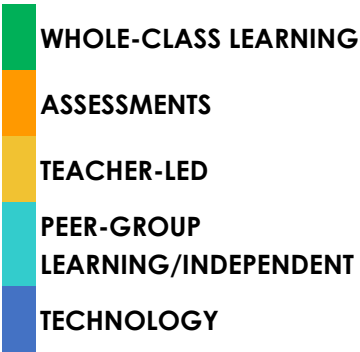**Please Note:** This document informs parents, students, and teachers of the recommended pacing and content for the grade level. All standards/benchmarks in the grade level pacing guide are designed to be learned by the end of the year. This guide represents a model of a recommended timeline and sequence to be used by teachers for planning purposes.

Quarter 1

GRADE 8| UNIT 1: Rites of Passage	INSTRUCTIONAL MODEL
Essential Question: What are some challenges of growing up? *ELA Standards:* 8.C.1, 8.C.1.2, 8.C.1.3, 8.C.1.4, 8.C.1.5, 8.C.2.1, 8.C.3.1, 8.C.4.1, 8.C.5.1, 8.C.5.2, 8.R.1, 8.R.1.1, 8.R.1.3, 8.R.1.4, 8.R.2.2, 8.R.2.3, 8.R.3, 8.R.3.1, 8.R.3.2, 8.V.1.1, 8.V.1.2, 8.V.1.3, K12.EE.2.1, K12.EE.4.1, K12.EE.6.1 *Resiliency Standards:* HE.68.R.2.4: Monitor progress toward attaining a personal goal HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal HE.68.R.2.6: Describe how personal goals can vary with changing abilities, priorities, and responsibilities	🟩 **WHOLE-CLASS LEARNING** 🟧 **ASSESSMENTS** 🟨 **TEACHER-LED** 🟦 **PEER-GROUP LEARNING/INDEPENDENT** 🟦 **TECHNOLOGY**
Unit Overview: In this unit, students will read about many experiences that are a part of growing up.	

Unit Goals

Students will be able to:
- Read selections that express different points of view about the challenges of growing up, and develop my own perspective.
- Understand and use academic vocabulary words related to narrative writing.
- Recognize elements of different genres, especially realistic fiction, poetry, and blogs.
- Read a selection of my choice independently and make meaningful connections to other texts.
- Write a focused, well- organized personal narrative.
- Complete Timed Writing tasks with confidence.
- Prepare and present a nonfiction narrative.

Selections & Media	Independent Learning
Mentor Text - Personal Narrative: Red Roses (560L) Whole-Class Learning - Realistic Fiction: The Medicine Bag, Virginia Driving Hawk Sneve (920L) - Adventure Story: The Banana Tree, James Berry (810L) - Lyric Poetry: Bird, Liz Berry (NP) - Lyric Poetry: Ode to Teachers, Pat Mora (NP) Peer-Group Learning - Epic Poetry: from The Song of Hiawatha, Henry Wadsworth Longfellow (NP) - Blogs: You Are the Electric Boogaloo, Geoff Herbach (760L) - Blogs: Just Be Yourself!, Stephanie Pellegrin (680L) - Realistic Fiction: The Setting Sun and the Rolling World, Charles Mungoshi (800L)	- Memoir: from I know Why the Caged Bird Sings, Maya Angelou (1030L) - News Article: Quinceanera Birthday Bash …, Natalie St. John (1290L) - Short Story: The Winter Hibiscus, Minfong Ho (990L) - Reflective Essay: Childhood and Poetry, Pablo Neruda (910L)

Savvas Performance-Based Assessment	Suggested Alternative Assessment	Unit Reflection
	Unit 1 Assessment (Edulastic) Part 1, Part 2, and Part 3 is divided into three assessments	Students will reflect on the unit goals, learning strategies, the texts they read, and the Essential Question.

Week 1: 08/14/2023-08/18/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group				
Unit 1 Intro Kid President- Dear Graduates and Red Roses Timeline Introduce Vocab (linked below)		Introduction to Realistic Fiction- anchor chart Concept Vocabulary Making Connections	The Medicine Bag Day 1: paragraphs 1-28 Day 2: paragraphs 48-79 Making Connections	

Teacher-Led

Character, Setting, and Plot
Additional multiple choice questions

Peer-Group Learning/Independent

		Peer Read Medicine Bag paragraphs 29-47 Story Graphic Organizer Packet
Vocabulary Packet Vocabulary Packet Medicine Bag, The Banana Tree (Packet includes student packet, packet key, pre-made flashcards, student test, and test key)		

Technology

IXL: Code: SQV Code: LYH		Complete GO with Savvas skill specific questions

Week 2: 08/21/2023-08/25/2023									
Monday		**Tuesday**		**Wednesday**		**Thursday**		**Friday**	
Bell Work: Savvas Grammar (Based on Selection Text Skills)									
Whole Group									
Introduce Genre - Adventure Introduce: Predictions "Banana Tree" Day 1: paragraph 1-19 Day 2: 40-52				Review of skills and standards				Unit 1 Part 1 Assessment	
Teacher-Led									
Perspective and Conflict Figurative Language and Mood									
Peer-Group Learning/Independent									
Continue Reading "Banana Tree" Paragraphs 17-19 Complete Story Graphic Organizer Packet									
Technology									
Hurricane PowerPoint Project Example project RP Latin Root 'ped'									

Week 3: 08/28/2023-09/01/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
No Whole Group- Test Remediation at Teacher Table	Introduce poetry vocabulary "Hope is the Thing with Feathers" (Ready WB p. 162)	Review Hope and Dreams Vocabulary Instruction (linked below)	Bird Graphic Organizer	Ode to Teachers
Teacher-Led				
Test Remediation (as needed)	Remediation Character, Setting, and Plot Continue Test Remediation as needed		RP- Poetic Structure- Lines, Stanzas, etc RP - Poetic Structure - Implied and Extended Metaphor RP- Multiple Meaning Words	
Peer-Group Learning/Independent				
	"Dream Deferred" (Ready WB p. 163)	Vocabulary packet Vocabulary Packet Bird, Ode to Teachers	Figurative Language and Extended Metaphor (myPerspectives +)	
Technology				
IXL: V1 X1				

Week 4: 09/04/2023-09/08/2023					
Monday - NO SCHOOL	**Tuesday**		**Wednesday**	**Thursday**	**Friday**
LABOR DAY					
LABOR DAY	Introduce Epic Poetry Begin "The Song of Hiawatha" Lines 1- 66 Graphic Organizer 1 Graphic Organizer 2		Review Peer-to-Peer from Tuesday Continue Reading "Song" and finish by Friday		
Teacher-Led					
LABOR DAY	**Teacher-Led Group:** RP: Line and Meter (See every kid)		(None)	RP: Epic Poetry: Imagery & Repetition	
Peer-Group Learning/Independent					
LABOR DAY	**MyPerspectives+:**	Continue Reading: lines 67-87 ==wrap up activity==		"Annabel Lee"/ "Remember" (Ready WB p. 164-166) ==Add questions to be taken for an independent grade==	
Technology					
LABOR DAY	**Technology:** **IXL:** Code: SQ6 Code: 9JT				

Week 5: 09/11/2023-09/15/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Review for assessment "I Hear America Singing" and "A Nation's Strength" (Ready WB p. 167-170)	Assessment Unit 1 Part 2	No Whole Group	You are the Electric Boogaloo Language and Tone Graphic Organizer 1 Graphic Organizer 2	Flex day/ Progress Monitoring
Teacher-Led				
Development of Central Idea (RP)		Remediation	Tree Map of Language and Tone RP: Language and Tone	
Peer-Group Learning/Independent				
		Remediation activities (specific to the skills that most of the class needs correction on)	"Just be Yourself" (focus on language and tone and central idea)	
Technology				
			IXL F5 IXL F6	

Week 6: 09/18/2023-09/22/2023									
Monday		**Tuesday**		**Wednesday - Early Dismissal**		**Thursday**		**Friday**	
Bell Work: Savvas Grammar (Based on Selection Text Skills)									
Whole Group									
Begin "The Setting Sun and Rolling World" Graphic Organizer 1		Finish "Setting Sun" Exit Ticket: Is the setting of "The Setting Sun and Rolling World" a backdrop or a key story element?		Unit 1 Part 3 Add "Autobiography of Mark Twain" with questions to questions		No whole group		Narrative Writing Activity: School Based	
Teacher-Led									
Teacher-Led Group: Setting, Values, and Beliefs Narrative Point of View						Test Remediation			
Peer-Group Learning/Independent									
Continue reading "Setting Sun" (See every student today; split the class in half and have half the class complete the Peer/Independent assignment then switch groups)		Pg 113 #1-3 Pg 114 #1-3				Remediation Activities			
Technology									
Technology: IXL Suggestions: D1- Identify narrative point of view (XL9) Draw inferences from a text (JM2) You need to plug in the code, this is a 7th grade IXL									

GRADE 8	UNIT 2: Learning from History	INSTRUCTIONAL MODEL

Essential Question: What can we learn from the past?

ELA Standards:

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. ELA.8.R.1.3

Expository Writing - ELA.8.C.1.4 - Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.

Resiliency Standards:

HE. 68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.

HE.68.R.2.2 Demonstrate responsible decision making that considers multiple perspectives

INSTRUCTIONAL MODEL

- 🟩 **WHOLE-CLASS LEARNING**
- 🟧 **ASSESSMENTS**
- 🟨 **TEACHER-LED**
- 🟦 **PEER-GROUP LEARNING/INDEPENDENT**
- 🟦 **TECHNOLOGY**

Unit Overview: In this unit, students will deepen their understanding about the ways in which we think about and learn from the past.

Unit Goals

Students will be able to:
- Read selections that offer multiple perspectives on historical events and develop their own perspective.
- Understand and use academic vocabulary words related to informational texts.
- Recognize elements of different genres, especially dramas, graphic novels, and nonfiction.
- Read a selection of my choice independently and make meaningful connections to other texts.
- Write a thoughtful, fact-based expository essay.
- Complete Timed Writing tasks with confidence.
- Prepare and deliver an oral report.

Selections & Media

Mentor Text
- Expository Text: The Grand Mosque of Paris (990L)

Whole-Class Learning
- Drama: The Diary of Anne Frank, Act I and Act II
- Infographic: Frank Family and World War II Timeline (1110L)

Peer-Group Learning
- Diary: from Anne Frank: The Diary of a Young Girl
- Speech: from Acceptance SPeech for the Nobel Peace Prize
- Media: Graphic Novel from Maus

Independent Learning
- Television Transcript: Saving the Children
- Media: Informative Article: Irena Sendler- Rescuer of the Children of Warsaw
- Historical Article: Quiet Resistance from Courageous Teen Resisters
- News Article: Remembering a Devoted Keeper of Anne Frank's Legacy
- Autobiographical Account: I'll Go Fetch Her Tomorrow from Hidden Like Anne Frank

Savvas Performance-Based Assessment	**Suggested Alternative Assessment** Unit 2 Assessment (Edulastic)	**Unit Reflection** Students will reflect on the unit goals, learning strategies, the text and the ways in which we can learn from history and so not be doomed to repeat it.

Week 7: 09/25/2023-09/29/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Unit 1 Interim Assessment (Use beginning of the year test to hit standards taught)	Wrap up Unit 1 as needed Flex: ● Test accommodations ● PBL ● Make up day Can be skipped	Unit 2 Introduction "What do you know about the Holocaust?" Circle map of knowledge Video "The Holocaust" from Savvas with question "How might the Nazis' treatment of European Jews have affected other groups of people?" Historical Perspectives Pg 136-137 KWL Chart	Introduce Expository Essay Hope Tracker Model Hope Tracker Begin Mentor Text: "Grand Mosque" Graphic Organizer	
Teacher-Led				
			Vocab instruction Academic Vocabulary practice	
Peer-Group Learning/Independent				
			Finish mentor text and graphic organizer Anne Frank Act 1 Vocabulary Packet	Read Article about Miep Gies & complete graphic organizer - central idea and supporting details
Technology				
Technology: IXL Suggestions:			CommonLit- Miep	

Week 8: 10/02/2023-10/06/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Review academic vocabulary from Th/Fri

Guided notes for pg 139 to introduce dramatic structure, then practice

Hook Video: (watch until 4:53)

Begin reading "Diary" - Do the "I Do" & "We Do" on GO pg 142

Act 1 PowerPoint

Scene 1 & 2 Graphic Organizer

Act 1 Reading Guide | Review Scene 2 from Peer

Continue Reading pg 147 paragraph 35 - pg 151 paragraph 107 | Review Scene 2 from Peer "What does it mean to burn the Star of David?"

Finish Scene 2 paragraphs 136-149 (Focus on direct instruction for the soliloquy)

Hope tracker | Bellwork: RP Dramatic Speeches (side 1)

(1-2 days) Read Scene 3 (p. 154- 172)

Use Graphic Organizer to set pace | |
Teacher-Led				
RP: Dramatic Structure			Dialogue Practice	
Peer-Group Learning/Independent				
Finish Scene 1 and read Act 1 Scene 2 (stop at p. 147 paragraph 35), working with the Scene 1 and 2 Graphic Organizer	Continue with Scene and finish to line 135		Hope Tracker

RP Dramatic Speeches (side 2)

RP: Dramatic Irony | |

Technology		
Hook inspire Jewish Stars and other badges worksheet		Virtual Tour of the Secret Annex Worksheet

Week 9: 10/09/2023-10/13/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday - End of Grading Period**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Review Dramatic Irony "Anne" Scenes 4 & 5 1- 2 days pacing See Act 1 Guide for pacing Hope tracker		Holocaust Placemat activity Facilitated by teacher Article 1 Article 2-3 See Harter for instructions Middle box: synthesize all information and come to common conclusion about what the Holocaust was and its effect.	Administer *Selection Test* for Act 1 as a game/kahoot etc or for a **daily** grade Vocabulary packet Act 1 Graphic organizer completed	"Anne" Act 2 5 days for pacing Follow Act 2 Guide for pacing/reading
Teacher-Led				
"Esperanza Rising" Change Point of View to Perspective		None	RP Connotation and Denotation	
Peer-Group Learning/Independent				
Graphic Organizer/Hook & Inspire Activities		None	Page 193 # 1-4 Page 195 # 1-3	
Technology				
Character Analysis activity (directions and example)			View a video clip of scene 4 - Compare the written text to the video, note dramatic effects - (p.173) https://youtu.be/w21O8mP9_Ak?t=4025 Watch videos from 1:07:10 - 1:14:00. Create assignment Document	

Quarter 2

Week 10 (Q2 W1): 10/16/23-10/20/2023				
Monday - Planning	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group	
	Anne Frank Act 2 (according to graphic organizer) Enrichment Activity to be used as needed: Holocaust Hero Research Activity - Assign students to groups, students will research an assigned Holocaust Hero and create a poster honoring them and their accomplishments Checklist

Teacher-Led		
	RP: Language and Mood	IReady Lesson 1 - Modeled & Guided

Peer-Group Learning/Independent	
	Act 2 Graphic Organizer/Vocabulary Packet/Hope Tracker Measuring Up "Claws in the Walls" Questions RP: Latin root -ent

Technology		
	Hook & Inspire Timeline Activity Add Worksheet	IXL: X.2/Hook: Video of girl who escaped the Nazis

Week 11 (Q2 W2): 10/23/2023-10/27/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Timeline: Frank Family and World War II	Kahoot with Selection test questions Read "Night of Terror" Play Split Class 50/50	Unit 2 Part 1 Assessment		Explicit Instruction: Expository Essay 2 days
Teacher-Led				
Assist groups	Test-Like Questions		Remediation	
Peer-Group Learning/Independent				
Dramatic Irony Review Pg 231	Comprehension Question		Expository Essay: Hope Tracker	
Technology				
Timeline Slideshow			Savvas Expository Writing Tutorial	

Week 12 (Q2 W3): 10/30/2023-11/03/2023									
Monday		Tuesday		Wednesday		Thursday		Friday	
Bell Work: Savvas Grammar (Based on Selection Text Skills)									
Whole Group									
Explicit Instruction: Expository Essay		Whole Writing Day		No Whole Group - Three Rotations Essay writing					
Teacher-Led									
				Teacher Writing Conferences					
Peer-Group Learning/Independent									
				Independent Essay Writing				Peer to Peer Review (1st period peer to peer review; 2nd period revise essay based on feedback)	
Technology									
				IXL: O.1 - Identify Thesis Statements IXL: O.4 - Identify Supporting Details in Informational Text					

Week 13 (Q2 W4): 11/06/2023-11/10/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday - NO SCHOOL**
				VETERANS DAY THANK YOU FOR YOUR SERVICE!
Bell Work: Savvas Grammar (Based on Selection Text Skills) W RP -strict-.doc				

Whole Group

ESSAY DUE- submit via platform of your choice *from* Anne Frank: The Diary of a Young Girl (graphic Close Reads: (not in book) P.259 Annotate - In paragraphs 1-3, highlight words that develop Anne's tone. Question - What is the characterization of Anne's tone in these paragraphs? Conclude - What does Anne's tone reveal about her perspective? P.262 Annotate - In paragraphs 16-19, mark details in the text that corresponds to the purpose. Question - Does Anne have one or multiple purposes for writing? Conclude - Where does a shift in purpose occur? What effect does it have on the reader?	*from* Acceptance Speech for the Nobel Peace Prize 2-3 Days Video of Speech Introduce Rhetorical Appeal/ Rhetorical Devices Rhetorical Appeals PowerPoint Guided Notes	VETERANS DAY THANK YOU FOR YOUR SERVICE!

Teacher-Led

RP: Voice and Perspective RP: Author's Purpose and Central Idea These RPs are for Diary of a Young Girl	RP: Rhetorical Appeals and Devices RP: Parallel Structures These RPs are for Nobel Prize Acceptance Speech	VETERANS DAY THANK YOU FOR YOUR SERVICE!
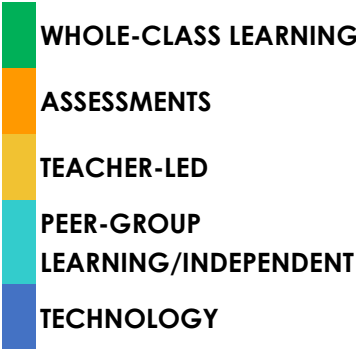
		Peer-Group Learning/Independent	
		Rhetoric Sort	VETERANS DAY THANK YOU FOR YOUR SERVICE!
		Technology	
		IXL P1 9th Grade I.2	VETERANS DAY THANK YOU FOR YOUR SERVICE!

Week 14 (Q2 W5): 11/13/2023-11/17/2023									
Monday		Tuesday		Wednesday		Thursday		Friday	
Bell Work: Savvas Grammar (Based on Selection Text Skills)									
Whole Group									
from Maus (2 days) Focus on voice and diction				Focus on: Diction & Tone, Central Idea, and appeal *Quiet Resistance *from* Courageous Teen Resisters Graphic Organizer Close Reads *Refer to the BEST Standard List for speech if it doesn't align.		Assessment Unit 2 Part 2		No Whole Group	
Teacher-Led									
RP: Diction and Voice My Perspectives + : Author's Voice								Remediation	
Peer-Group Learning/Independent									
				Quiet Resistance *from Courageous Teen Resisters*					
Technology									
IXL: D2								Rhetorical Appeal Analysis Activity	

Week 15 (Q2 W6): 11/20/2023-11/24/2023				
Monday		**Tuesday**	**Wednesday - NO SCHOOL**	**Thursday - Thanksgiving**	**Friday - NO SCHOOL**

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group
Spiral Review according to data chat

Teacher-Led
Spiral Review

Peer-Group Learning/Independent
None

Technology
None

GRADE 8| UNIT 3: What Matters	INSTRUCTIONAL MODEL

Essential Question: When is it right to take a stand?

ELA Standards:

I can compare and contrast the use or discussion of archetypes in texts. ELA.8.R.3.3

I can explain examples of symbolism in text. 8.R.3.1

I can analyze two or more themes and their development throughout a literary text. 8.R.1.2

I can explain how an author uses rhetorical devices to support or advance an appeal. ELA.8.R.3.4

I can track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved. ELA.8.R.2.4

I can compare argumentative text and two opinion text. 8.R.3

I can analyze structure, sound, imagery, and figurative language in poetry. 8.R.1.4

I can write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from

multiple sources, elaboration, and using a logical organizational

Structure. 8.C.1.3

Resiliency Standard:

Analyze ways to pursue common goals as a part of a team or group. HE.68.R.4.3

Unit Overview: In this unit, students will read about technology and how it has helped and harmed society.

INSTRUCTIONAL MODEL

🟩 **WHOLE-CLASS LEARNING**

🟧 **ASSESSMENTS**

🟨 **TEACHER-LED**

🟦 **PEER-GROUP LEARNING/INDEPENDENT**

🟦 **TECHNOLOGY**

Unit Goals

Students will be able to:
- Read selections that express different points of view about taking a stand and develop my own perspective.
- Understand and use academic vocabulary words related to arguments.
- Recognize elements of different genres, especially short stories, fantasy, and argument.
- Read a selection of their choice independently and make meaningful connections to other texts.
- Write a focused, well-organized argumentative essay.
- Complete Timed Writing tasks with confidence.
- Participate effectively in a debate.

Selections & Media

Mentor Text
- Argument: That's Not Freedom (1000L)

Whole-Class Learning
- Realistic Short Story: *The Horned Toad (980L)*
- Argumentative Essay: *Three Cheers for Nanny State* (1180L)
- Opinion Pieces: *Ban the Ban! And Soda's A Problem but…* (9300L & 1130L)

Peer-Group Learning
- Fantasy: Traditional Fairy Tale: *Briar Rose*
- Fantasy: Modern Retelling: *Awake*
- Persuasive Speech: Words Do Not Pay

Independent Learning
- Lyric Poem: *Translating Grandfather's House*
- Memoir: *from Through My Eyes*
- Realistic Fiction: Short Story: *The Scholarship Jacket*
- Nonfiction Narrative: *from Follow the Rabbit-Proof Fence*

Savvas Performance-Based Assessment	Suggested Alternative Assessment	Unit Reflection
	Unit 3 Assessment (Edulastic)	Students will reflect on the unit goals, learning strategies, the texts they read, and the Essential Question.

Week 16 (Q2 W7): 11/27/2023-12/01/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Focus: Theme Page 313 Introduce Unit 3 - Students engage in a discussion about whether people should expect to make sacrifices to achieve what matters most to them. Watch the Video/Discuss It: Students will watch the video "14-Year-Old Teaches Family the "Power of Half" and discuss the question: *When is it fair to convince others to take difficult stands?* Introduce Theme Pages 312-313 The Horned Toad Horned Toad Analysis	Read & Analyze: The Horned Toad Horned Toad Analysis		Introduce Fairy Tales (p 368) Introduce Archetype Archetypes in Literature Guided Notes Begin "Briar Rose"	Page 369- Archetype review and practice Read & Analyze Briar Rose
Teacher-Led				
RP: Theme			RP: Archetypes in LIterature	
Peer-Group Learning/Independent				
MyPerspectives+ Theme		Pg 325 # 1-4 Horned Toad Concept Vocabulary	Vocabulary Packet	Analysis of Briar Rose

Technology		
IXL: B1		IXL: B2

Week 17 (Q2 W8): 12/04/2023-12/08/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Introduction: Modern Retelling (p. 368 anchor chart) Comparing Fiction: Awake vs. Briar Rose Situational Irony Situational Irony video Read & Analyze Awake p. 381 paragraph 1-10		Introduce Types of Sound in Poetry Notes 1 Introduce Genre: Literacy Ballad (406-407) The Cremation of Sam McGee	Finish "Sam McGee"	Intro video - Background info - KWL Chart about Paul Revere Paul Revere's Ride (LL) (2-3 days)
Teacher-Led				
Situational Irony RP RP: Archetypes - Modern Retelling (make the connection to Briar Rose & Awake)		RP Sound and Structure		"Paul Revere" Figurative Language
Peer-Group Learning/Independent				
Read Awake & Finish on Tuesday		Poetry Synthesis and Analysis	Poetry Synthesis and Analysis	
Technology				
CPalms - Examining Archetypes in the Princess and the Goblin Create a worksheet		Archetype Movie Trailer Activity		

Week 18(Q2 W9): 12/11/2023-12/15/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Paul Revere's Ride (LL) (2-3 days)		Test review: "The Scholarship Jacket" Graphic Organizer Selection Test	<mark>Assessment Unit 3 Part 1</mark>	No Whole Group
Teacher-Led				
"Paul" Test like questions		Grandfather's House Feedback		Remediation
Peer-Group Learning/Independent				
Translating Grandfather's House **Before Reading, During Reading, After Reading *** Building Insight		Academic/Concept Vocabulary Review		<mark>Hansel & Gretel</mark> (LL)
Technology				
Savvas Domain Specific Vocabulary				

Week 19: 12/18/2023-12/22/2023				
Monday	**Tuesday**	**Wednesday**	**Thursday -** <mark>**End of Grading Period**</mark>	**Friday - NO SCHOOL**
HAPPY HOLIDAYS!				WINTER BREAK
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Spiral Review & Various PBL				WINTER BREAK
Teacher-Led				
				WINTER BREAK
Peer-Group Learning/Independent				
				WINTER BREAK
Technology				
				WINTER BREAK

Quarter 3

Week 20 (Q3 Wk 1): 01/08/2024-01/12/2024				
Monday - Planning	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	Introduction to Rhetorical Appeal/ Devices Introduction to Argumentative Essay (pg 330) Mentor Text *find approved argumentative text	Page 331- Review characteristics of argument and complete practice activity Read Three Cheers for the Nanny State Identify Claim, Counterclaim, and Evidence Guided Analysis-Three Cheers/Ban the Ban		
Teacher-Led				
	RP: Logical Fallacies		RP: Characteristics and Structure of Argument	
Peer-Group Learning/Independent				
	Mentor Text *find approved argumentative text	RP: latin root mand/mend	RP: latin root just	
Technology				
	IXL(8th) O.3 Choose evidence to support a claim	Quizziz on Rhetorical Devices	Logical Fallacies Rhetorical Devices	

Week 21 (Q3 Wk 2): 01/15/2024-01/19/2024				
Monday - NO SCHOOL	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
	Finish Ban the Ban/ Soda's a Problem But… Ban the Ban? Soda is a Problem but… Start: Words Do Not Pay	Finish: Words Do Not Pay Page 404 Use to review: emotional appeals, antithesis, anaphora, repetition, parallel structure, diction, *Can have students identify one example of each*	Review Piece together selection tests to create a Kahoot	Assessment Unit 3 Part 2
Teacher-Led				
	RP: Characteristics of an Argument- Emotional Appeals	RP: Rhetorical Devices		
Peer-Group Learning/Independent				
	Genre and Text Elements Questions for Selections		Logical Fallacy Task Cards(Written not pictures)	
Technology				
	IXL (9th grade) E.5 Analyze rhetorical strategies in historical texts: set 1 (8th grade) O.7 Classify logical fallacies			

Week 22 (Q3 Wk 3): 01/22/2024-01/26/2024				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
No Whole Group *Argumentative Writing Identify Claim, Supporting Details, Counterclaim and Rebuttal in argumentative mentor text (Let's Go Back) OR Argumentative Essay Guided Practice	Begin Argument Writing Use Test Prep Prompt to guide Argumentative Essay Day 1: Claim and Evidence Day 2: Counterclaim & Rebuttal		Write Argumentative Essay- No Whole Group	
Teacher-Led				
Remediation			Monitor Writing	Teacher Writing Conference (2 days)
Peer-Group Learning/Independent				
Logical Fallacies/ Rhetorical Devices Activity Packet (Crossword Puzzle)	Argumentative Writing Practice W Copy of ArgumentativeWritingClaimCounterclaiman...		No Groups	
Technology				
IXL (8th grade) O.6 Identify counterclaim			No tech- Writing	No tech- Writing

GRADE 8| UNIT 4: Human Intelligence	INSTRUCTIONAL MODEL

Essential Question: How do we know what we know?

ELA Standards:

I can analyze two or more central ideas and their development throughout a text. 8.R.2.2

I can analyze how an author develops and individualizes the perspectives of different characters. 8.R.1.3

I can analyze how individual text sections and/or features convey a purpose and/or meaning in texts. ELA.8.R.2.1

Compare Science Features and Infographics 8.R.3

Resiliency Standards:

HE.68.R.3.3: Identify the importance of volunteerism in positively affecting the community and nation

HE.68.R.3.4: Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions

INSTRUCTIONAL MODEL

- 🟩 **WHOLE-CLASS LEARNING**
- 🟧 **ASSESSMENTS**
- 🟨 **TEACHER-LED**
- 🟦 **PEER-GROUP LEARNING/INDEPENDENT**
- 🟦 **TECHNOLOGY**

Unit Overview: In this unit, students will read texts about human intelligence.

Unit Goals

Students will be able to:

- Read selections that give information about the human brain and reflect on what I learn
- Understand and use academic vocabulary words related to fiction.
- Recognize elements of different genres, especially science fiction, science articles, and reference sources.
- Read a selection of my choice independently and make meaningful connections to other texts.
- Write a well-documented and focused research paper
- Complete Timed Writing tasks with confidence.
- Conduct a research-based discussion

Selections & Media

Mentor Text

- Expository Text: *The Human Brain*

Whole-Class Learning

- Science Fiction: Flowers for Algernon
- Science Feature: A Computer in Your Head?

Peer-Group Learning

- Memoir: *from* Blue Nines and Red Words
- Science Feature: Gut Math
- Media: Infographic: The Theory of Multiple Intelligences
- Reference Materials: Two Entries from an Encyclopedia

Independent Learning

- Argument: *Is Personal Intelligence Important?*
- Blog: *Why is Emotional Intelligence Important for Teens?*
- Informational Essay: *The More You Know, the Smarter You Are?*
- Informational Essay: *from The Future of the Mind*

Savvas Performance-Based Assessment	**Suggested Alternative Assessment**	**Unit Reflection**
	Unit 4 Assessment (Edulastic)	Students will reflect on the unit goals, learning strategies, the texts they read, and the Essential Question.

Week 23 (Q3 Wk 4): 01/29/2024-02/02/2024				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Remind students of standards for Peer Review	Watch in savvas "Amazing Man Draws NYC From Memory" and discuss the question: What limits might there be on the capacity of human Memory? Attention grabber Introduce Allusions Canvas Commons: Warmup 4: Analyzing Allusions	● Flowers for Algernon Guided Reading ● Pg. 436 Read progress reports 1-3 of "Flowers for Algernon" by Daniel Keyes ● Use STEAL graphic organizer to analyze Charlie's character ● TOTD: Chose 2 pieces of evidence from PRs 1-3 and explain what each	● Read Progress Reports 4-8 ● Introduce before and after surgery chart, add to chart based on PRs 1-8	● Read Progress Report 9 ● Revisit PR 8-9 for irony ○ Irony Tracker; students will only find examples of dramatic and situational because it is a diary and he says what he means
Teacher-Led				
Teacher Writing Conference (2 days)	Analogies vs. allusions		RP Multiple points of view and Irony	
Peer-Group Learning/Independent				
	Theme Review handout			
Technology				
	Independently complete revisions and final draft of argumentative essay		IXL (8th) Trace an Argument I.1 Vocabulary in Review: Trace an Argument I.2	

Week 24: 02/05/2024-02/09/2024				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

● Read Progress Report 11 ● Add to before and after surgery chart ● Extension option for **Advanced**: Socratic Seminar question - Is Charlie better off as a result of the surgery?	● Read Progress Report 12, teach allusion to Adam and Eve and the Garden of Eden ● Spend time on paragraph 153 until the end for analysis ○ This part is great for theme and for determining if Charlie is ultimately better off for having the surgery	● Progress Report 13 ● Determine the theme (usually related to knowledge, science, experiments, learning, etc.) Theme strategy: ● Topic to Theme Statement	● June 10-p.468 ● Socratic Seminar: Is Charlie better off as a result of the surgery? Why or why not?	*From* Blue Nines and Red Words pg.507 Practice p.517 Practice #1-4 Read to pg. 510

Teacher-Led

RP Character Development: Perspective			RP: Central Idea	

Peer-Group Learning/Independent

Complete "Flowers for Algernon" handouts (focused on story analysis, theme, motif, point of view, irony) Complete the "Flowers for Algernon" writing assignment	W RP Figurative Languag…

Technology

IXL Classifying Figures of Speech F.5			IXL: A1 Central Idea	

Week 25: 02/12/2024-02/16/2024				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
From Blue Nines and Red Words pg. 513-514	Review: (RALLY) Take Me Out to the Ball Game p. 74-89	Assessment Unit 4 Part 1 RP: Text Structure Block and Point-by-Point comparison	PG. 477 Genre/Text Element Practice Read"A Computer in Your Head?" pg. 479- 482	RP Latin Root -circ- Pg. 485 #1-4
Teacher-Led				
RP punctuation: parenthesis			Remediation	
Peer-Group Learning/Independent				
Ready Independent Practice: Brief History of Chapel Hill Pages 8-9			Page 483 Build Insight	
Technology				
IXL V1 Use Greek and Latin roots as clues to the meanings of words			IXL V2 Use words as clues to the meanings of Greek and Latin roots	

Week 26: 02/19/2024-02/23/2024				
Monday - NO SCHOOL	Tuesday	Wednesday	Thursday	Friday
PRESIDENT'S day				
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
PRESIDENT'S day	Genre/Text Elements Informational Text Feature Students look at features such as citations, footnotes, endnotes, and sidebars. Practice pg. 521	Look at Media Vocabulary pg. 532 Read "The Theory of Multiple Intelligences" pg. 533	Read "Gut Math" pg. 523-525	RP Word Study Latin Root -nat- Complete "Gut Math" on pg. 531
Teacher-Led				
PRESIDENT'S day	RP: Informational Text Features		MyPrespectives+ Analyze Text Information	
Peer-Group Learning/Independent				
PRESIDENT'S day			Page 530 analyze informational text features in "Gut Math"	
Technology				
PRESIDENT'S day	IXL V3 Determine the meanings of Greek and Latin roots		IXL V4 Determine the meanings of words with Greek and Latin roots	

Week 27: 02/26/2024-03/01/2024									
Monday		**Tuesday**		**Wednesday**		**Thursday**		**Friday**	
Bell Work: Savvas Grammar (Based on Selection Text Skills)									
Whole Group									
Review "The Human Brain" Create Questions		Assessment Unit 4 Part 2		Test Prep Bank 1		Test Prep Bank 2		Test Prep Bank 3	
Teacher-Led									
				Remediation					
Peer-Group Learning/Independent									
Technology									
CC1 Alphabetical order						CC3 Use dictionary entries			

Week 28: 03/04/2024-03/08/2024				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Test Prep Bank 5-8

Teacher-Led		
Test Prep Bank - Test Taking Strategies		Test Prep Bank - Test Taking Strategies

Peer-Group Learning/Independent

QCAM

Technology		
Technology: IXL Suggestions: IXL Z1 Analogies		IXL BB1 Determine the meaning of domain-specific words with pictures

Week 29: 03/11/2024-03/15/2024				
Monday	**Tuesday**	**Wednesday - End of Grading Period**	**Thursday - Planning**	**Friday - NO SCHOOL**
			PLANNING!	SPRING BREAK
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Mid-Year Assessment		Data Chats	PLANNING!	SPRING BREAK
			PLANNING!	SPRING BREAK
Teacher-Led				
Peer-Group Learning/Independent				
None	None		PLANNING!	SPRING BREAK
Technology				
Technology: IXL Suggestions: CC4 Use dictionary definitions			PLANNING!	SPRING BREAK

Quarter 4

Week 30: 03/25/2024-03/29/2024									
Monday		**Tuesday**		**Wednesday**		**Thursday**		**Friday**	
Bell Work: Savvas Grammar (Based on Selection Text Skills)									
Whole Group									
Unit 5 Introduction - One Weekend in the Real World Why are inventions necessary?		To Fly *from* Space Chronicles Multiple Central Ideas Paraphrase and Summarize						Performance Task: Writing Short story	
Teacher-Led									
Multiple Central Ideas- Reteach						Paraphrase & Summarizes			
Peer-Group Learning/Independent									
Test Bank & QCAM									
Technology									
IXL CC1 Alphabetical order						IXL Z2 Analogies: challenge			

Week 31: 04/01/2024-04/05/2024				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Bell Work: Savvas Grammar (Based on Selection Text Skills)				
Whole Group				
Nikola Tesla: The Greatest Inventor of All? Linear Narrative Structure			*From* The Invention of Everything Else Non-Linear Narrative Structure	
Teacher-Led				
Narrative Structure			Print Features	
Peer-Group Learning/Independent				
Spiral Review			Spiral Review	
Technology				
IXL AA1 Find words using context			IXL AA2 Determine the meaning of words using synonyms in context	

Week 32: 04/08/2024-04/12/2024									
Monday		Tuesday		Wednesday		Thursday		Friday	
Bell Work: Savvas Grammar (Based on Selection Text Skills)									
Whole Group									
From The Invention of Everything Else Non-Linear Narrative Structure				Welcome to Origami City Print and Graphic Features				*From* Eureka! Poems About Inventors Sound Devices in Poetry	
Teacher-Led									
Graphic Features						Sound Devices in Poetry			
Peer-Group Learning/Independent									
						Poetry Devices Spiral Review			
Technology									
IXL AA3 Determine the meaning of words using antonyms in context						IXL CC4 Use dictionary definitions			

Week 33: 04/15/2024-04/19/2024				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

From Eureka! Poems About Inventors Sound Devices in Poetry	Icarus and Daedalus Themes in Myths

Teacher-Led

Theme and Archetype

Peer-Group Learning/Independent

		Theme and Archetype Spiral Review

Technology

	Week 34: 04/22/2024-04/26/2024									
	Monday		**Tuesday**		**Wednesday - Early Dismissal**		**Thursday**		**Friday**	
Anchor Chart(s):	**Assessment(s):**									
Bell Work: Savvas Grammar (Based on Selection Text Skills)										
Whole Group										
Test Prep and Review										
Teacher-Led										
Peer-Group Learning/Independent										
Technology										

		Monday		Tuesday		Wednesday		Thursday		Friday
Week 35: 04/29/2024-05/03/2024										
	Monday		Tuesday		Wednesday		Thursday		Friday	
Anchor Chart(s):	**Assessment(s):**									

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Test Prep and Review

Teacher-Led

Peer-Group Learning/Independent

Technology

Week 36: 05/06/2024-05/10/2024				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Anchor Chart(s):	Assessment(s):								

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Test Prep and Review

Teacher-Led

Peer-Group Learning/Independent

Technology

Week 37: 05/13/2024-05/17/2024									
Monday		**Tuesday**		**Wednesday**		**Thursday**		**Friday**	
Anchor Chart(s):	**Assessment(s):**								
Bell Work: Savvas Grammar (Based on Selection Text Skills)									
Whole Group									
Test Prep and Review									
Teacher-Led									
Peer-Group Learning/Independent									
Technology									

	Week 38: 05/20/2024-05/24/2024			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday - End of Grading Period**

Anchor Chart(s):	Assessment(s):							

Bell Work: Savvas Grammar (Based on Selection Text Skills)

Whole Group

Test Prep and Review

Teacher-Led									

Peer-Group Learning/Independent									

Technology									