

This document outlines the academic goals, the activities and materials used in the Eighth Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

jTime period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week _1_ to _36_	(1) Reading/Fluency.		
	1A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Work on punctuation and reading aloud during The Giver novel unit.	
Week _1_ to _36_	(2) Reading/Vocabulary Development.		
	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	Literature, Language and Literacy Grade 8 Text Book For every text in this book there is a small 'fact' with some questions for exploration along these lines. Everyday Spelling 8 – units 4, 9, 15, 20, 26, 32	
2-36	1(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;	'Clunk' words sheet – used with reading log every 4 weeks. Introduce during W3. Everyday Spelling 8 – in every unit there is lots of scope for this. On week 2 start setting their word work as homework each week until we have a review test every six weeks. Standardized Reading Test given at the end of Q2.	The Giver5 Lesson 1
2-36 [Type text]	(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);	Everyday Spelling 8 – in every unit there is lots of scope for this. On week 2 start setting their word work as homework each week until we have a review test every six weeks. Vocabulary Book A	

1-36	(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and	Clunk words worksheet – identifying cognates from other languages. Other half of the foreign influence on English worksheets (some done in 7 th grade, some in 8 th).	Spelling and Vocab book
1-36	2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	Word lists given as homework every week. Ss need to sometimes use a dictionary to find the meaning of these words. Vocabulary Book A or 6th grade word lists for Ss who are behind or Spelling. Everyday Spelling 8 (or 7 depending on how ahead they are). Dictionary sets (monolingual and bilingual); thesauruses (NEED MORE FOR MIDDLE SCHOOL!) do activity to check clunk words (as above). Dictionary handbook from Everyday Spelling 8 pages 246-251.	
Weeks _33_ to _36_	(3) Comprehension of Literary Text/Theme and Genre.		
	3 (A) analyze literary works that share similar themes across cultures;	8 th Grade Literature Language and Literacy – Unit 6: Themes in American Stories. See texts below The Giver – talking about themes and if they see them in other books.	
	3 (B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and	8 th Grade Literature Language and Literacy – Unit 6: Page 1026 ‘Coyote Steals the Sun and the Moon’ and 1032 ‘Why the Waves Have Whitecaps’. 8 th Grade Literature Language and Literacy – Unit 6: Page 1042 ‘Brer Possum’s Dilemma’ and ‘Chicoria’ (oral tradition).	

		<p>It would be really good to have some Moroccan stories to put in here. Book of Moroccan stories - link this into their writing response.</p>	
	<p>(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.</p>	<p>8th Grade Literature Language and Literacy – Unit 1: Baker Heater League; 11:59 and The Adventure of the Speckled Bard.</p> <p>Unit 6: Page 1072 ‘Davy Crockett’s Dream’ and ‘Paul Bunyan of the North Woods’ (1075) – comparing heroic characters.</p>	
<p>Week _6_ to _11</p>	<p>(4) Comprehension of Literary Text/Poetry.</p>		
	<p>4A) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>	<p>Understanding imagery, sensory language, personification, metaphor, simile (‘elements of poetry’) - City theme – It’s hot in the City http://jengoldberg.com/lessons/Poems.html</p> <p>The City Is So Big (678) – figurative language</p> <p>Nature and imagery – ‘Little Exercise’ (683) and ‘On a Night of Snow’ ‘Blow, Blow Thou Winter Wind’ (723)</p> <p>‘January’</p> <p>To learn about the structure and devices used in poetry -</p> <p>‘Your World’ sound devices? Bird flying (alliteration)</p> <p>‘The Drum’ – link to Pied Piper (663)</p> <p>Thumb print (666)</p>	
	<p>4B) compare and contrast the relationship between the purpose and</p>	<p>Or Paul Rever’s Ride (731) (narrative)</p>	

	characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	The Pied Piper of Hamelin (narrative) or The Lady of Shalott Lyric 'The Road Not Taken'. (775)	
27 - 32	(5) Comprehension of Literary Text/Drama.		
	5 A) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding	8 th Grade Literature Language and Literacy – Unit 6: The Diary of Anne Frank (Page 848-961). Essay Question. Perform a short scene from the play to show understanding and the ability to draw conclusions.	Word Doc – AF Play Gathering Ideas
	5 B) analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	8 th Grade Literature Language and Literacy – Unit 6: The Diary of Anne Frank (Page 848-961). Compare Anne Frank the play with the BBC adaption of the same characters (show them the episodes not watched in 7 th grade).	
Week _1_ to _5_	(6) Comprehension of Text/Fiction.		
	6(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	8 th Grade Literature Language and Literacy – Unit 1: Historical fiction – '11:59' (page 15-22). 8 th Grade Literature Language and Literacy – Unit 1: 'The Adventure of the Speckled Band' (pages 122-152). The Giver Novel Unit – at the end of this analyze the story in terms of the elements of plot development to understand how conflicts were resolved.	
15-21	6(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the	The Giver Novel Unit – Discussion on Chapters 21-22. How does Jonas' character influence the themes?	

	central conflict; and		
2 15-21	6(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	Model Fiction selection – The Baker Heater League and 11:59. Activity during the beginning of The Giver unit in preparation for Quiz. Look at different texts and different points of view.	
Weeks _12_ to _14 and 33	(7) Comprehension of Literary Text/Literary Nonfiction.		
	7 A) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	8 th Grade Literature Language and Literacy. Comparing types of organization – chronological essay ‘Forest Fire’ (Page 536) and cause-and-effect essay ‘Why Leaves Turn Color in Fall’(540) and comparison/contrast essay ‘The Season’s...’ (page 545).	
	7 B) analyze passages in well-known speeches for the author’s use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	8 th Grade Literature Language and Literacy – ‘The American Dream’ (page 171) Martin Luther King, Jr. and ‘I have a dream....’	
	(8) Comprehension of Literary Text/Sensory Language. Students Students are expected to		
5-11 and 12- 14	A) understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.	Sensory language below – Hot in the City poem and ‘Why do the leaves fall?’ Looking at sensory language as part of reading Sherlock Holmes.	
5-11 and 12- 14	B) explain the effect of similes and extended metaphors in literary text.	Work in poetry - City theme – It’s hot in the City The City Is So Big (678) –	http://jengoldberg.com/lessons/Poems.html

		<p>figurative language</p> <p>Nature and imagery – 'Little Exercise' (683) and 'On a Night of Snow' 'Blow, Blow Thou Winter Wind' (723)</p> <p>'January'</p>	
Week _27_ to _33	(9) Comprehension of Informational Text/Culture and History.		
	<p>9 A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>	<p>8th Grade Literature Language and Literacy – Unit 6: The Diary of Anne Frank (Page 529 – 532) Informational Texts – Real-Life Reading 'The War in Vietnam', 'Gulf of Tonkin Resolution' and 'On the Situation in Vietnam'.</p> <p>Work on symbols in The Giver</p>	<p>The Giver5 Lesson 3 – Talking about Chapter 19 and historical parallels.</p>
Also week 2	<p>9 B) analyze works written on the same topic and compare how the authors achieved similar or different purposes.</p>	<p>As above.</p> <p>8th Grade Literature Language and Literacy – Unit 1: Baker Heater League; 11:59.</p>	
Week _22_ to _24_	(10) Comprehension of Informational Text/Expository Text.		
	<p>10 (A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;</p>	<p>Milgram experiment article – completed with 'The Giver Novel Unit'. Making a 'poster' PowerPoint to summarize the article.</p>	<p>Alia resource – extracted and adapted from online</p>
	<p>10 (B) distinguish factual claims from commonplace assertions and opinions; and evaluate inferences from their logic in text;</p>	<p>Milgram experiment article – completed with 'The Giver Novel Unit'. Analysing facts and opinions in this text.</p>	
	<p>10 (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and</p>	<p>Milgram experiment article – completed with 'The Giver Novel Unit'. Analysing logical order of this text and thus their presentation on it.</p>	
	<p>10 (D) synthesize and make logical connections between ideas within a</p>	<p>Making connections with 'The Giver' novel through a presentation.</p>	

	text and across two or three texts representing similar or different genres and support those findings with textual evidence.		
Week _12_ to _14	(11) Comprehension of Informational Text/Persuasive Text.		
	11(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	8 th Grade Literature Language and Literacy – ‘The Trouble with Television’ (Page 558). Need to find another essay which thinks TV is great.	
	11 (B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.	Worked on with the TV articles but need to improve because they were not great examples of this... 8 th Grade Literature Language and Literacy – ‘The American Dream’ (page 171) Martin Luther King, Jr.	
Week _12_ to _14	(12) Comprehension of Informational Text/Procedural Texts.		
	12(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and	Not quite sure what this is looking for – maybe could do something with Informational Texts page 692 – 696 (Nutritional Information). Analyze my model of a How to Make A Victoria Sponge	
	12(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	‘The Television Age’ (page 561) – informational text to be studied alongside persuasive essay work above. Evaluate the graphics in this article. How to Essay – compare some recipes	
Week _25_ to _26	(13) Reading/Media Literacy.		
	13(A) evaluate the role of media in focusing attention on events and informing opinion on	Saudia Princess Story on the BBC Look at a some of the big	

	issues;	news stories and how the press have made them bigger or smaller (Royal Wedding 2011). Morocco's BBC correspondant	
	13 (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	Need to find resources to teach this. Anne Frank Drama work – looking at the DVD	
	13 (C) evaluate various techniques used to create a point of view in media and the impact on audience; and	Newspapers? Websites? Adverts? Bias in the Princess story	
	13 (D) assess the correct level of formality and tone for successful participation in various digital media.	Activities looking at email vs. facebook, blogging, skype and other modern phenomemon. Need to research and make resources.	
Weeks _33_ to _36	(14) Writing/Writing Process.		
	14 (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Ss write their Detective Story, discussing plans. Writing down a Moroccan or cultural story or myth - ideas of afterlife, roles and characteristics of spiritual leaders etc. Write a compare and contrast review that considers the portrayal of characters in Anne Frank the drama and Anne Frank the BBC adaption. (?) – if time Ss can write a short extra scene to Anne Frank's diary drama. Deciding on plot and story line for their own mystery fictional story.	
	14(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	Story or myth above – sequence of events (chronological). Anne Frank reviews – compare and contrast. Imaginative detective/mystery story.	

	14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	See above writing projects. Imaginative detective/mystery story.	
	14(D) edit drafts for grammar, mechanics, and spelling; and	Redrafting of the above writing projects. Imaginative detective/mystery story.	
	14(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Redrafting of the above writing projects. Imaginative detective/mystery story.	
Weeks _1_ to _5	(15) Writing/Literary Texts		
	15 (A) write an imaginative story that: (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone; and	As a response to reading either '11:59' or the Sherlock Holmes story, Ss must create their own imaginative detective/mystery story.	
6-11	15(B) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification,	Limerick – Learning about rhyme scheme and meter. Writing a poem about a musical experience or	

	<p>idioms, hyperbole); and (iii) graphic elements (e.g., word position).</p>	<p>musical instrument – links into ‘The Drum’ – allows Ss to explore onomatopoeia, alliteration, repetition and other sound techniques.</p> <p>The Road Not Taken – exploring figurative language – symbolism, analogy, idioms.</p> <p>A lyric on a season or weather type – personification, hyperbole</p>	
Weeks _1	(16) Writing.		
28	<p>16 (A) write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</p>	<p>Keeping your own diary for two weeks (Anne Frank Unit).</p> <p>– Bonus – If you get chance to read An American Childhood account of a childhood misunderstood situation, students do their own piece of autobiographical writing about a time when they misunderstood the world. Guidance for assignment can be found on pages 208-215 of the Literature and Language 8th grade textbook.</p>	
Weeks _22_ to _26	(17) Writing/Expository and Procedural Texts.		
	<p>(A) write a multi-paragraph essay to convey information about a topic that:</p> <p>(i) presents effective introductions and concluding paragraphs;</p> <p>(ii) contains a clearly stated purpose or controlling idea;</p> <p>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p> <p>(iv) accurately synthesizes ideas from several sources; and</p> <p>(v) uses a variety of</p>	<p>Write a ‘How-to’ essay (guidance on pages 548-9) following on from non-fiction work on text structures and linked in with work on media and facebook.</p> <p>Write an expository research presentation on a famous psychology experiment – it needs to have an introduction, method, results and discussion of implications/opinions. Students need to research several sources.</p>	

	sentence structures, rhetorical devices, and transitions to link paragraphs;		
	17 (B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	Formal - Write an email/letter to either complain or respond with an opinion to a real online media provider like the BBC after exploring their material in our media unit. Informal/friendly context - writing a letter to a class mate with your response to the TV essays.	
31-32	17(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	Essay on Anne Frank's Diary - Drama - make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding - How does the play build suspense and engage the audience? Explore elements of drama and structure of the script to explain your answer. Essay on Jonas during The Giver Unit.	
	17 (D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	Students turn their psychology research for the expository essay above into a presentation for the class where they also need to test some sort of response. Using PowerPoint if possible.	
Weeks _17_ to _	(18) Writing/Persuasive Texts.		
	18(A) establishes a clear thesis or position;	Writing a persuasive speech while studying The Giver to argue for either school uniform or not school uniform. TV article on problems facing teenagers.	
	18(B) considers and responds to the views of	As above.	

	others and anticipates and answers reader concerns and counter-arguments; and		
	18 (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	Writing and performing a TV article which outlines the main problems facing teenagers. Feed them facts for this.	
Weeks _1_ to _36	(19) Oral and Written Conventions/Conventions.		
	19(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) relative pronouns (e.g., whose, that, which); and (v) subordinating conjunctions (e.g., because, since);	Grammar activity warmer – every week for 15 minutes. ESL Ss take extra programme on weekends. Need to find an additional program.	Past simple and present perfect - http://www.youtube.com/watch?v=vN7pP-5M2nU See PowerPoint Unit 4 - Grammar Matters, Unit 4 on connectives
	19(B) write complex sentences and differentiate between main versus subordinate clauses; and	Grammar activity warmer – every week for 15 minutes. ESL Ss take extra programme on weekends. Need to find an additional program.	See PowerPoint Unit 4 - Grammar Matters, Unit 4 on clauses, simple, complex and compound sentences.
	19 (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	Grammar activity warmer – every week for 15 minutes. ESL Ss take extra programme on weekends. Need to find an additional program.	Simple, compound and complex sentences http://www.youtube.com/watch?v=DvhC0eSlb3 Compound sentences – Justin Bieber song http://www.youtube.com/watch?v=6pDSjOcFM Sentence type game - http://eslbee.com/cgi-bin/quiztest.cgi?simplecompoundorcomplex
Weeks _1_ to _36	(20) Writing/Conventions of Language/Handwriting		
	20(A) use conventions of capitalization; and	Grammar activity warmer – every week for 15 minutes. ESL Ss take extra programme	Lesson1 Giver5 (Q3) – fix the punctuation activity.

		on weekends. Need to find an additional program.	
	20(B) use correct punctuation marks, including: (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.	Grammar activity warmer – every week for 15 minutes. ESL Ss take extra programme on weekends. Need to find an additional program.	Alia has lots of saved resources on this. Lesson1 Giver5 (Q3) – fix the punctuation activity.
Weeks _1to 36_	(21) Oral and Written Conventions/Spelling.		
	21. A) spell correctly, including using various resources to determine and check correct spellings.	Everyday Spelling 8 – in every unit there is lots of scope for this. On week 2 start setting their word work as homework each week until we have a review test every six weeks.	
Week _22_ to _24	(22) Research/Research Plan.		
	22 (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	Expository text research to produce presentation on an interesting psychology experiment. Bring back psychology textbook.	
	22 (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	Above – use book and Internet. Need to research good sources).	
Weeks _22_ to _24	(23) Research/Gathering Sources.		
	23 (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	Need to look into books available in the school to base research topic options on. Need to plan how to do good internet research.	
	23 (B) categorize information thematically in order to see the larger	Need to make or find new resource to teach	

[Type text]

	constructs inherent in the information;	these specific features.	
	23 (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	Expository essay	
	23 (D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.	Need to make or find new resource to teach these specific features.	Sources Cited and Bibliography resource (Alia)
Weeks _22_ to _24_	(24) Research/Synthesizing Information.		
	24 (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and	Ss make changes to the above research question.	
	24 (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.	Ss do an evaluation of the sources they use and include this in their presentation.	
Weeks _22_ to _24_	(25) Research/Organizing and Presenting Ideas.		
	25 (A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	Expository essay presentation on psychology research project – skills learned by - Reading activities workbook 6-7 grades – the skill of drawing conclusions.	
	25 (B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	Expository essay presentation on psychology research project	
	25 (C) presents the findings in a meaningful format; and	Expository essay presentation on psychology research project	
	25 (D) follows accepted formats for integrating quotations and citations	Expository essay presentation on	

[Type text]

	into the written text to maintain a flow of ideas.	psychology research project	
Week _1_ to _36_	(26) Listening and Speaking/Listening.		
	26 (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	Peer feedback and judgement of : - Presentations - Debate during The Giver module on school uniform. - Book reports Listening to some drama/acting and giving feedback.	
	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and	Ongoing throughout the course they are following oral instructions for the teacher. Part of their presentation will be to engage the audience on a mini- experiment which they have to set up.	
	(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.	Book report listening activity. Evaluation work on debate and presentations.	
Week _17_ to 18 and 22-24	(27) Listening and Speaking/Speaking.		
	27 A) advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	Class debate Presentation	
22-24	(28) Listening and Speaking/Teamwork.		
	28 A) participate productively in discussions, plan agendas with clear goals and	Team work activities – expository essay and	

deadlines, set time limits for speakers, take notes, and vote on key issues.

presentation work.

Team work - writing and/or` performing a section of Anne Frank's diary.