writing & Research, Language, Speaking & Listening <b>Academic Vocabulary:</b> Argument <b>Launch Text:</b> Freedom of the Press? (Lexile 1000)
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### WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3

<b>Anchor/Magazine Article:</b> <i>Barrington Irving, Pilot and Educator</i> National Geographic <b>Anchor Text (Opinion piece):</b> <i>Three Cheers for the Nanny State</i> By Sarah Conly <b>Anchor Text (Opinion piece):</b> <i>Ban the Ban!</i> by SidneyAnne Stone  <i>Soda's a Problem but . . .</i> .by Karin Klein	<b>Performance-Based Assessment Task</b> <b>Write an Argument</b> 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	<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> When is it right to take a stand?	<b>Unit Goals:</b> TG p. 256 <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>
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#### Standards Covered

<b>Reading Literary Text</b> RL.8.1, RL.8.3	<b>Reading Informational Text</b> RI.8.2, RI.8.3, RI.8.8, RI.8.9	<b>Speaking &amp; Listening</b> SL.8.1, SL.8.3, SL.8.4, SL.8.6	<b>Language</b> L.8.1, L.8.2, L.8.2.c, L.8.3, L.8.4, L.8.4.b	<b>Writing</b> W.8.1, W.8.9.b	<b>NOTES:</b>
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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>First Read</b> <b>Notice:</b> The general idea 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	<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	<b>Concept Vocabulary and Word Study</b> TG p. 272 Words that relate to the effort an individual puts forth in order to succeed:  Determination Pursue accomplish Achieve tackling Purposeful  Old English: Suffix -ful	<b>Conventions</b> TG p. 273 Nouns and Pronouns  Proper nouns Possessive nouns Personal pronouns Possessive pronouns	<b>Writing to Sources</b> TG p. 274 Support an argument	<b>Speaking and Listening</b> TG p. 275 Persuasive presentation
				RI.8.1, RI.8.3	L.8.4.b	L.8.1	W.8.1

Making Meaning			Language Development			NOTES:
Days 9-13						
<p><b>Three Cheers for the Nanny State:</b> TG p. 276-285</p> <p><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</p>	<p><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</p>	<p><b>Analyze the Text</b> TG p. 282</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize</li> <li><input type="checkbox"/> Interpret</li> <li><input type="checkbox"/> Evaluate</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Analyze Craft and Structure</b> TG p. 283 Author’s Argument</p> <p>Claim Relevant Fact Opinion Logical reasoning Author’s perspective Point of view Bias</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 284 Words related to rules and laws:</p> <p>Impose Rational Justifiable Principle Status quo</p> <p>Latin root: -just-</p>	<p><b>Conventions</b> TG p. 285 Clauses:</p> <p>Independent clause Dependent, or subordinate clause Adverb clause Relative clause (Adjective Clause) Noun clause</p>	
	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 Meaning			Language Development			Effective Expression	
<b>Days 14-15</b>							
<p><b>Ban the Ban!</b> <i>Stone Soda's a Problem but. . .</i> TG p. 286-295</p> <p><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</p>	<p><b>Close Read</b> TG p. 287: Analyze tone TG p. 288: Focus on repeated words</p>	<p><b>Analyze the Text</b> TG p. 290</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and contrast</li> <li><input type="checkbox"/> Interpret</li> <li><input type="checkbox"/> Evaluate</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Analyze Craft and Structure</b> TG p. 291 Determine main ideas and supporting details/Analyze conflicting arguments</p> <p>Supporting details-evidence Summarize Objective</p> <p style="text-align: right;">RI.8.9</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 292 Words related to health and laws:</p> <p>Implemented Intervene Intentions Dictate Exemption Mandates</p> <p>Latin Prefix: ex-</p> <p style="text-align: right;">L.8.4.b</p>	<p><b>Conventions</b> TG p. 293 Clauses:</p> <p>Basic Sentence Structures Sentence structure</p> <p>Clauses Independent clause Dependent clause Simple sentence Compound sentence Complex sentence Compound-complex sentence</p> <p style="text-align: right;">L.8.1</p>	<p><b>Prepare to Compare</b> TG p. 294 Comparing conflicting viewpoints</p> <p style="text-align: right;">SL.8.1, SL.8.4</p>	<p><b>Writing to Compare</b> TG p. 295 Argumentative essay</p> <p style="text-align: right;">W.8.1.a-e</p>
<b>Performance Task: Writing Focus</b>							
<b>Days 16-18</b>							
<p>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</p>					<p>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</p>		

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> TG p. 306-313  <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> TG p. 310 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question  SI.8.1, SL.8.4	<b>Analyze Craft and Structure</b> TG p. 311 Persuasive Techniques / Word Choice  repetition appeals to reason appeals to emotions appeals to authority denotations connotations  RI.8.8, L.8.4	<b>Concept Vocabulary and Word Study</b> TG p. 310 Words that have to do with the hardships and misery:  Misrepresentations Misunderstanding  Old English prefix: mis-  RI.8.4, L.8.4.b	<b>Author's Style</b> TG p. 312 Parallelism  Nonparallel Parallel  L.8.1	<b>Research</b> TG p. 313 Research Report          W.8.2, W.8.4, W.8.7, W.8.8



Making Meaning				Language Development	Effective Expression	
Days 25-28						
<p><b>from Follow the Rabbit-Proof Fence:</b> TG p. 314-323</p> <p><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</p>	<p><b>Close Read</b> TG p. 315: Analyze Dialogue TG p. 316: Analyze character TG p. 319: Analyze Descriptive language</p>	<p><b>Analyze the Text</b> TG p. 320</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Clarify</li> <li><input type="checkbox"/> Present and Discuss</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Analyze Craft and Structure</b> TG p. 321 Descriptive Writing:</p> <p>Sensory details Vivid, precise language Informative details Figurative language Word Picture</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 320 Words related to the girl's journey on foot along the rabbit-proof fence</p> <p>Urgently Nervously Confidently Cautiously</p> <p>Old English Suffix: -ly</p>	<p><b>Conventions</b> TG p. 322 Adjectives and adverbs</p>	<p><b>Writing to Sources</b> TG p.323 First-Person Account</p>
	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 Meaning		Effective Expression	NOTES:
<p><b>The Moth Presents:</b> TG p. 324-327</p> <p><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</p>	<p><b>Close Review</b> TG p. 325: Note details that show why Aleeza takes a stand</p> <p>RI.8.1</p>	<p><b>Days 29-30</b> <b>Analyze the Media</b> TG p. 326</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present and Discuss</li> <li><input type="checkbox"/> Review and Synthesize</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul> <p>SL.8.1, SL.8.4</p>	<p><b>Speaking and Listening:</b> TG p. 327</p> <p>Group discussion</p> <p>SL.8.1.a-d</p>
<b>Small-Group Learning Performance Task: Speaking and Listening Focus</b>			
		<b>Days 31-32</b>	
<p>TG p. 328-329 Deliver an Oral Presentation Prompt: When you take a stand, how much does winning matter?</p>		<p>Standards: SL.8.4, SL.8.6</p>	

**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					
<b>INTRODUCTION</b>	<b>Days 1 &amp; 2</b>	<b>Unit Video:</b> Amazing Man Draws NYC From Memory <b>Discuss It:</b> What limits might there be on the capacity of human memory?		<b>Unit Goals:</b> Reading, Writing & Research, Language, Speaking & Listening <b>Academic Vocabulary:</b> Informative texts <b>Launch Text:</b> The Human Brain (Lexile 1120)	
<b>WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3</b>					
<b>Anchor Text (Short Story):</b> <i>Flowers for Algernon</i> by Daniel Keyes <b>Media (Video):</b> from <i>Flowers for Algernon</i> by David Rogers	<b>Performance-Based Assessment Task</b> <b>Writing Focus: Informative Speech</b> 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? <b>W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b</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> In what different ways can people be different?	<b>Unit Goals:</b> TG p. 342 <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>	
<b>Standards Covered</b>					
<b>Reading Literary Text</b> RL.8.1, RL.8.2, RL.8.6, RL.8.7	<b>Reading Informational Text</b>	<b>Speaking &amp; Listening</b> SL.8.1.a-d, SL.8.2, SL.8.4, SL.8.5, SL.8.6	<b>Language</b> L.8.1, L.8.4.b	<b>Writing</b> W.8.2.b	<b>NOTES:</b>

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>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	<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	

Making Meaning		Language Development		Effective Expression	
<b>Days 14-15</b>					
<b>from Flowers for Algernon:</b> <b>TG p. 384-389</b>	<b>Close Review</b> TG p. 385: Analyze video  TG p. 387: Analyze media  RL.8.1, RL.8.7	<b>Analyze the Media</b> TG p. 387 <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize  SL.8.1, SL.8.4	<b>Media Vocabulary</b> TG p. 387  Prop Sci-fi Adapted  L.8.4	<b>Prepare to Compare</b> TG p. 388  Comparing interpretations of a story  RL.8.6, SL.8.1	<b>Writing to Compare</b> TG p. 389  Comparison-and-contrast essay  RL.8.6, W.8.2, W.8.2.a-e, W.8.4, W.8.5, W.8.10
<b>Performance Task: Writing Focus</b>					
<b>Days 16-18</b>					
TG p. 390-395 Write an Informative Speech Prompt: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses? Language Development: Subject-Verb Agreement			Standards: W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b		

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						
<p><i>from Blue Nines and Red Words</i> TG p. 400-411</p> <p><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</p>	<p><b>Close Read</b> TG p. 402: Analyze Informational texts TG p. 405: Examine details</p> <p>RL.8.1</p>	<p><b>Analyze the Text</b> TG p. 408</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Clarify</li> <li><input type="checkbox"/> Present and Discuss</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul> <p>SL.8.1, S.8.4</p>	<p><b>Analyze Craft and Structure</b> TG p. 409 Informational Texts: Memoir and Reflective Writing  Memoir Autobiography Reflective Writing</p> <p>RI.8.3</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 408 Words that relate to the author’s visual perceptions of numbers  Symmetrical Spiral Aesthetic</p> <p>RI.8.4</p>	<p><b>Conventions</b> TG p. 410 Pronoun Case  Nominative case Subjective case Objective case Possessive case</p> <p>L.8.1</p>	<p><b>Research</b> TG p. 411 Informational report</p> <p>W.8.2.a-e, W.8.4, W.8.5, W.8.6, W.8.10</p>



Making Meaning			Language Development	NOTES:
<b>Day 26</b>				
<p><b>The Theory of Multiple Intelligences Infographic:</b> TG p. 412-415</p> <p><b>First Review 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</p>	<p><b>Close Review</b> TG p. 413: Note details in the infographic the describe each type of intelligence TG p. 414: Analyze the media</p>	<p><b>Analyze the Media</b> TG p. 414</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present and Discuss</li> <li><input type="checkbox"/> Review and Synthesize</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Concept Vocabulary</b> TG p. 414</p> <p>Naturalistic Linguistic Kinesthetic</p>	<p><b>Speaking and Listening</b> TG p. 415 Group discussion</p>
		SL.8.1, SL.8.4	L.8.6	SL.8.1.a-d

Making Meaning				Language Development	Effective Expression	
<b>Days 27-30</b>						
<b>Retort From the People, Yes Unsuspecting: TG p. 416-425</b> <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	<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>Small-Group Learning Performance Task: Speaking and Listening Focus</b>						
<b>Days 31-32</b>						
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		

<b>Overview: Independent Learning</b>	
<b>Days 33-34</b>	
TG p. 428-429, 430A-430F, 431-432 Select and read a story from selections available online <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
<b>End-of-Unit Performance-Based Assessment</b>	
<b>Days 35-36</b>	
TG p. 433-437 Writing to Sources: Informative Essay Prompt: In what different ways can people be intelligent? Speaking & Listening Outcome: Speech	Standards: W.8.2, W.8.9, W.8.10, SL.8.4, SL.8.6

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)	
<b>WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3</b>					
<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>	
<b>Standards Covered</b>					
<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>

UNIT 5 Whole-Class Learning			GRADE 8			Invention	
Making Meaning			Language Development			Effective Expression	
Days 4-9							
<p><b>Uncle Marcos from The House of the Spirits:</b> TG p. 448-463</p> <p><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 by writing a brief summary of the selection</p>	<p><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</p>	<p><b>Analyze the Text</b> TG p. 458: <input type="checkbox"/> Summarize <input type="checkbox"/> Compare <input type="checkbox"/> Answer the Essential Question</p>	<p><b>Analyze Craft and Structure</b> TG p. 459 Propelling the action/character</p> <p>Plot Main character Character traits Round character Flat character Dynamic character Static character Dialogue</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 460 Words related to cleverness and innovation</p> <p>Decipher Invincible Contraption Newfangled Ingenuity Improvisations</p> <p>Latin Suffix: -ity</p>	<p><b>Conventions</b> TG p. 461 Subject Complements</p> <p>Linking verb Subject complement</p> <p>Predicate noun / Predicate pronoun Predicate adjective</p>	<p><b>Writing to Sources</b> TG p. 462 Critical Review</p>	<p><b>Speaking and Listening</b> TG p. 463 Class discussion</p>
	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 Meaning			Language Development			Effective Expression	
<b>Days 10-15</b>							
<p><b>To Fly</b> TG p. 464-477</p> <p><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</p>	<p><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</p> <p style="text-align: center;">RI.8.1</p>	<p><b>Analyze the Text</b> TG p. 472</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize</li> <li><input type="checkbox"/> Analyze</li> <li><input type="checkbox"/> Make a judgement</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul> <p style="text-align: center;">RI.8.1, PI.6.c</p>	<p><b>Analyze Craft and Structure</b> TG p. 473 Expository Writing</p> <p>Expository essay Description Comparison-and-contrast Cause-and-effect Allusions</p> <p style="text-align: center;">RI.8.3, RI.8.5, L.8.4, L.8.5.a</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 474 Words that show the contrast between innovative thinking and conventional thinking</p> <p>Enables Myopic Foresight Naiveté Prescient Seminal</p> <p>Old English prefix: fore-</p> <p style="text-align: center;">L.8.4, L.8.4.b</p>	<p><b>Conventions</b> TG p. 475 Capitalization</p> <p>Proper nouns Proper adjectives</p> <p style="text-align: center;">L.8.1</p>	<p><b>Writing to Sources</b> TG p. 476 Argumentative Essay</p> <p style="text-align: center;">W.8.1.a-e</p>	<p><b>Speaking and Listening</b> TG p. 477 Class discussion</p> <p style="text-align: center;">SL.8.1.a-e</p>
<b>Performance Task: Writing Focus</b>							
<b>Days 16-18</b>							
<p>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</p>					<p>Standards: W.8.1.a-3, W.8.4, W.8.5, W.8.10, L.8.1.a</p>		

UNIT 5 Small-Group Learning		GRADE 8		Invention	
Introduction Day 19					
<p><b>Expository Nonfiction:</b> <i>Nikola Tesla: The Greatest Inventor of All?</i> By Vicky Baez</p> <p><b>Novel Excerpt:</b> <i>from The Invention of Everything Else</i> by Samantha Hunt</p> <p><b>News Article:</b> <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> by Dennis Overbye</p> <p><b>Media (Video):</b> <i>Sounds of a Glass Armonica</i></p>	<p><b>Performance-Based Assessment Task</b></p> <p><b>Speaking and Listening Focus: Conduct a Debate</b></p> <p>Prompt: Are inventions realized through inspiration or perspiration?</p> <p><b>SL.8.1.a-e, SL.8.3</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>Are inventions realized through inspiration or perspiration?</p>	<p><b>Unit Goals</b></p> <p>TG p. 440</p> <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					
<p><b>Reading Literary Text</b> RL.8.3, RL.8.4, RL.8.10</p>	<p><b>Reading Informational Text</b> RI.3.3, RI.8.4, RI.3.5, RI.8.6, RI.8.7, RI.8.10</p>	<p><b>Speaking &amp; Listening</b> SL.8.1.a-d, SL.8.3, SL.8.5, SL.8.6</p>	<p><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</p>	<p><b>Writing</b> W.8.1, W.8.6, W.8.7</p>	<p><b>NOTES:</b></p>

Making Meaning				Language Development	NOTES:	
Days 19-21						
<p><b>Nikola Tesla: The Greatest Inventor of All?</b> TG p. 488-493</p> <p><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</p>	<p><b>Close Read</b> TG p. 489: Infer key ideas</p>	<p><b>Analyze the Text</b> TG p. 491</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Clarify</li> <li><input type="checkbox"/> Present and Discuss</li> <li><input type="checkbox"/> Answer the Essential Question</li> </ul>	<p><b>Analyze Craft and Structure</b> TG p. 492</p> <p>Author’s Purpose: Word Choice and Humor: Hyperbole Comic diction Incongruity</p>	<p><b>Technical Vocabulary and Word Study</b> TG p. 491</p> <p>Engineer Current Generators</p> <p>Multiple-meaning words</p>	<p><b>Conventions</b> TG p. 493</p> <p>Commas and Semicolons</p> <p>Comma Semicolon Coordinating conjunction Coordinate adjectives Nonrestrictive/ nonessential phrases or clauses</p>	
	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							
<p><b>from The Invention of Everything Else:</b> TG p. 494-509</p> <p><b>First Read</b> <b>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</p>	<p><b>Close Read</b> TG p. 497: Analyze conflict TG p. 499: Analyze characterization</p> <p>RL.8.3</p>	<p><b>Analyze the Text</b> TG p. 505</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Clarify</li> <li><input type="checkbox"/> Present and Discuss</li> </ul> <p>RI.8.1, SL.8.4</p>	<p><b>Concept Vocabulary and Word Study</b> TG p. 505</p> <p>Words relate to the reasons people invent and the results of their inventions</p> <p>Deficiencies Triumph Revolutionize</p> <p>Connotation Denotation</p> <p>RI.8.4</p>	<p><b>Analyze Craft and Structure</b> TG p. 506: Analyze word choice: Figurative language</p> <p>Figurative language Figures of speech Personification Simile Metaphor</p> <p>L.8.5, L.8.5.b</p>	<p><b>Conventions</b> TG p. 507</p> <p>Comparative and Superlative Forms of Adjectives and Adverbs</p> <p>Positive Comparative Superlative Irregular Adjectives and adverbs</p> <p>L.8.1</p>	<p><b>Prepare to Compare</b> TG p. 508 Discussion</p> <p>SL.1.a-d</p>	<p><b>Writing to Compare</b> TG p. 509: Argumentative Essay</p> <p>W.8.1, W.8.4, W.8.5, W.8.10</p>

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</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.8.4, 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

Making Meaning			Effective Expression	NOTES:
<b>Days 29-30</b>				
<b>Sounds of a Glass Armonica:</b> <b>TG p. 520-523</b>	<b>Close Review</b> TG p. 521: Analyze Zoom	<b>Analyze the Media</b> TG p. 522 <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question	<b>Media Vocabulary</b> TG p. 522 Zoom Video clip Focus	<b>Research:</b> TG p. 523 Multi-media Presentation
<b>First Review</b> <b>Watch:</b> Who speaks, what they say, and how they say it <b>Note:</b> Elements in the video that you find interesting and 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	RI.8.7	RI.8.1, SL.8.4	RI.8.4	W.8.7, W.8.8, SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6
<b>Small-Group Learning Performance Task: Speaking and Listening Focus</b>				
<b>Days 31-32</b>				
TG p. 524-525 Conduct a Debate Prompt: Are inventions realized through inspiration or perspiration?			Standards: SL.8.1, SL.8.1.a-d, SL.8.3, SL.8.4	

**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