Ganado Unified School District #20

(7th Grade Honors ELA) 8th grade standards are higher level versions of 7th grade standards, so this class will use those, except where there is no replacement.

PACING Guide SY 2016-2017

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Skill (goes with "Sorry, Wrong Number) Textual Evidence Skill (goes with "Cujo") Textual Evidence Skill (goes with "The Tell-Tale Heart") Textual Evidence	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SELP IS BOTTAL AWARENESS	CNREER	
Skill (goes with "The	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course			

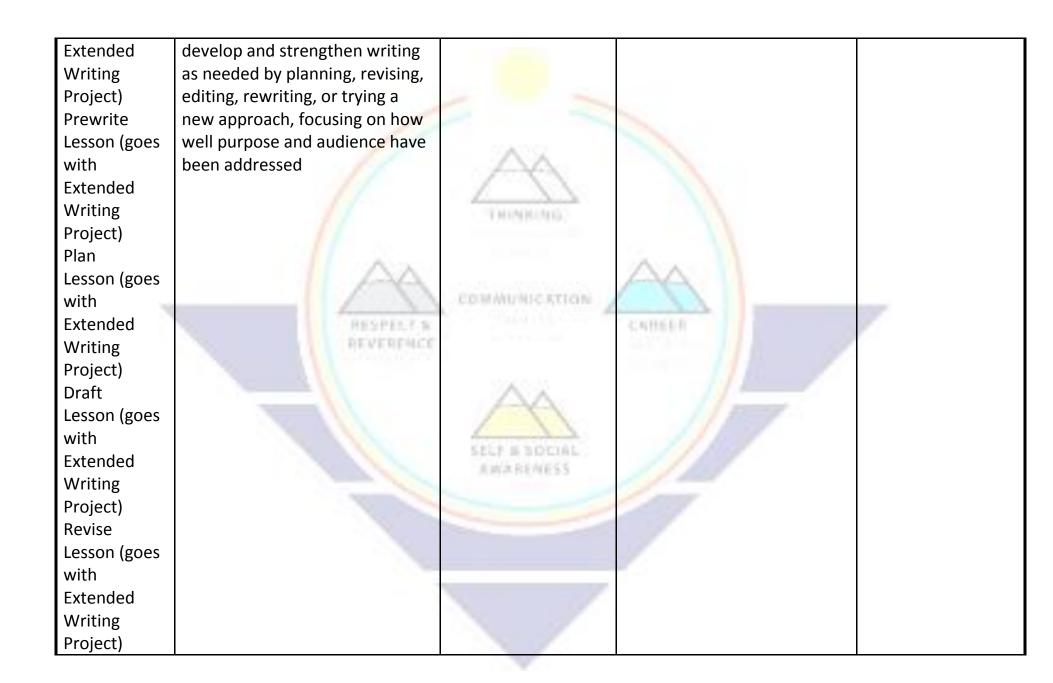
Monkey's Paw") Theme Skill (goes with "Lord of the Flies") Theme	of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
Skill (goes with "The Monkey's Paw") Story	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	THINKING.	A	
Elements Skill (goes with "Sorry, Wrong Number") Plot Skill (goes with "Lord of the Flies") Character	RESPECT	SELP IN BOCIAL AWARENESS	CHREER	
Skill (goes with	RL.8.4 Determine the meaning of words and phrases as they are			
"Annabel	used in a text, including			
Lee")	figurative and connotative	1		
Poetic Elements	meanings; analyze the impact of specific word choices on			

Skill (goes with "The Bells") Poetic Elements	meaning and tone, including analogies or allusions to other texts.			
This standard will be addressed throughout the quarter.	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	DOMOGRO.		
Skill (goes with "Let 'Em Play God") Author's Purpose and Author's Point of View Skill (goes with "Violence in the Movies") Author's Purpose and Author's Point of View Point of View	RI.8.6 Determine an author's	SELF IS DOCIAL. AWARENESS	CNREED	

Skill (goes				
with "A Night				
to				
Remember")				
Author's		CACCO		
Purpose and	1			
Author's	//			
Point of View	//	THE POLICE CO.		
Skill (goes			11	
with "Ten	// ^		A	
Days in a		10-11-10-11-10-11-10-10-10-10-10-10-10-1		
Mad-House")		COMMUNICATION		and the same of th
Author's	CRESPECT'S	The state of the s	CHREEN	
Purpose and	REVERFACE			
Author's			11/1	
Point of View		\wedge		
This skill will	RI.8.10 By the end of the year,		// #	
be covered	read and comprehend literary	SELF & BODIAL		
throughout	nonfiction at the high end of the	AWARENESS		
the quarter.	grades 6-8 text complexity band			
	independently and proficiently.			
Skill (goes	8.W.3a Engage and orient the			
with	reader by establishing a context			
Extended	and point of view and			
Writing	introducing a narrator and/or			
Project)	characters; organize an event	1		
Introductions				

	sequence that unfolds naturally and logically.			
Skill (goes	8.W.3b Use narrative	/		
with	techniques, such as dialogue,			
Extended	pacing, description, and	77. 4 77.77		
Writing	reflection, to develop	$\triangle \triangle$		
Project)	experiences, events, and/or	1		
Descriptive	characters.	THENDUNG		
Details	//		7.7	
Skill (goes				
with			$\triangle \triangle$	
Extended		COMMUNICATION		
Writing	RESPECTA	Control of the contro	CHREEK	
Project)	REVERFACE			
Writing	1		111	
Dialogue		A A		
Skill (goes	8.W.3c Use a variety of		11 1100	
with	transition words, phrases, and		111111	
Extended	clauses to convey sequence,	AWARENESS		
Writing	signal shifts from one time frame		A STATE OF THE STA	
Project)	or setting to another, and show			
Narrative	the relationships among			
Techniques	experiences and events.			
and				
Sequencing				
Skill (goes		10 19		
with				

Extended Writing				
Project)				
Transitions	9 W 2d Use precise words and			
Skill (goes with	8.W.3d Use precise words and phrases, relevant descriptive	A A		
Extended	details, and sensory language to	1		
Writing	capture the action and convey	THOMOGRA		
Project)	experiences and events.	1 March Secretary		
Descriptive				
Details		COLLEGE CONTRACTOR OF THE	$\triangle \triangle$	
Skill (goes	8.W.3e Provide a conclusion that	COMMUNICATION		
with	follows from and reflects on the	The second second	CARGER	
Extended	narrated experiences or events.			
Writing		11000000	1.7	
Project)		\triangle	//	
Conclusions			11 1100	
Blast (goes	8.W.4 Produce clear a <mark>nd</mark>	SELF & BOCIAL		
with	coherent writing in which the	AWARENESS		
Extended	development, organization, and			
Writing	style are appropriate to task,			
Project)	purpose, and audience. (Grade-			
Audience and	specific expectations for writing			
Purpose	types are defined in standards 1-			
	3 above.)			
Lesson (goes	8.W.5 With some guidance and	1		
with	support from peers and adults,			



Edit, Proofread, and Publish				
This standard will be addressed throughout the quarter.	8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.	THOMBUNG.		
This Standard will be addressed through group work and through the Research Project.	8.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SELP IS DOCIAL	CNREED	
This Standard will be addressed through group work and through the Research Project.		ANARITES		

		T	T	
This Standard	!			
will be	connect the ideas of several			
addressed	speakers and respond to others'			
through	questions and comments with			
group work	relevant evidence, observations,	CACTO		
and through	and ideas.			
the Research	//	/ //		
Project.	11	THEOREMS.		
This Standard	8.SL.1d Acknowledge new		11	
will be	information expressed by		A .	
addressed	others, and, when warranted,	COLUMN TO SERVICE STATE OF THE		_
through	qualify or justify their own views	COMMUNICATION		and the same
group work	in light of the ev <mark>id</mark> ence	The second second	CHREER	
and through	presented.			
the Research			11/1	
Project.	-	_ ^ _		
This Standard	8.SL.2 Analyze the purpose of		11 1100	
will be	information presented in diverse	CALL STREET	111111	
addressed	media and formats (e.g., visually,	A MARKWESS		
through	quantitatively, orally) and			
group work	evaluate the motives (e.g.,			
and through	social, commercial, political)			
the Research	behind its presentation.			
Project.				
This Standard	8.SL.3 Delineate a speaker's	1		
will be	argument and specific claims,	1		
addressed	evaluating the soundness of the			

		Г	Т	
through	reasoning and relevance and			
group work	sufficiency of the evidence and			
and through	identifying when irrelevant			
the Research	evidence is introduced.			
Project.		COMMON		
This Standard	8.SL.4 Present claims and			
will be	findings, emphasizing salient			
addressed	points in a focused, coherent	T010900.915.		
through	manner with relevant evidence,		1.1	
group work	sound valid reasoning, and well-		A .	
and through	chosen details; use appropriate	10-44-10-10-10-10-10-10-10-10-10-10-10-10-10-		_
the Research	eye contact, adequate volume,	COMMUNICATION		and the same of th
Project.	and clear pronu <mark>nc</mark> iation.	The state of the s	CHREER	
This Standard	8.SL.4a Present claims and			
will be	findings, emphasizing salient	100,000,000,000	11/1	
addressed	points in a focused, coherent	\triangle	11	
through	manner with relevant evidence,		// ###	
group work	sound valid reasoning, and well-	SELF & BODIAL		
and through	chosen details; use appropriate	AWARENESS		
the Research	eye contact, adequate volume,			
Project.	and clear pronunciation.			
This Standard	8.SL.5 Integrate multimedia and			
will be	visual displays into presentations			
addressed	to clarify information,			
through	strengthen claims and evidence,	\ //		
group work	and add interest.	1		
and through				

the Research Project.				
This Standard will be addressed through	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or			
group work and through the Research	appropriate.	D000000		
Project.				
7 th Grade	7.L.1a Explain the function of	1.0021.000.000.000000000000000000000000		
Grammar	phrases and clauses in general	COMMUNICATION		
Handbook	and their function in specific	Separate and the second	CHREER	
Unit 7:	sentences.		Targette 11	
Clauses and			11/1	
Complex		_ ^ _		
Sentences			11 11111	
P. 16:		SELF M BOCIAL		
Definition of		AWARENESS		
phrases				
In each part				
of speech,				
there is a				
different				
type of		1		
phrase as		10		
well, incl.				

noun, verb, preposition, etc.				
7 th Grade	7.L.1b Choose among simple,			
Grammar	compound, complex, and			
Handbook	compound-complex sentences			
Unit 7:	to signal differing relationships	1. (.)		
Clauses and	among ideas.	THOMOGRAS		
Complex		17173100000	7.1	
Sentences				
Main Clauses		CONTRACTOR OF THE PARTY OF THE	$\triangle \triangle$	
are discussed		COMMUNICATION		
first with	RESPECTA	The state of the s	CHREER	
regards to	REVERFACE		The State of the S	
simple and	1		11/1	
compound		_ ^ _		
sentences			11 11111	
while		SELF & BODIAL		
Subordinate		AWARENESS		
Clauses are				
discussed				
second with				
complex and				
compound-				
complex				
sentences.				
Grammar				
Practice				

	T		T	
(Extended				
Writing				
Project 7 th				
grade Unit 4)				
Using		CACCO		
Adjective	11			
Clauses to	//			
Combine	//	THE POLISION		
Sentences	//			
7 th grade	7.L.1c Place phrases and clauses		A .	
Grammar	within a sentenc <mark>e</mark> , recognizing	10-4100 WHA 1000 THE		
Handbook,	and correcting misplaced and	COMMUNICATION /		and a
adjectives	dangling modifiers.*	and the same	CHREER	
and adverbs,	REVERENCE			
adjective			11/1	
phrases and		\triangle	19	
clauses,			// #	
adverb		SELF & BODIAL		
phrases and		AWARENESS		
clauses				
Grammar				
Practice				
(Body				
Paragraphs				
and				
Transitions,		1		
Extended				
Writing				

Project 7 th				
grade, Unit 3)				
Misplaced		-		
and Dangling				
Modifiers				
Grammar	1.			
Practice	11	1. [.]		
(Extended		THE PROCESS.		
Writing	//		7.1	
Project 7 th				
grade Unit 4)		COLLEGE TO		
Identifying		COMMUNICATION		
Modifiers	RESPECTA	The state of the s	CHREER	
7 th grade	7.L.2a Use a comma to separate			
Student	coordinate adjectives (e.g., It		11/1	
Edition	was a fascinating, <mark>e</mark> njoyable		11	
Handbook	movie but not He wore an old[,]		// #	
20.4 Editing	green shirt).	SELF & BOCIAL		
Grammar		AWARENESS		
Practice				
(Barrio Boy,				
Unit 1 of 7 th				
grade)				
Punctuating				
Coordinate				
Adjectives				
Grammar				
Practice (The				

Wise Old Woman, Unit 2 of 7 th grade) Coordinate Adjectives Grammar Practice (Freak the Mighty, Unit 4 of 7 th Grade) Grammar Handout (Descriptive Details, Extended Writing Project 7 th grade, Unit 2) Using Coordinate Adjectives	RESPECT N REVERENCE	THINNING COMMUNICATION SELF & BOCIAL AWARENESS	CHREER	
Grammar	7.L.3a Choose language that			
Practice	expresses ideas precisely and			
(Extended	concisely, recognizing and	10		
Writing Project 7 th	eliminating wordiness and redundancy.*			

grade, Unit 1) Using "Only" Correctly Grammar Practice (Extended Writing Project 7 th grade, Unit 2) Omitting Needless Words Grammar Practice (Extended Writing Project 7 th grade Unit 3) Combining Sentences to	RESPELY B REVERFACE	THINNING COMMUNICATION SELF & BOCIAL AWARENESS	CARRELL	
Eliminate Repetition				
Grammar	8.L.1c Form and use verbs in the			
Practice				
	indicative, imperative,	V /		
(goes with	interrogative, conditional, and			
First Read:	subjunctive mood.			
The Tell-Tale				

Heart) Verb				
Moods				
Grammar				
Practice				
(goes with				
Extended	1			
Writing		1		
Project:	11	THEOREMS.		
Revise)	//		11	
Verb Moods			A	
Review		COLLEGE TO		
Grammar	8.L.2c Spell correctly.	COMMUNICATION		and a
Practice	RESPECTA	and the same	CHREER	
(goes with	REVERFACE			
Let 'Em Play		10040001	1.7	
God) Spelling		$\triangle \triangle$	//	
the Suffixes			11 1100	
-ible and –		SELF & BOCIAL		
able		AWARENESS		
Grammar				
Practice				
(goes with				
Violence in				
the Movies)				
Words Often				
Confused				
Vocabulary				
Review (goes				

with A Night to Remember) Grammar Practice (goes with Extended Writing Project) Words Often Confused		THOMBUNG		
First Read: Let 'Em Play	8.L.4a Use context (e.g., the overall meaning of a sentence or	COMMUNICATION	CHRELD	P .
God	paragraph; a word's position or		NAME OF THE PARTY	22
questions	function in a sentence) as a clue to the meaning of a word or phrase.	A		
Skill (goes	8.L.4b Use common, grade-	SELF & BOCIAL	11/10/	
with The Tell- Tale Heart)	appropriate Greek or Latin affixes and roots as clues to the	AWARENESS	11.100	
Greek and	meaning of a word (e.g.,		100	
Latin Affixes and Roots	precede, recede, secede).			
Skill (goes	8.L.4c Consult general and			
with Let 'Em	specialized reference materials	\		
Play God)	(e.g., dictionaries, glossaries, thesauruses), both print and			

Word	digital, to find the pronunciation			
Meaning	of a word or determine or clarify			
Vocabulary	its precise meaning or its part of			
(goes with	speech.			
The Tell-Tale		COMMON		
Heart)	1	$\triangle \triangle$		
Vocabulary	8.L.4d Verify the preliminary			
(goes with	determination of the meaning of	THE PROPERTY.		
Let 'Em Play	a word or phrase <mark>(e</mark> .g., by		1.1	
God)	checking the inferred meaning in		A .	
Vocabulary	context or in a d <mark>ic</mark> tionary).	VEHICLE TO STATE OF THE STATE O		
(goes with		COMMUNICATION		100"
The Tell-Tale	RESPECTA		CARGER	
Heart)	BEVERENCE		- 11	
This standard	8.L.6 Acquire and use accurately	0.00000000	1.7	
will be done	grade-appropriate general	\triangle	//	
throughout	academic and doma <mark>in</mark> -specific			
the quarter	words and phrases; gather	SELF & BOCIAL		
	vocabulary knowledge when	AWARENESS		
	considering a word or phrase			
	important to comprehension or			
	expression.			

PACING Guide SY 2016-2017

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic
Skill (goes with "The Diary of Anne Frank: A Play") Theme	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	COMMUNICATION Z	CHREER	
Skill (goes with "The Diary of Anne Frank: A Play") Dramatic Elements Skill (goes with "The Boy in the Striped Pajamas: A Fable")	RL.8.3 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.	SELP IS BOTTAL. AWARENESS		

Character				
Skill (goes with "The Boy in the Striped	RL.8.6 Analyze how differences in the points of view of the characters and the audience or			
Pajamas: A Fable") Point of View	reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	DESIGNATION OF THE PARTY OF THE		
Skill (goes with "The Diary of Anne Frank: A Play") Media	RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	COMMUNICATION	CHREER	
This standard will be covered throughout the quarter	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	SELF IS DOCIAL. AWARENESS		
Skill (goes with "Blood, Toil, Tears, and Sweat")	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says			

Textual	explicitly as well as inferences			
Evidence	drawn from the text.			
Skill (goes with	RI.8.2 Determine a central idea			
"Blood, Toil,	of a text and analyze its			
Tears, and	development over the course	CACC		
Sweat")	of the text, including its			
Central or	relationship to supporting			
Main Ideas	ideas; provide an objective	THEMSENS:		
	summary of the text.		11	
Skill (goes with	RI.8.3 Analyze how a text		A	
"Anne Frank:	makes connec <mark>tions among and</mark>	STATE OF THE PARTY		
The Diary of a	distinctions between	COMMUNICATION		and the same
Young Girl")	individuals, ideas, or events	The state of the s	CHREER	
Informational	(e.g., through comparisons,			
Text Elements	analogies, or categories).		11/1	
Skill (goes with				
"Hitler Youth:			11 1100	
Growing Up in		SELF S BOCIAL		
Hitler's		AWARENESS		
Shadow")				
Informational				
Text Elements				
Skill (goes with				
"Parallel				
Journeys")		1		
Informational		1		
Text Elements				

Skill (goes with	DI 9 5 Analyzo in dotail the			
"Remarks in	RI.8.5 Analyze in detail the structure of a specific			
Memory of the	paragraph in a text, including			
Victims of the	1			
	the role of particular			
Holocaust")	sentences in developing and	A 3		
Informational	refining a key concept.	1		
Text Structure		V 7.7		
Skill (goes with	RI.8.6 Determine an author's	700200000		
"Hitler Youth:	point of view or purpose in a			
Growing Up in	text and analyz <mark>e</mark> how the		A A	
Hitler's	author acknowledges and	100000000000000000000000000000000000000		
Shadow")	responds to c <mark>on</mark> flicting	COMMUNICATION Y		100"
Reasons and	evidence or vi <mark>e</mark> wpoints.		CAREER	
Evidence	REVERENCE		110	
First Read		0.0000000	1.7	
(Parallel		\triangle	//	
Journeys)			11 1100	
Question 3		SELF & BOCIAL		
Skill (goes with		AWARENESS		
"Nobel Prize				
Acceptance				
Speech")				
Author's			-//	
Purpose and				
Author's Point				
of View		16 19		

Skill (goes with "Dear Miss Breed") Media Skill (goes with "Nobel Prize Acceptance Speech") Media	RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	THOUGH IS		
Skill (goes with "Teaching History Through Fiction") Arguments and Claims Skill (goes with "Hitler Youth: Growing Up in Hitler's Shadow") Reasons and Evidence	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	SELP IN BOCIAL AWARENESS	CHEST	
Skill (goes with Teaching History	RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where			

Through	the texts disagree on matters			
Fiction)	of fact or interpretation.			
Compare and				
Contrast				
This skill will be	RI.8.10 By the end of the year,	CATC		
covered	read and comprehend literary			
throughout the	nonfiction at the high end of			
quarter.	the grades 6-8 text complexity	THENDUNG:		
	band independently and		11	
	proficiently.		A	
Skill (goes with	8.W.1a Introduce claim(s),	STATE OF THE STATE		
Extended	acknowledge and distinguish	COMMUNICATION		and the same
Writing	the claim(s) from alternate or	The state of the s	CHREER	
Project)	opposing claims, and organize			
Thesis	the reasons and evidence		///	
Statement	logically.	_ ^ ^		
Skill (goes with			11 11111	
Extended		SELF & BOCIAL	111111	
Writing		AWARENESS		
Project)		100000000000000000000000000000000000000		
Introductions				
and				
Conclusions				
Skill (goes with	8.W.1b Support claim(s) with			
Extended	logical reasoning and relevant	1		
Writing	evidence, using accurate,			
Project)	credible sources and			

Organize	demonstrating an			
Argumentative	understanding of the topic or			
Writing	text.			
Skill (goes with				
Extended				
Writing		\triangle		
Project)	11	1.1		
Supporting	11	790900005		
Details	//	The state of the	7.1	
Extended	8.W.1c Use words, phrases,			
Writing Project	and clauses to create cohesion	Contraction Contraction (Inc.)		
	and clarify the relationships	COMMUNICATION		
	among claim(s), counterclaims,	Capacitic	CARGER	
	reasons, and evidence.		The state of the s	
Blast:	8.W.1d Establish and maintain		11/1	
Audience,	a formal style.			
Style, and				
Purpose		STEE S NOTICE		
Skill (goes with	8.W.1e Provide a concluding	A WARENESS		
Extended	statement or section that			
Writing	follows from and supports the			
Project)	argument presented.			
Introductions				
and				
Conclusions				
Blast (goes	8.W.4 Produce clear and	7		
with Extended	coherent writing in which the			

Writing	development, organization,			
Project)	and style are appropriate to			
Audience and	task, purpose, and audience.	_		
Purpose	(Grade-specific expectations			
	for writing types are defined in	CO-#17073		
	standards 1-3 above.)			
Lesson (goes	8.W.5 With some guidance			
with Extended	and support from peers and	THEMSENS:		
Writing	adults, develop and strengthen		11	
Project)	writing as needed by planning,		A .	
Prewrite	revising, editing, rewriting, or	STATE OF THE STATE		
Lesson (goes	trying a new approach,	COMMUNICATION		100
with Extended	focusing on how well purpose		CARGER	
Writing	and audience have been			
Project)	addressed	0.000000000	1.7	
Plan		$\triangle \triangle$	//	
Lesson (goes			11 1100	
with Extended		SELF & BOCIAL		
Writing		AWARENESS		
Project)				
Draft . ,				
Lesson (goes				
with Extended				
Writing		7		
Project)				
Revise				
Lesson (goes				
with Extended				

Writing Project) Edit, Proofread, and Publish				
This standard will be addressed throughout the quarter.	8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	THINKING.	CARSER	
This standard will be addressed with the Extended Writing Project, as well as other writing assignments throughout the quarter.	8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	SELP IN BIDCIAL AWARENESS		
Skill (goes with Extended	8.W.8 Gather relevant information from multiple print and digital sources, using			

Writing	search terms effectively;			
Project)	assess the credibility and			
Sources and	accuracy of each source; and	-		
Citations	quote or paraphrase the data			
	and conclusions of others	CACCO		
	while avoiding plagiarism and			
	following a standa <mark>rd</mark> format			
	for citation.	DEMOUNG		
This standard	8.W.9a Apply grade 8 Reading			
will be	standards to literature (e.g.,		A	
addressed	"Analyze how <mark>a</mark> modern work	NORTH DISTORTION OF THE PARTY O		
throughout the	of fiction draws on themes,	COMMUNICATION		
quarter.	patterns of ev <mark>en</mark> ts, or		CARGER	
	character types from myths,			
	traditional stories, or religious	0.0000000000000000000000000000000000000	1.7	
	works such as th <mark>e</mark> Bible,	$\triangle \triangle$	11	
	including describing how the			
	material is rendered new").	SELE S ROTTEL		
This standard	8.W.9b Apply <i>grade 8 Reading</i>	AWARENESS		
will be	standards to literary nonfiction			
addressed	(e.g., "Delineate and evaluate			
throughout the	the argument and specific			
quarter.	claims in a text, assessing			
	whether the reasoning is			
	sound and the evidence is			
	relevant and sufficient;	19		

	I		T	
	recognize when irrelevant			
	evidence is introduced").			
This standard	8.W.10 Write routinely over			
will be	extended time frames (time			
addressed	for research, reflection, and	5A33		
throughout the	revision) and shorter time			
quarter.	frames (a single sitting or a day			
	or two) for a ran <mark>ge</mark> of	T00900305		
	discipline-speci <mark>fic</mark> tasks,		1.1	
	purposes, and <mark>au</mark> diences.		A	
This Standard	8.SL.1a Come to discussions	NORTH DESCRIPTION OF THE PARTY		
will be	prepared, having read or	COMMUNICATION		
addressed	researched material under		CARGER	
through group	study; explicitl <mark>y</mark> draw on that			
work and	preparation by referring to	10000000	11/1	
through the	evidence on the <mark>to</mark> pic, text, or	$\triangle \triangle$	11	
Research	issue to probe and reflect on	1	11 11111	
Project.	ideas under discussion.	SELENDONAL.		
This Standard	8.SL.1b Follow rules for	AWARENESS		
will be	collegial discussions and			
addressed	decision-making, track			
through group	progress toward specific goals			
work and	and deadlines, and define			
through the	individual roles as needed.			
Research		1		
Project.				

This Standard will be addressed through group work and through the Research Project.	8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	DESPENSE		
This Standard will be addressed through group work and through the Research Project.	8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	COMMUNICATION	CHREER	
This Standard will be addressed through group work and through the Research Project.	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SELP IN SIDCIAL . AWARENESS		
This Standard will be addressed	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of			

_	Ţ	T	Ţ	
through group	the reasoning and relevance			
work and	and sufficiency of the evidence			
through the	and identifying when			
Research	irrelevant evidence is			
Project.	introduced.	COM0000		
This Standard	8.SL.4 Present claims and			
will be	findings, emphasi <mark>zing</mark> salient			
addressed	points in a focused, coherent	THE PROPERTY.		
through group	manner with re <mark>le</mark> vant		1.1	
work and	evidence, soun <mark>d</mark> valid		A	
through the	reasoning, and well-chosen	10-44 (00000-14-0000-14-0000-14-0000-14-0000-14-0000-14-0000-14-0000-14-0000-14-0000-14-0000-14-0000-14-0000-	AA	
Research	details; use appropriate eye	COMMUNICATION		and the same of th
Project.	contact, adequate volume, and	The state of the s	CHREER	
	clear pronunci <mark>at</mark> ion.			
This Standard	8.SL.4a Present claims and	100000000	11/1	
will be	findings, empha <mark>siz</mark> ing salient	$\triangle \triangle$	11	
addressed	points in a focused, coherent	1	// ###	
through group	manner with relevant	SELF & BOCIAL		
work and	evidence, sound valid	AWARENESS		
through the	reasoning, and well-chosen			
Research	details; use appropriate eye			
Project.	contact, adequate volume, and			
	clear pronunciation.			
This Standard	8.SL.5 Integrate multimedia			
will be	and visual displays into	1		
addressed	presentations to clarify			
through group	information, strengthen claims			

work and through the Research Project.	and evidence, and add interest.			
This Standard will be addressed through group work and through the Research Project.	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	THINKING.		
Grammar Practice (goes with "Dear Miss Breed") Verbs: Transitive and Intransitive	8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	SELP IN BOCIAL	CAREER	
Grammar Practice (goes with Parallel Journeys) Active and Passive Voice Grammar Practice (goes	8.L.1b Form and use verbs in the active and passive voice.			

with Extended Writing Project) Using Active				
and Passive Voice		$\triangle \triangle$		
Blast (goes with "Dear Miss Breed") Transitions	8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	DHAROMS.		
Lessons that address verb moods	8.L.1d Recognize and correct inappropriate shifts in verb voice and mood.*	COMMUNICATION	CHREEN	
Grammar Practice (goes with Extended Writing Project)	8.L.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	STATE ASSOCIATE		
Grammar Practice (goes with "Parallel Journeys")	8.L.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular	AWARENESS		
Using Active and Passive Voice	effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			

Vocabulary (goes with "Hitler Youth:	8.L.5a Interpret figures of speech (e.g. verbal irony, puns) in context.			
Growing Up In Hitler's Shadow")				
This standard will be addressed throughout the	8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;	DHARONS.		
quarter.	gather vocabu <mark>la</mark> ry knowledge when considering a word or phrase important to comprehension or expression.	COMMUNICATION	CARGER	

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				Vocabulary
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	(Content/Academic
Skill (goes with "Abuela Invents the Zero") Theme	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	COMMUNICATION	CHREER	
Skill (goes with "Abuela Invents the Zero") Character Skill (goes with "Home") Character Skill (goes with "Little Women")	RL.8.3 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.	SELP IS BOTTAL. AWARENESS		

Plot				
Skill (goes with "Mother to Son") Tone	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	THINKING.		
Skill (goes with "Ode to Thanks") Poetic Structure	RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	COMMUNICATION Z	CNREED	
Skill (goes with "The Adventures of Tom Sawyer") Point of View	RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	SELP IN BIOCIAL AWARENESS		
Skill (goes with "The Adventures of Tom Sawyer")	RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs			

Media	from the text or script, evaluating the choices made by the director or actors.			
Skill (goes with "A Poison Tree") Allusion	RL.8.9 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	DHARLAG.		
This standard will be addressed throughout the quarter.	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	COMMUNICATION	CHREER	
Skill (goes with "A Celebration of Grandfathers")	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	AWARENESS		

Skill (goes with	RI.8.4 Determine the meaning			
"Born	of words and phrases as they			
Worker")	are used in a text, including			
Allusion	figurative, connotative, and			
7	technical meanings; analyze			
	the impact of specific word	\wedge		
	choices on meaning and tone,	1.1		
	including analogies or allusions	THEOREMS		
	to other texts.	Designation.	1.1	
Skill (goes with	RI.8.5 Analyze in detail the		A .	
"Born	structure of a specific	COLLEGE CONTRACTOR OF THE COLUMN TWO COLUMN TO THE COLUMN TWO COLUMN TO THE COLUMN TWO COLUMN TO THE COLUMN TWO COLUMN TW		
Worker")	paragraph in a text, including	COMMUNICATION		
Story Structure	the role of par <mark>ticular</mark>	The state of the s	CHREER	
	sentences in developing and			
	refining a key concept.		111	
Skill (goes with	RI.8.8 Delineate and evaluate			
"Mandatory	the argument and specific	1		
Volunteer	claims in a text, assessing	SELF & BOCIAL		
Work for	whether the reasoning is	AWARENESS		
Teenagers")	sound and the evidence is			
Author's	relevant and sufficient;			
Purpose and	recognize when irrelevant			
Point of View	evidence is introduced.			
Skill (goes with				
"Mandatory				
Volunteer		100		

Work for				
Teenagers")				
Reasons and	-			
Evidence				
Skill (goes with "Mandatory Volunteer Work for Teenagers") Compare and Contrast	RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	THOUSENS.		
This standard will be addressed throughout the quarter.	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	COMMUNICATION	CHREEN	
Skill (goes with Extended Writing Project) Thesis Statement Skill (goes with	8.W.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SELF IS DICIAL . AWARENESS		
Extended Writing Project)				

Introductions				
Skill (goes with Extended Writing Project) Organize Argumentative Writing Skill (goes with Extended Writing Project)	8.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	THINKING. COMMUNICATION		
Supporting Details	REVERENCE		CARRET	
Blast (goes with Extended Writing Project) Transitions	8.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SELP IS BOTTAL		
Skill (goes with Extended Writing Project) Style	8.W.1d Establish and maintain a formal style.			
Skill (goes with Extended	8.W.1e Provide a concluding statement or section that			

Writing Project) Conclusions	follows from and supports the argument presented.			
Blast (goes with Extended Writing Project) Audience and Purpose	8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	THOMBUNG		
Lesson (goes with Extended Writing Project) Prewrite Lesson (goes with Extended Writing Project) Plan Lesson (goes with Extended Writing Project) Plan Lesson (goes with Extended Writing	8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	SELP IS BOCIAL AWARENESS	CNREED	
Project) Draft				

Lesson (goes with Extended Writing Project) Revise Lesson (goes with Extended Writing Project) Edit, Proofread, and Publish		THINKING. COMMUNICATION		
This standard will be addressed with the Extended Writing Project, as well as other writing assignments throughout the quarter.	8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	SELP IS BOTTAL. AWARENESS	CKHEER	
This standard will be addressed	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively;			

throughout the	assess the credibility and			
quarter.	accuracy of each source; and			
quarter.	quote or paraphrase the data			
	and conclusions of others			
	while avoiding plagiarism and			
	following a standard format	\triangle		
	for citation.			
This standard	8.W.9a Apply <i>gra<mark>d</mark>e 8 Reading</i>	THENDONG:		
will be	standards to literature (e.g.,		11	
addressed	"Analyze how a modern work		A .	
throughout the	of fiction draws on themes,	STATE OF THE PARTY		
quarter.	patterns of events, or	COMMUNICATION		and the same of th
	character types from myths,	The state of the s	CHREER	
	traditional stories, or religious			
	works such as t <mark>he</mark> Bible,	00000000	11/1	
	including describing how the	$\triangle \triangle$	11	
	material is render <mark>ed</mark> new").		/	
This standard	8.W.10 Write routinely over	SELF & BOCIAL		
will be	extended time frames (time	AWARENESS		
addressed	for research, reflection, and			
throughout the	revision) and shorter time			
quarter.	frames (a single sitting or a day			
	or two) for a range of			
	discipline-specific tasks,			
	purposes, and audiences.			
This Standard	8.SL.1a Come to discussions	7		
will be	prepared, having read or			

_				
addressed	researched material under			
through group	study; explicitly draw on that			
work and	preparation by referring to	_		
through the	evidence on the topic, text, or			
Research	issue to probe and reflect on	CACCO		
Project.	ideas under discussion.			
This Standard	8.SL.1b Follow rules for			
will be	collegial discussions and	T000000000		
addressed	decision-making, track		11	
through group	progress toward specific goals		A	
work and	and deadlines <mark>, a</mark> nd define	CONTRACTOR OF THE PARTY OF THE		
through the	individual roles as needed.	COMMUNICATION		and the same of th
Research	RESPECTA	and the same	CHREEN	
Project.	REVERFACE			
This Standard	8.SL.1c Pose questions that	11120001	11/4	
will be	connect the ideas of several	\triangle	11	
addressed	speakers and respond to		11 1100	
through group	others' questions and	SELF & BOCIAL		
work and	comments with relevant	AWARENESS		
through the	evidence, observations, and			
Research	ideas.			
Project.				
This Standard	8.SL.1d Acknowledge new			
will be	information expressed by			
addressed	others, and, when warranted,	1		
through group	qualify or justify their own			
work and				

through the Research	views in light of the evidence presented.			
	presented.			
Project.	O.C. 2. A real real the recoverage of			
This Standard	8.SL.2 Analyze the purpose of			
will be	information presented in	A 4		
addressed	diverse media and formats	1		
through group	(e.g., visually, quantitatively,			
work and	orally) and evalu <mark>at</mark> e the	THEMSONS:		
through the	motives (e.g., s <mark>oc</mark> ial,			
Research	commercial, p <mark>oli</mark> tical) behind		A	
Project.	its presentatio <mark>n</mark> .	STATE OF THE PARTY		
This Standard	8.SL.3 Delineate a speaker's	COMMUNICATION		
will be	argument and specific claims,	The state of the s	CARGER	
addressed	evaluating the soundness of			
through group	the reasoning and relevance		11/1	
work and	and sufficiency of the evidence	A A		
through the	and identifying when		/ / FERRIT	
Research	irrelevant evidence is			
Project.	introduced.	SELF M BOCIAL .		
This Standard	8.SL.4 Present claims and			
will be	findings, emphasizing salient			
addressed	points in a focused, coherent			
through group	manner with relevant			
work and	evidence, sound valid			
through the	reasoning, and well-chosen			
Research	details; use appropriate eye	10		
Project.				

	T	ı	T	
	contact, adequate volume, and			
	clear pronunciation.			
This Standard	8.SL.4a Present claims and			
will be	findings, emphasizing salient			
addressed	points in a focused, coherent	CACC		
through group	manner with relevant			
work and	evidence, sound v <mark>alid</mark>			
through the	reasoning, and well-chosen	DESIGNATION CO.		
Research	details; use app <mark>ro</mark> priate eye		1.1	
Project.	contact, adequate volume, and		A .	
	clear pronunci <mark>at</mark> ion.	STATE OF THE PROPERTY OF THE PARTY OF THE PA		
This Standard	8.SL.5 Integrate multimedia	COMMUNICATION		
will be	and visual disp <mark>la</mark> ys into	The state of the s	CARGER	
addressed	presentations to clarify			
through group	information, strengthen claims	0.0000000000000000000000000000000000000	11/1	
work and	and evidence, and add		11	
through the	interest.		// ###	
Research		SELF E BOCIAL		
Project.		AWARENESS		
This Standard	8.SL.6 Adapt speech to a			
will be	variety of contexts and tasks,			
addressed	demonstrating command of			
through group	formal English when indicated			
work and	or appropriate.			
through the				
Research				
Project.				

Grammar Practice (goes	8.L.1a Explain the function of verbals (gerunds, participles,			
with "Abuela	infinitives) in general and their			
Invents the	function in particular			
Zero")	sentences.	CATO		
Participles and	1			
Participial	//			
Phrases	11	THE PROPERTY.		
Grammar	//		11	
Practice (goes				
with Extended			$\triangle \triangle$	
Writing		COMMUNICATION		
Project)	RESPECTS		CHREER	
Verbals	REVERFACE			
Grammar	8.L.1c Form and use verbs in		11/1	
Practice (goes	the indicative, imperative,	A A		
with Extended	interrogative, conditional, and	1-1-	// Banker	
Writing	subjunctive mood.		13 600	
Project)		SELF & BOCIAL		
Verb Moods		AWARENESS	J. Marie	
Grammar	8.L.1d Recognize and correct			
Practice (goes	inappropriate shifts in verb			
with Extended	voice and mood.*		100	
Writing	voice and mood.			
Project)		V7		
-				
Verb Moods				

Grammar	8.L.2a Use punctuation			
Practice (goes	(comma, ellipsis, dash) to			
with Extended	indicate a pause or break.			
Writing				
Project)		CO-#10000		
Commas,	1	$\triangle \triangle$		
Ellipses, and	11			
Dashes To	11	THEOLENS:		
Indicate a			1.1	
Pause or Break			A	
Grammar	8.L.2b Use an ellipsis to	10-14-10-17-14-14-14-14-14-14-14-14-14-14-14-14-14-		
Practice (goes	indicate an omission.	COMMUNICATION		
with Extended	RESPECTA	The second second	CHREEN	
Writing	BEVERFACE			
Project)		0000000	11/1	
Commas,		$\triangle \triangle$	11	
Ellipses, and		1		
Dashes To		SELF & BOCIAL		
Indicate a		AWARENESS		
Pause or Break				
Vocabulary	8.L.2c Spell correctly.			
lessons				
throughout the				
quarter				
Skill (goes with	8.L.5b Use the relationship			
"A Poison	between particular words to	7		
Tree")				

Word Relationships	better understand each of the words.			
Skill (goes with "The Little Boy Lost" and "The Little Boy Found") Connotation and Denotation	8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	THOUSE OF THE PARTY OF THE PART		
This standard will be addressed throughout the quarter.	8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	COMMUNICATION	CAREER	

SELP IS BOCIAL AWARENESS

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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Skill (goes with "The Red Badge of Courage") Theme	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	COMMUNICATION	CARSER	
Skill (goes with "Across Five Aprils") Character	RL.8.3 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.	SELP IS BOTIAL. AWARENESS		
Skill (goes with "Paul Revere's Ride") Figurative Language	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on			

Skill (goes with "Paul	meaning and tone, including analogies or allusions to other			
Revere's	texts.	2		
Ride")				
Connotation				
and	1	$\triangle \triangle$		
Denotation		1		
Skill (goes	11	THOMOSPIC		
with "O	//		7.1	
Captain! My				
Captain")			$\triangle \triangle$	
Figurative		COMMUNICATION		
Language	RESPECTA	The state of the s	CHREER	
Skill (goes	REVERENCE		The State of the S	
with "O			11/1	
Captain! My	-	_ ^ _		
Captain")			11 11111	
Connotation		SELF M BOCIAL		
and		AWARENESS		
Denotation		10,010-110-000-0	1	
Skill (goes	RL.8.5 Compare and contrast			
with "O	the structure of two or more			
Captain! My	texts and analyze how the			
Captain")	differing structure of each text			
Poetic	contributes to its meaning and	\		
Structure	style.	10 17		

Skill (goes with "Across Five Aprils") Point of View	RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			
This standard will be addressed throughout the quarter.	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	COMMUNICATION /	CHREER	
Skill (goes with "Chasing Lincoln's Killer") Textual Evidence	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SELP IN BOCIAL AWARENESS		
Skill (goes	RI.8.2 Determine a central idea			
with "Gottysburg	of a text and analyze its			
"Gettysburg Address")	development over the course of the text, including its			
Central or	relationship to supporting ideas;			
Main Idea	provide an objective summary of the text.			

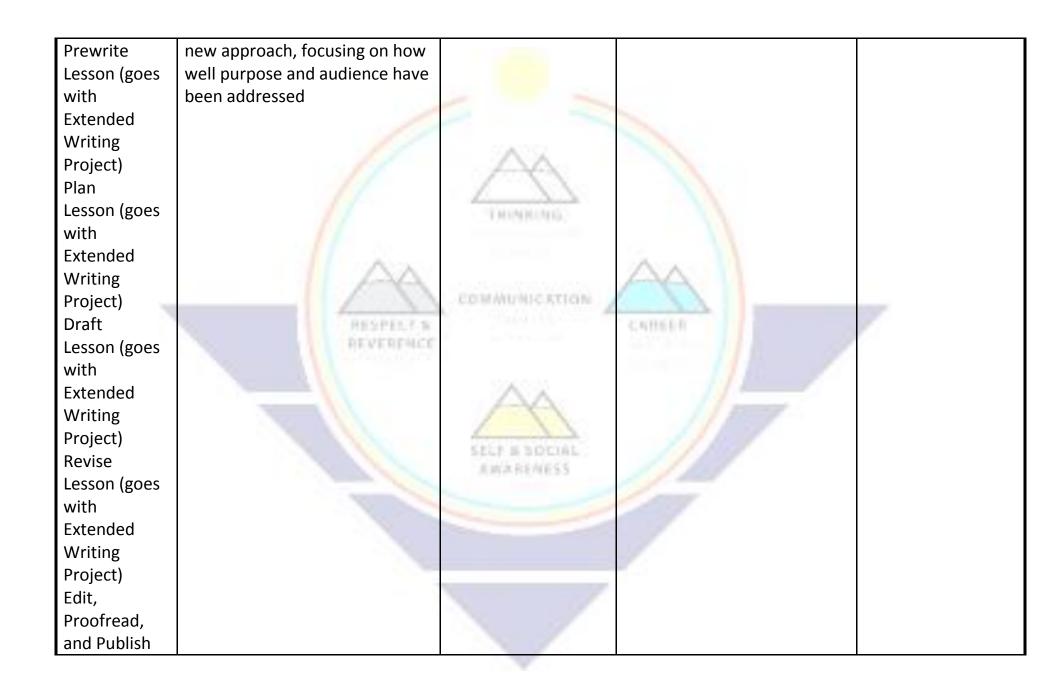
American Slave") Informational Text	categories).	THOMBONG		
Elements			$\triangle \triangle$	
Skill (goes with "House Divided Speech") fone to Skill (goes with "Narrative of skill (goes same shift) for the skill (goes sa	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SELF & BOCIAL AWARENESS	CNRSER	

Skill (goes with "House Divided Speech")	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in			
Informational	developing and refining a key			
Text	concept.	\wedge		
Structure	concept.	1		
Skill (goes	11	THEOREMS		
with "Civil	//	1300000000		
War Journal")			3 11	
Informational			$\triangle \triangle$	
Text		COMMUNICATION		
Structure	CRESPECT W	Control of the Control	CHREER	
Skill (goes	RI.8.7 Evaluate the advantages		- 111	
with "Sullivan	and disadvantages of using		11/1	
Ballou	different mediums (e.g., print or	A A		
Letter")	digital text, video, multimedia)	1	/ / BOOM	
Media	to present a particular topic or		111111	
	idea.	SELF B BOCIAL .		
Skill (goes	RI.8.8 Delineate and evaluate			
with	the argument and specific			
"Gettysburg	claims in a text, assessing			
Address")	whether the reasoning is sound		-//	
Arguments	and the evidence is relevant and			
and Claims	sufficient; recognize when			
	irrelevant evidence is	1		
	introduced.			

Skill (goes with "Speech to the Ohio Women's Conference: And Ain't I a Woman") Compare and Contrast	RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	THENRING.	
This standard will be addressed throughout the quarter.	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	COMMUNICATION 2	CHREER
Skill (goes with Extended Writing Project) Thesis Statement Skill (goes with	8.W.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SELF IS BOCIAL. AWARENESS	
Extended Writing Project) Introductions			

Skill (goes with Extended Writing Project) Supporting Details	8.W.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
Skill (goes with Extended Writing Project) Body Paragraphs and Transitions	8.W.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	COMMUNICATION A	CHREER	
Blast (goes with Extended Writing Project) Style Blast (goes with Extended Writing Project)	8.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	SELF IS DICTAL. AWARENESS		

Audience and				
Purpose Blast (goes	8.W.2e Establish and maintain a			
with	formal style.			
Extended	Tormar style.			
Writing		\triangle		
Project)		1.1		
Style	11	THENORES.		
Skill (goes	8.W.2f Provide a concluding			
with	statement or section that		A	
Extended	follows from and supports the	10-44 (987) 144 (987)	AA	
Writing	information or explanation	COMMUNICATION		and the same of th
Project)	presented.	and the same	CHREER	
Conclusions	BEVERFACE			
Blast (goes	8.W.4 Produce clear and	0.000.000.00	///	
with	coherent writing in which the	$\triangle \triangle$	11	
Extended	development, organization, and	1	11 11111	
Writing	style are appropriate to task,	SELF & BOCIAL		
Project)	purpose, and audience. (Grade-	AWARENESS		
Audience and	specific expectations for writing			
Purpose	types are defined in standards			
	1-3 above.)			
Lesson (goes	8.W.5 With some guidance and			
with	support from peers and adults,			
Extended	develop and strengthen writing			
Writing	as needed by planning, revising,	7		
Project)	editing, rewriting, or trying a			



This standard will be addressed throughout the quarter.	8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.			
This standard will be addressed with the Extended Writing Project, as well as other writing assignments throughout the quarter.	8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	COMMUNICATION A	CNITIGATION	
Skill (goes with	8.W.8 Gather relevant information from multiple print			
Extended	and digital sources, using search			
Writing	terms effectively; assess the		100	
Project)	credibility and accuracy of each			
Sources and	source; and quote or paraphrase			
Citations	the data and conclusions of			
	others while avoiding plagiarism			

	and following a standard format for citation.			
This standard will be addressed throughout the quarter.	8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.	DESERVE		
This Standard will be	8.SL.1a Come to discussions prepared, having read or	COMMUNICATION		
addressed through group work and through the Research Project.	researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	A	CARREA	
This Standard will be	8.SL.1b Follow rules for collegial discussions and decision-	AWARENESS		
addressed through	making, track progress toward specific goals and deadlines, and			
group work and through	define individual roles as needed.			
the Research Project.				

This Standard	8.SL.1c Pose questions that			
will be	connect the ideas of several			
addressed	speakers and respond to others'	-		
through	questions and comments with			
group work	relevant evidence, observations,			
and through	and ideas.	$\triangle \triangle$		
the Research		1		
Project.	11	THENDONS.		
This Standard	8.SL.1d Acknowledge new			
will be	information expressed by		A .	
addressed	others, and, wh <mark>en</mark> warranted,	CONTRACTOR OF THE PARTY OF THE		
through	qualify or justify their own views	COMMUNICATION		and the same of th
group work	in light of the ev <mark>id</mark> ence	and the same	CHREER	
and through	presented.			
the Research		11.000.000.0	11/1	
Project.		\triangle		
This Standard	8.SL.2 Analyze the purpose of	1	11 11111	
will be	information presented in	STIP & NOTICE		
addressed	diverse media and formats (e.g.,	AWARENESS		
through	visually, quantitatively, orally)			
group work	and evaluate the motives (e.g.,			
and through	social, commercial, political)			
the Research	behind its presentation.			
Project.				
This Standard	8.SL.3 Delineate a speaker's			
will be	argument and specific claims,			
addressed	evaluating the soundness of the			

		т	Т	
through	reasoning and relevance and			
group work	sufficiency of the evidence and			
and through	identifying when irrelevant			
the Research	evidence is introduced.			
Project.		COACCOO		
This Standard	8.SL.4 Present claims and			
will be	findings, emphasizing salient			
addressed	points in a focused, coherent	T000000005		
through	manner with rele <mark>v</mark> ant evidence,		1.1	
group work	sound valid reasoning, and well-		A .	
and through	chosen details; <mark>us</mark> e appropriate	10-44-10-10-10-10-10-10-10-10-10-10-10-10-10-		_
the Research	eye contact, ad <mark>eq</mark> uate volume,	COMMUNICATION		DOM:
Project.	and clear pronunciation.	The state of the s	CHREER	
This Standard	8.SL.4a Present claims and			
will be	findings, emphasizing salient	1111111111	11/1	
addressed	points in a focused, coherent	\triangle	11	
through	manner with relevant evidence,		// ###	
group work	sound valid reasoning, and well-	SELF & BOCIAL		
and through	chosen details; use appropriate	AWARENESS		
the Research	eye contact, adequate volume,			
Project.	and clear pronunciation.			
This Standard	8.SL.5 Integrate multimedia and			
will be	visual displays into			
addressed	presentations to clarify			
through	information, strengthen claims	V (/		
group work	and evidence, and add interest.	1		
and through				

the Research Project.				
This Standard will be addressed through group work and through the Research Project.	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	THENIUMS.		
Grammar Practice (goes with "The Red Badge of Courage") Verbals	8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	COMMUNICATION 2	CHREER	
Grammar Practice (goes with "Narrative of the Life of Frederick Douglass, An American	8.L.1b Form and use verbs in the active and passive voice.	SELF IS BOCIAL : AWARENESS		
Slave") Active and Passive Voice				

Grammar	8.L.1d Recognize and correct			
Practice (goes	inappropriate shifts in verb			
with	voice and mood.*	-		
"Narrative of				
the Life of				
Frederick	1	$\triangle \triangle$		
Douglass, An		1		
American	11	THEOREMS.		
Slave")	//		7.1	
Active and				
Passive Voice		CONTRACTOR OF THE PARTY OF THE		
Grammar	8.L.2a Use punctuation (comma,	COMMUNICATION		
Practice (goes	ellipsis, dash) to indicate a	Contract of the contract of th	CHREER	
with "House	pause or break.			
Divided			11/1	
Speech")		\triangle	19	
Commas,			11 11111	
Ellipses, and		SELF S BOCIAL		
Dashes to		AWARENESS		
Indicate a				
Pause or				
Break				
Grammar	8.L.2b Use an ellipsis to indicate			
Practice (goes	an omission.			
with "House				
Divided				
Speech")				

Commas, Ellipses, and Dashes to Indicate a Pause or Break				
Grammar Practice (goes with "Narrative of the Life of Frederick Douglass, An American Slave") Active and	8.L.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	THINKING.	CNHELD	
Passive Voice Skill (goes with "The Red Badge of Courage") Figures of Speech	8.L.5a Interpret figures of speech (e.g. verbal irony, puns) in context.	SELP IS BOCIAL . AWARENESS		
This standard will be addressed	8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather			

