

Grade 8

Literacy Units at a Glance 2020-2021 [\*denotes not applicable due to remote revisions/ priority standards]

| L<br>i<br>t<br>e<br>r<br>a<br>c<br>y | Quarter 1:<br>Mid-September-November  | Quarter 2:<br>December- February  | Quarter 3:<br>March-April   | Quarter 4:<br>May   | Culminating Mini-Study   |
|--------------------------------------|---|---|---|---|--|
|                                      | <p><b>Unit 1: Survival</b><br/> <b>Reading Genre:</b> Fiction &amp; Non-fiction<br/> <b>Writing Genre:</b> Narrative CCPLS: W3<br/> <b>Whole Class Suggestions*:</b> "The Story of Keesh," by Jack London<br/> <b>Book Club/ Independent Study Titles*:</b> <i>The Hunger Games</i> by Suzanne Collins, <i>Endangered</i> by Eliot Schrefer, <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie, <i>Night</i> by Elie Weisel<br/> <b>*Additional texts at student/ teacher discretion</b></p> <p><b>Essential Question:</b> How can motivating factors and character traits be both a benefit and burden in a character's quest for survival within challenging environments?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Determine theme and how the author conveys it.</li> <li>Read narratives &amp; identify narrative elements such as characters (protagonist &amp; antagonist), setting, conflict &amp; resolution.</li> <li>Write narratives including narrative techniques such as: dialogue, description, and sensory/ figurative language.</li> <li>Engage in meaningful class dialogue regarding literary elements presented in the texts through partnership talks, group discussions, Socratic Seminars, etc.</li> <li>Develop critical thinking skills when analyzing texts.</li> <li>Work collaboratively with peers to revise and edit original pieces.</li> </ul> <p><b>Portfolio Piece:</b> Write a real or imagined narrative that tells the story of a character's experience with challenging circumstances and their motivation to ensure their survival.</p> <p><b>* Performance Task:</b> Fiction Reading Comprehension Task</p> <p><b>Common Core Priority Learning Standards Addressed</b><br/>           Reading: 1, 2, 4, 7 &amp; 8<br/>           Writing: 3<br/>           Speaking &amp; Listening: 1-3<br/>           Language: 1,2,4, &amp; 6</p> | <p><b>Unit 2: The Argument of Adolescence</b><br/> <b>Reading Genre:</b> Fiction &amp; Non-fiction<br/> <b>Writing Genre:</b> Argument CCPLS W1<br/> <b>Class Texts: Into Literature Unit</b></p> <p><b>Class novel: <i>orbiting jupiter</i></b> by Gary D. Schmidt</p> <p><b>*Additional texts at student/ teacher discretion</b></p> <p><b>Essential Question:</b> How do authors present arguments and situations in such a way that we gain understanding of our world?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Formulate claims supported by text.</li> <li>Use relevant text evidence from multiple sources to support claims.</li> <li>Use transitions to connect ideas and claims.</li> <li>Engage in academic class dialogue analyzing shared texts through partnership talks, group discussions, Socratic Seminars, etc.</li> <li>Gather evidence while reading a text or watching a film to support a theme or central idea.</li> <li>Conduct research to build knowledge &amp; answer questions.</li> <li>Work collaboratively to revise and edit original pieces.</li> </ul> <p><b>Portfolio Piece:</b> Write an argumentative essay around the concept of the importance of adolescence.</p> <p><b>*Performance Task:</b> Read "The Last Wilderness Preserve" by Kendra Washington and "A New Land of Opportunity" by Michael Serillo. Then plan and write an argumentative piece that answers the following prompt:<br/> <i>Which author presents the stronger argument about the impact they believe human behavior and actions may have on Antarctica?</i></p> <p><b>Common Core Priority Learning Standards Addressed</b><br/>           Reading Literature: 1, 2, 4,7 &amp; 8<br/>           Writing: 1 &amp; 7<br/>           Speaking &amp; Listening: 1-3<br/>           Language: 1,2,4, &amp; 6</p> | <p><b>Unit 3: Do the Right Thing</b><br/> <b>Reading Genre:</b> Informative &amp; Narrative Non-fiction, Documentary, Poetry, Lyric, Film, Visual Art<br/> <b>Writing Genre:</b> Research Informational CCPLS W2<br/> <b>Whole Class Suggestions*:</b> <i>Little Rock Nine: Struggle for Integration</i> by Stephanie Fitzgerald &amp; <i>Warriors Don't Cry</i> by Melba Beals, <i>Selma</i>, and Teaching Tolerance Documentaries<br/> <b>Book Club/ Independent Novel Study Titles*:</b> <i>Claudette Colvin: Twice Towards Justice</i> by Phillip Hoose, <i>To Kill a Mockingbird</i> by Harper Lee, <i>I am Malala</i> by Malala Yousafzai</p> <p><b>*Additional texts at student/ teacher discretion</b></p> <p><b>Essential Question:</b> How can people change their world through their everyday experiences within the context of a larger social movement?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Identify central ideas and supporting details of nonfiction text.</li> <li>Gather evidence and take notes while reading a text, watching a documentary or news video.</li> <li>Use transitions to connect ideas.</li> <li>Engage in academic class dialogue analyzing shared texts through partnership talks, group discussions, Socratic Seminars, etc.</li> <li>Engage the audience with visuals in presentation including nonfiction text features in Powerpoint.</li> <li>Practice oral presentation skills such as making eye contact, speaking clearly, focusing on tone and body language, etc.</li> <li>Conduct research to build knowledge &amp; answer questions.</li> <li>Work collaboratively to revise and edit original pieces.</li> </ul> <p><b>Portfolio Piece:</b> Write an informational piece about a time in history where individuals sought to do the right thing in an attempt to impact social change.</p> <p><b>*Performance Task:</b> Informative Reading Comprehension Task</p> <p><b>Common Core Priority Learning Standards Addressed</b><br/>           Reading: 1,2,4,7 &amp; 8<br/>           Writing: 2 &amp; 7<br/>           Speaking &amp; Listening: 1-3<br/>           Language: 1,2,4, &amp; 6</p> | <p><b>Unit 4: Success</b><br/> <b>Reading Genre:</b> Fiction, Non-Fiction, &amp; Lyric<br/> <b>Writing Genre:</b> Argument CCPLS W1<br/> <b>Whole Class Suggestions:</b> Code X Unit 1</p> <p><b>*Additional texts at student/ teacher discretion</b></p> <p><b>Essential Question:</b> How do we, as a society, measure success and thus develop the traits within ourselves to attain a kind of success that we are proud of?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Formulate claims that support a concept.</li> <li>Use relevant text evidence from multiple sources to support claims.</li> <li>Use transitions to connect ideas.</li> <li>Engage in academic class dialogue analyzing shared texts through partnership talks, group discussions, Socratic Seminars, etc.</li> <li>Gather evidence while reading a text.</li> <li>Work collaboratively to revise and edit an original piece.</li> </ul> <p><b>Portfolio Piece:</b> Critical Lens Essay. Write an argumentative piece where you analyze a quote and defend or dispute its stance on the concept of success using texts from this unit.</p> <p><b>*Performance Task:</b> TBD</p> <p><b>Common Core Learning Standards</b><br/>           Reading: 1,2,4,7 &amp; 8<br/>           Writing: 1 &amp; 7<br/>           Speaking &amp; Listening: 1-3<br/>           Language: 1,2,4, &amp; 6</p> | <p><b>Unit 5: The Arts</b><br/> <b>Genre:</b> Poetry and Reflective Essay<br/> <b>Class Texts:</b> Assorted poems</p> <p><b>Essential Question:</b> How does language create a relationship between the content, the audience, the speaker and the author?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Understanding there are different types of poems that convey different emotions and themes.</li> <li>Write poems in various structures.</li> <li>Identify and include symbolism and imagery in poems read and created.</li> <li>Use mentor texts as models for poems.</li> <li>Visualizing the author's words to build comprehension.</li> <li>Understanding dramatic elements of a play.</li> <li>Using voice and body movements during a performance or a presentation.</li> <li>Write additional scenes/ original scenes to be performed.</li> </ul> <p><b>Portfolio Piece:</b> Produce a poetry anthology of original and found work<br/> <b>Performance Task:</b> N/A</p> <p><b>Common Core Learning Standards</b><br/>           Reading: 1,2, &amp; 4<br/>           Writing:<br/>           Speaking &amp; Listening: 1-3<br/>           Language: 1,2,4, &amp; 6</p> |

- Class texts and resources will be used at teacher discretion, including additional texts not listed.
- Preparation for standardized assessments are incorporated into all units of study (N/A/ 2020-2021 school year)
- Students are held accountable for, and time is dedicated to, self-selected novels & creative writing throughout the year.
- Additional creative & extension projects will be added at the discretion of the teacher & students.

## ALGEBRA 1 REGENTS Scope & Sequence

| <b>Title:</b>  | <b>Time:</b> | <b>CCSS:</b>                             | <b>Lessons:</b>   |
|--|--------------|--|---|
| <b>INTEGERS</b><br><br><b>EVALUATING EXPRESSIONS</b> | Sept.        | N.RN.3<br>A.SSE.1<br>A.SSE.2             | Operations with Integers<br>Order of Operations<br>Evaluating Expressions   |
| <b>LINEAR EQUATIONS WITH 1 VARIABLE</b>              | Sept.        | 8.EE.A.2<br>8.EE.C.7                     | Combining like terms<br><br>Solving Equations <ul style="list-style-type: none"> <li>- 1 and 2 step (review)</li> <li>- Distributive property</li> <li>- CLT</li> <li>- Multi-step Equations (Variables both sides)</li> </ul><br>*Solving Multi-Step Inequalities (Algebra 1 only) |
| <b>EXPONENTS</b>                                     | Sept./Oct.   | 8.EE.A.1                                 | Laws of exponents <ul style="list-style-type: none"> <li>- Integer exponents</li> <li>- Product Law</li> <li>- Quotient Law</li> <li>- Power to Power</li> <li>- Negative Exponent Law</li> </ul>   |
| <b>LINEAR EQUATIONS WITH 2 VARIABLES</b>             | Oct.         | 8.EE.B.6<br>8.F.B.4<br><br>A.REI.10      | Graph a line given slope and y-intercept<br>Graph a line given slope and a point<br>Graph a line given 2 points<br>Write the equation of a line from a graph<br>Write the equation of a line given slope and a point<br>Write the equation of a line given 2 points                 |
| <b>FUNCTIONS</b>                                     | Oct./Nov.    | 8.F.A.1<br>8.F.A.2<br>8.F.A.3<br>8.F.B.4 | Compare Functions<br>Analyze Functions<br>Real World Functions  |

|   |           |   |  |
|---|-----------|---|--|
|   |           | 8.F.B.5<br>F.IF.7a<br>F.IF.6<br>F.IF.4  | Writing a function rule/linear equation from a table   |
| <b>SYSTEMS OF EQUATIONS AND SYSTEMS OF INEQUALITIES</b>           | Dec.      | 8.EE.C.8<br>A.REI.5<br>A.REI.6<br>A.REI.12  | Solving Systems by graphing<br>Solving Systems by substitution<br>Solving Systems by elimination<br>Real World Systems & Applications  |
| <b>POLYNOMIALS</b>  | Feb.      | A.APR.1<br>A.SSE.2  | Operations with Polynomials<br>Factoring Polynomials when $a=1$<br>Factoring Polynomials when $a>1$<br>Factoring Special Products  |
| <b>QUADRATICS</b>   | March     | A.REI.4B<br>A.SSE.3A<br>F.IF.8A<br>A.REI.4A<br>F.BF.3<br>F.IF.7A<br>F.IF.4<br>A.REI.11<br>A.REI.7<br>F.LE.3 | Solving using Square Root<br>Solving by Factoring<br>Solving by Completing the Square<br>Quadratic Formula<br>Translating Quadratic Functions<br>Solving Graphically<br>Solving System of Linear and Quadratic Equations |
| <b>PIECEWISE FUNCTIONS</b><br><br><b>ABSOLUTE VALUE FUNCTIONS</b> | April     | F.IE.7b<br>F.BF.3<br>A.CED.1  | Piecewise Functions<br>Absolute Value Functions<br>Transforming Absolute-value Functions<br>Solving Absolute Value Equations and Inequalities  |
| <b>SQUARE ROOT FUNCTIONS</b><br><br><b>CUBE ROOT FUNCTIONS</b>    | April/May | F.IF.7B<br>F.BF.3   | Square Root Functions<br>Transforming Square Root Functions<br>Cube Root Functions<br>Transforming Cube Root Functions   |
| <b>EXPONENTIAL FUNCTIONS</b>                                      | May       | F.LE.2<br>F.BF.3  | Exponential Functions<br>Exponential Growth and Decay<br>Exponential Regression<br>Comparing Exponential and Linear Models   |