

8th Grade Curriculum Maps - Quick Links

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8th Grade - Resources

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8th Grade - Math

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Rational and Irrational Numbers, Comparing Functions, Graphing Functions, Transformations, and Congruence Essential Questions: How can rational and irrational numbers be identified, compared, and represented? How can functions be compared and graphed? How can transformations be used to understand graphs and geometric figures? How can congruence be identified through transformations and angle relationships? Enduring Understandings: Rational and irrational numbers can be compared, ordered, and represented in different forms. Functions can be represented, compared, and analyzed using graphs, tables, equations, and descriptions. Transformations can be applied to graphs and geometric figures to analyze movement and congruence. Congruent figures and angles can be understood through transformations and geometric reasoning.	8.NS.1 8.NS.2 8.F.1 8.F.2 8.G.1 8.G.2 8.G.3	Pre-Assessment: Worksheet asking students to identify rational numbers from irrational numbers Convert a rational number into its decimal expansion Decide which irrational number is larger Formative Assessments: Quizzes on unit topics Worksheets dealing with unit topics Solving problems from the book Teacher observation during individual and group practice Summative Assessments: Test on unit topics	Compare and contrast rational and irrational numbers Convert rational numbers into decimal expansions Compare the size of irrational numbers Compare functions Graph functions Apply different types of transformations to graphs Identify congruent angles Use function and transformation vocabulary accurately Analyze graphs and geometric relationships using mathematical reasoning	Examples from textbook PowerPoint presentations Helpful videos from the internet Direct instruction and teacher modeling Guided practice with worked examples Group work to practice problems Visual presentations and models Graphing practice Transformation practice Independent practice	Core Resource: Savvas Curriculum Supplemental Resource: AAA Math; Funbrain Math; Math Play; National Library of Virtual Manipulatives; Khan Academy; teacher-created, standards-aligned practice activities
2nd Quarter - Unit 2	Exponents, Square and Cube Roots, Powers of 10, Scientific Notation, Scatter Plots, Data Patterns, and Functions Essential Questions: How can exponents, square roots, and cube roots be used to represent and solve problems? How can powers of 10 and scientific notation be used to express very large and very small quantities? How can scatter plots and data patterns help describe relationships? How can functions be represented using tables, graphs, diagrams, verbal descriptions, and rates of change? Enduring Understandings: Exponents, square roots, and cube roots are useful tools for representing and solving mathematical problems. Powers of 10 and scientific notation help mathematicians express and compare very large and very small numbers. Scatter plots can be used to display, analyze, and interpret patterns in data. Functions can be represented in multiple ways and used to describe relationships between quantities.	8.EE.1 8.EE.2 8.EE.3 8.EE.4 8.SP.1 8.SP.2 8.F.3 8.F.4 8.F.5	Pre-Assessment: Worksheet asking students to identify rational numbers from irrational numbers Convert a rational number into its decimal expansion Decide which irrational number is larger Formative Assessments: Quizzes on unit topics Worksheets dealing with unit topics Solving problems from the book Teacher observation during individual and group practice Summative Assessments: Test on unit topics	Calculate exponents Calculate square roots and cube roots Use powers of 10 to express sizes Solve problems with numbers in scientific notation Create and interpret scatter plots Analyze data Describe patterns in data Use tables, graphs, diagrams, and verbal descriptions to represent functions Identify linear and nonlinear functions Calculate rate of change	Examples from textbook PowerPoint presentations Helpful videos from the internet Direct instruction and teacher modeling Guided practice with worked examples Group work to practice problems Scientific notation practice Scatter plot creation and interpretation Function representation practice Graphing activities Independent practice	Core Resource: Savvas Curriculum Supplemental Resource: AAA Math; Funbrain Math; Math Play; National Library of Virtual Manipulatives; Khan Academy; graph paper; data sets; teacher-created, standards-aligned practice activities
3rd Quarter - Unit 3	Proportional Graphs, Slope, Linear Equations, Systems of Equations, Similar Triangles, and Angle Relationships Essential Questions: How can proportional relationships be graphed and interpreted? How can rate be interpreted as slope? How can similar triangles help explain why slope is the same on a non-vertical line? How can linear equations and systems of equations be solved and interpreted? How can angle relationships be used to solve problems? Enduring Understandings: Graphs of proportional relationships can be used to interpret rates and relationships between quantities. Slope represents a constant rate of change and can be interpreted using graphs, equations, and similar triangles. Linear equations can have one solution, no solution, or infinitely many solutions. Systems of equations can be solved and interpreted using graphing and algebraic reasoning. Angle relationships can be used to reason about geometric figures and solve for unknown measures.	8.EE.5 8.EE.6 8.EE.7 8.EE.8 8.G.4 8.G.5	Pre-Assessment: Worksheet asking students to identify rational numbers from irrational numbers Convert a rational number into its decimal expansion Decide which irrational number is larger Formative Assessments: Quizzes on unit topics Worksheets dealing with unit topics Solving problems from the book Teacher observation during individual and group practice Summative Assessments: Test on unit topics	Graph proportions Interpret rate as slope Use triangles to explain why slope is the same on a non-vertical line in the coordinate plane Derive and use $y = mx + b$ Solve equations with one solution, many solutions, or no solutions Solve equations with rational number coefficients Solve simultaneous equations Solve systems of equations by graphing Find interior and exterior angle sums Use slope, equations, and graphing to solve mathematical problems	Examples from textbook PowerPoint presentations Helpful videos from the internet Direct instruction and teacher modeling Guided practice with worked examples Group work to practice problems Graphing proportional relationships Slope triangles and visual models Linear equation practice Systems of equations graphing practice Angle relationship practice Independent practice	Core Resource: Savvas Curriculum Supplemental Resource: AAA Math; Funbrain Math; Math Play; National Library of Virtual Manipulatives; Khan Academy; graph paper; coordinate grids; geometry tools; teacher-created, standards-aligned practice activities

4th Quarter - Unit 4	Data Relationships, Slope and Intercepts, Frequencies, Pythagorean Theorem, and Volume of Cylinders, Cones, and Spheres 8.SP.3 8.SP.4 8.G.6 8.G.7 8.G.8 8.G.9 Essential Questions: How can lines on graphs show relationships between different data sets? How can slope and intercepts help describe relationships in data? How can frequencies be used to summarize and interpret data? How can the Pythagorean Theorem be proved and applied? How can volume formulas be used to solve problems involving cylinders, cones, and spheres? Enduring Understandings: Lines on graphs can be used to model and describe relationships between data sets. Slope and intercepts help mathematicians interpret patterns and relationships in data. Frequencies and two-way data can be used to analyze patterns and associations. The Pythagorean Theorem can be proved and applied to solve problems involving right triangles and distance. Volume formulas help mathematicians solve real-world and mathematical problems involving three-dimensional figures.	8.SP.3 8.SP.4 8.G.6 8.G.7 8.G.8 8.G.9 Formative Assessments: Quizzes on unit topics Worksheets dealing with unit topics Solving problems from the book Teacher observation during individual and group practice Summative Assessments: Test on unit topics	Pre-Assessment: Worksheet asking students to identify rational numbers from irrational numbers Convert a rational number into its decimal expansion Decide which irrational number is larger Formative Assessments: Quizzes on unit topics Worksheets dealing with unit topics Solving problems from the book Teacher observation during individual and group practice Summative Assessments: Test on unit topics	Use lines on a graph to express relationships between different data sets Solve for slope and intercepts Analyze frequencies Prove and apply the Pythagorean Theorem Use the Pythagorean Theorem to solve mathematical problems Calculate the volume of cylinders, cones, and spheres Analyze relationships in bivariate data Interpret patterns in data displays Apply formulas accurately to geometric and real-world problems	Examples from textbook PowerPoint presentations Helpful videos from the internet Direct instruction and teacher modeling Guided practice with worked examples Group work to practice problems Graphing data relationships Slope and intercept practice Frequency table practice Pythagorean Theorem proofs and applications Volume problem practice Independent practice	Core Resource: Savvas Curriculum Supplemental Resource: AAA Math; Funbrain Math; Math Play; National Library of Virtual Manipulatives; Khan Academy; graph paper; data sets; geometry tools; three-dimensional figure models; teacher-created, standards-aligned practice activities
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8th Grade - Science

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Cells, Microscopes, Cell Theory, Cell Structure, and Organic Compounds Essential Questions: How did the development of the microscope contribute to our understanding of living things? How do cell structures support the functions of living things? How do plant, animal, and bacterial cells compare? What groups of organic compounds are important in living things? Enduring Understandings: The development and use of the microscope helped scientists better understand cells and living things. Cells are the basic units of structure and function in living things. Plant, animal, and bacterial cells have similarities and differences in structure and function.	SCI.LS1.A.m SCI.LS1.B.m SCI.PS1.A.m SCI.SEP2.A.m SCI.SEP3.A.m	Formative Assessments: Microscopic slide lab Microscope parts presentation poster Cell theory concept maps Cell organelle booklet Laboratory experiences and reports Quizzes Teacher observation during labs and guided practice Summative Assessments: Chapter/unit test Projects Research or class presentation Performance assessment connected to inquiry Cell analogy poster and presentation Cell model presentation	Explain how the invention of the microscope contributed to scientists' understanding of living things State the three parts of the cell theory Describe how a light microscope works, including how lenses magnify objects Identify the role of the cell membrane and nucleus Describe the functions performed by cell organelles Compare bacterial cells with plant and animal cells Describe the role of specialized cells in many-celled organisms Describe important groups of organic compounds found in living things Use models, diagrams, and presentations to explain cell structures and functions	Scavenger hunt for living, nonliving, and once-living things Microscope lab Classification activities Cell organelle booklet Cell analogy poster and presentation Cell ice cream model Cell model presentations Simulation of cell structure Concept mapping Laboratory investigations Class discussion and student reflection	Core Resource: Prentice Hall Science Explorer Units 1-20 Supplemental Resource: Microscopes; microscope slides; cell organelle booklet materials; cell analogy poster materials; cell model materials; lab materials; concept maps; teacher-created, standards-aligned investigations and activities
2nd Quarter - Unit 2	Human Body Systems, Wellness, Decision-Making, Evolution, and Islamic Perspectives on Creation Essential Questions: How are cells, tissues, organs, and organ systems organized in the human body? How do body systems interact to maintain a healthy body? How can wellness and decision-making help people care for their health? How can students compare the scientific theory of evolution with Islamic perspectives on creation as presented in the Qur'an and Sunnah? Enduring Understandings: The human body is organized into cells, tissues, organs, and organ systems. Body systems perform specialized functions and interact with one another to maintain health. Wellness involves understanding body systems, common injuries or diseases, and Science Fair Project, Matter, Physical and Chemical Changes, Atoms, Elements, Compounds, Mixtures, and Energy Transfer	SCI.LS1.A.m SCI.LS1.B.m SCI.LS1.D.m SCI.LS4.A.m SCI.LS4.B.m SCI.SEP6.A.m SCI.SEP7.A.m	Formative Assessments: Investigation posters Investigation packet Web page and PowerPoint presentation activities Concept map for each body system Laboratory experiences and reports Quizzes Teacher observation during guided practice and presentations Summative Assessments: Chapter/unit test Projects Research or class presentation Performance assessment connected to inquiry Visual representation connected to student understanding	Identify the functions of each system in the human body Explain the function and structure of the main organs in the human body List common injuries or diseases connected to each body system Identify and describe methods for caring for each body system Describe relationships among body systems and how they interact to maintain a healthy body Summarize the theory of evolution Create a timeline describing the development of the theory of evolution Compare the scientific theory of evolution with Islamic perspectives on creation in the Qur'an Create a visual representation to communicate understanding	Investigation posters Investigation packet Web page and PowerPoint presentation activities Concept map for each body system Research support Class discussion Comparison activities Visual representation project Guided practice Laboratory investigations Student presentations	Core Resource: Prentice Hall Science Explorer Units 1-20 Supplemental Resource: Investigation packets; concept map templates; web resources selected by teacher; PowerPoint presentation materials; body system diagrams; research materials; teacher-created, standards-aligned investigations and activities
3rd Quarter - Unit 3	Science Fair Project, Matter, Physical and Chemical Changes, Atoms, Elements, Compounds, Mixtures, and Energy Transfer Essential Questions: How do scientists plan and carry out investigations using the scientific method? How can data be collected, organized, analyzed, and communicated? How are mixtures, compounds, and elements defined? How do physical and chemical changes affect matter? How can energy change form or transfer within a system? Enduring Understandings: Scientific investigations use questions, research, hypotheses, experimentation, data collection, and conclusions. Scientists communicate findings through reports, display boards, log books, and oral presentations. Matter can undergo physical changes that alter form without changing identity and chemical changes that produce new substances. Matter may exist as pure substances or mixtures, and elements are the simplest form of pure substances. Atoms are the smallest particles of elements	SCI.SEP1.A.m SCI.SEP3.A.m SCI.SEP4.A.m SCI.SEP6.A.m SCI.SEP8.A.m SCI.PS1.A.m SCI.PS1.B.m SCI.PS3.A.m SCI.ETS1.A.m	Formative Assessments: Science fair project question approval Research notes Experiment plan Log book checks Data tables and graphs Project report draft Display board progress checks Matter and atom model activities Teacher observation during guided practice and investigations Summative Assessments: Oral presentation Display board Project report Project research paper Log book Final project display Model of an element Oral presentation of the model Performance task	Explore science topics to develop a project question Plan and write research to support a science fair project question Maintain a log book following student handbook guidelines Plan an experiment to test a hypothesis Collect needed materials for an investigation Collect data and record it in graphs and tables Write a conclusion based on collected data Organize a display board and final report Prepare an oral presentation Distinguish between chemical and physical changes of matter Identify characteristic properties of matter and explain their uses Compare mixtures and pure substances Describe elements and compounds Explain the difference between weight and mass Calculate the density of substances using SI units for mass and volume Explain how atoms are the particles that make up all matter Describe Dalton's theory of atoms Identify chemical bonds as holding atoms together in molecules	Scientific method instruction Science fair project planning Research support Log book checks Data table and graph creation Project report drafting and revision Display board organization Oral presentation practice Matter classification activities Element model project Physical and chemical change demonstrations Laboratory investigations Class discussion and student reflection	Core Resource: Prentice Hall Science Explorer Units 1-20 Supplemental Resource: MRSEF science fair guidelines; student handbook; project planning templates; log book materials; display board materials; element model materials; lab materials; data tables and graphs; teacher-created, standards-aligned science inquiry resources

4th Quarter - Unit 4	Chemical Reactions, Conservation of Mass, Chemical Equations, Solutions, Acids, Bases, Solubility, and Digestion Essential Questions: How do chemical reactions change reactants into new substances? How do atoms, molecules, elements, compounds, and mixtures help explain the properties of matter? How do chemical equations represent changes in substances during reactions? How do acids, bases, solutions, solubility, and digestion connect to chemical processes? Enduring Understandings: Chemical reactions change original reactants into new substances with different properties. The types of atoms in a substance and how they are joined determine the properties of that substance. Mass is conserved during chemical reactions. Chemical equations use symbols and formulas to represent changes in substances during reactions. Acids and bases produce predictable changes and can form salts when they react together. Solubility is affected by particle interactions and	SCI.PS1.A.m SCI.PS1.B.m SCI.PS1.C.m SCI.PS3.A.m SCI.LS1.C.m SCI.SEP2.A.m SCI.SEP6.A.m	Formative Assessments: Quizzes Laboratory experiences and reports Chemical reaction observations Acids and bases activities Solutions and solubility activities Research and class presentations Teacher observation during guided practice and labs Summative Assessments: Chapter/unit test Projects Performance assessment connected to inquiry Chapter project: make your own dye Oral presentation of the project	Define and compare elements, compounds, mixtures, atoms, and molecules Compare chemical changes and physical changes Explain how chemical bonds are changed during a chemical reaction Identify evidence of a chemical reaction Describe the information conveyed in chemical equations Apply the principle of conservation of mass to balancing chemical equations Identify and describe categories of chemical reactions Define and compare solutions and suspensions Explain what happens to particles of a solute when a solution forms Identify factors that affect the solubility of a substance Describe how solutes affect the freezing and boiling points of solvents Identify and describe the properties of acids and bases and give examples Distinguish between mechanical and chemical digestion and explain the importance of each Explain how pH affects digestion	Direct instruction on chemical reactions and matter Guided practice Independent practice Laboratory investigations Chemical reaction demonstrations Acids and bases investigations Solutions and solubility activities Chemical equation modeling Conservation of mass practice Dye project Oral presentation practice Class discussion and student reflection	Core Resource: Prentice Hall Science Explorer Units 1-20 Supplemental Resource: Lab materials; chemical reaction investigation materials; acids and bases materials; indicators; dye project materials; solution and solubility activities; chemical equation practice; teacher-created, standards-aligned investigations and activities
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8th Grade - Social Studies

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	English Settlement, Colonial Life, and the Thirteen Colonies Essential Questions: Why did the English settle in North America? What makes people leave their homeland to live in another country? What made England powerful in the mid to late 1600s? Why might slave labor be important to an economy that was based on agriculture? Enduring Understandings: People migrate for many reasons, including economic opportunity, religious freedom, political conflict, and the search for a better life. English settlement in North America was shaped by geography, economics, labor systems, and competition for power. Colonial life developed differently across regions based on geography, resources, labor, and cultural influences. Colonial Regions, Colonial Economy, American Culture, and the French and Indian War	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog5.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Econ4.c.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Personal history connections Summative Assessments: Chapter test Debate or discussion-based performance task	Read and interpret a bar graph Read and interpret a timeline Use geography skills, including map reading Explain reasons for English settlement in North America Analyze why people leave their homeland to live in another country Describe factors that made England powerful in the 1600s Explain the role of slave labor in an agriculture-based colonial economy	Role playing Compare and contrast activities Cause-and-effect analysis Problem-solving activities Reenactment of a scene from colonial life Map reading and timeline analysis Class discussion and written reflection	Core Resource: The American Journey, Chapter 3, pages 68-97 Supplemental Resource: AmericanRevolution.org; The American Journey short video; teacher-created, standards-aligned activities
1st Quarter - Unit 2	Essential Questions: What effects might geography have on a region's economy? What areas of life might reflect a developing "American" culture? Why did France and Britain have conflict in North America? How might the outcome of a war between the French and British affect North America? Enduring Understandings: Geography affects regional economies, settlement patterns, and daily life. A developing American culture reflected the experiences, beliefs, and practices of diverse colonial groups.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog5.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist4.a.m SS.Econ1.a.m SS.Econ4.c.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Personal history connections Summative Assessments: Chapter test Blog or written response connected to colonial America or the French and Indian War	Read maps of Colonial America Compare and contrast the geography of the New England, Middle, and Southern Colonies Explain how geography affected colonial economies Identify areas of life that reflected a developing American culture Explain causes of conflict between France and Britain in North America Analyze possible effects of the French and Indian War on North America	Timeline of the French and Indian War Bar graph charting kinds of colonies and the number of colonies in each category Student-created blog Map analysis Compare-and-contrast activities Cause-and-effect discussion Class discussion and written reflection	Core Resource: The American Journey, Chapter 4, pages 98-125 Supplemental Resource: AmericanRevolution.org; The American Journey short video; teacher-created, standards-aligned activities
1st Quarter - Unit 3	Road to Independence and the Ideas of Revolution Essential Questions: How do revolutions affect citizens? How are governments established? Enduring Understandings: Revolutions often develop from conflict over rights, power, representation, and government authority. Ideas and compromises shape the creation of new governments.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist3.c.m SS.Hist4.a.m SS.PS1.a.m SS.PS2.a.m	Formative Assessments: End-of-section quizzes Cause-and-effect analysis Graphic organizers Time-sequence charts Interviews Jigsaw activities Conflict-resolution activities Summative Assessments: Chapter test Written or verbal explanation of causes and effects of the American Revolution	Explain causes and effects of the American Revolution Identify roles of founding fathers Explain the establishment of the republic Analyze conflicting ideas and compromises Describe how revolutions affect citizens Explain how governments are established	Identify key ideas and events Describe revolutionary causes and effects Explain relationships among ideas, leaders, conflict, and compromise Graphic organizers Timeline activities Jigsaw activities Cause-and-effect analysis Class discussion and written reflection	Core Resource: The American Journey, Chapter 5, pages 130-159 Supplemental Resource: AmericanRevolution.org; The American Journey short video; teacher-created, standards-aligned activities
2nd Quarter - Unit 4	The American Revolution Essential Questions: Why might some Americans oppose war with Britain? Why might France and Spain choose to side with the Americans? How might the British navy's blockade of American harbors impact the Americans' ability to fight? How might an American victory in a large battle help end the war? Enduring Understandings: Americans held different perspectives about independence and war with Britain. International alliances influenced the outcome of the American Revolution. Military strategy, economy, blockade, and	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog2.b.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist3.c.m SS.Hist4.a.m SS.PS2.a.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Primary source responses Summative Assessments: Chapter test Revolutionary War board game or military map task	Read and understand primary source documents Summarize information Explain reasons some Americans opposed war with Britain Explain why France and Spain chose to support the Americans Analyze how a blockade affected the American war effort Explain how major victories could help end the war	Revolutionary War board game Military map reading Primary source reading Summarizing activities Class discussion Map-based analysis Written reflection	The American Journey, Chapter 6, pages 160-189 Supplemental Resource: AmericanRevolution.org; The American Journey short video; primary source documents; teacher-created, standards-aligned activities

2nd Quarter - Unit 5	Articles of Confederation, Constitutional Compromises, and Principles of Government Essential Questions: Was the new U.S. government effective under the Articles of Confederation? Why or why not? Why is the Constitution considered a document of compromises? What principles of government are established in the United States Constitution? Why is citizen participation essential to the preservation of the U.S. political system? Enduring Understandings: The Articles of Confederation created a weak national government with significant challenges. The Constitution was shaped through compromise and debate. The U.S. Constitution established principles of	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Hist1.a.m SS.Hist2.b.m SS.PS1.a.m SS.PS2.a.m SS.PS3.a.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Primary source responses Summative Assessments: Chapter test Articles of Confederation revision activity	Read and understand primary source documents Evaluate the effectiveness of the Articles of Confederation Identify problems within the Articles of Confederation Explain why the Constitution is considered a document of compromises Identify principles of government established in the U.S. Constitution Explain why citizen participation is essential to the U.S. political system	Students read the Articles of Confederation and locate problems within the document Students rewrite sections to address identified problems and compare their revisions to the U.S. Constitution Primary source analysis Class discussion Compare-and-contrast activities Written reflection	Core Resource: The American Journey, Chapter 7, pages 190-215 Supplemental Resource: AmericanRevolution.org; The American Journey short video; Articles of Confederation text; U.S. Constitution excerpts; teacher-created, standards-aligned activities
2nd Quarter - Unit 6	Early Administrations and the New Nation Original Unit/Chapter: Unit 4, Chapter 8 Essential Questions: How might the first leader of a new nation shape future leaders' roles? What kinds of challenges might a new country face? Why do you think political parties exist? Enduring Understandings: Early presidents helped define the role of the executive branch and set precedents for future leaders. New nations face political, economic, diplomatic, and social challenges. Political parties can form when citizens and leaders disagree about government priorities	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Hist1.a.m SS.Hist2.b.m SS.PS1.a.m SS.PS2.a.m SS.PS3.a.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Flow chart activity Summative Assessments: Chapter test Three-panel display of early U.S. administrations	Read and interpret a flow chart Explain how the first leader of a new nation can shape future leaders' roles Identify challenges faced by a new country Explain why political parties exist Analyze early political rivals and current political rivals	Three-panel display of images about the United States during early administrations Flow chart analyzing early political rivals and current political rivals Class discussion Image analysis Written reflection	Core Resource: The American Journey, Chapter 8, pages 256-275 Supplemental Resource: AmericanRevolution.org; The American Journey short video; teacher-created, standards-aligned activities
2nd Quarter - Unit 7	The Jefferson Era, Westward Expansion, Native American Lands, and the War of 1812 Essential Questions: What kind of transition occurs today when a new president is of a different political party than the previous president? What benefits would a country gain by doubling in size? What challenges might have come up as Americans continued to move westward onto lands already settled by Native Americans? Where was the War of 1812 fought? Enduring Understandings: Transitions of power can shape the development of political traditions and government stability. Territorial expansion creates opportunities and challenges for a growing nation. Westward movement affected Native American communities and led to conflict over land. The War of 1812 was shaped by geography, growth, expansion, industrial revolution, and cultural interaction	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog2.b.m SS.Geog3.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist4.a.m SS.PS2.a.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Journal writing Primary and secondary source research checks Summative Assessments: Chapter test Children's story using primary and secondary sources	Write a journal response Use primary and secondary sources to conduct research Analyze literature Explain transitions between presidents of different political parties Identify benefits and challenges of territorial expansion Analyze challenges created by westward movement onto Native American lands Identify where the War of 1812 was fought	Students use primary and secondary sources to create a children's story on topics in Chapter 9 Students use Native American stories to evaluate and analyze authenticity Journal writing Primary source analysis Literature analysis Class discussion and written reflection	Core Resource: The American Journey, Chapter 9, pages 276-303 Supplemental Resource: AmericanRevolution.org; The American Journey short video; Native American stories; primary and secondary sources; teacher-created, standards-aligned activities
3rd Quarter - Unit 8	Growth, Expansion, Industrial Revolution, and Cultural Interaction Essential Questions: How do people adapt to new environments? How do nations address the need for more resources? Why do nations grow? Enduring Understandings: Growing populations increase demand for land, labor, resources, and innovation. People adapt to new environments through technology, migration, settlement, and economic change. Conflict can arise when diverse cultures interact and compete over land, resources, or power.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog2.b.m SS.Geog3.a.m SS.Geog5.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Econ1.a.m SS.Econ4.c.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Diagram reading Political cartoon analysis Summative Assessments: Chapter test Nonfiction book on the Industrial Revolution Political cartoon connected to a chapter theme	Read a diagram Link past and present Analyze political cartoons Explain how people adapt to new environments Explain how nations address the need for more resources Explain why nations grow Analyze connections among population growth, resources, industrialization, and cultural interaction	Small-group nonfiction book on the Industrial Revolution Political cartoon analysis Students create a political cartoon depicting a theme from the chapter Diagram reading Past-to-present connections Class discussion and written reflection	Core Resource: The American Journey, Chapter 10, pages 304-325 Supplemental Resource: AmericanRevolution.org; The American Journey short video; political cartoons; teacher-created, standards-aligned activities
3rd Quarter - Unit 9	Jacksonian Era, Native American Removal, Political Beliefs, and the Economy Essential Questions: How did political beliefs and events shape Andrew Jackson's presidency? How did Andrew Jackson's presidency affect Native Americans? How were Native Americans treated by settlers based on what we have learned so far? What type of influence does the president have over the economy? Enduring Understandings: Political beliefs and events shape presidential leadership and government action. Andrew Jackson's presidency had significant effects on Native American communities. Presidents can influence economic policy and public debate. Historical events can be analyzed through primary sources, political cartoons, and multiple perspectives	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist4.a.m SS.PS2.a.m SS.Econ1.a.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Primary source analysis Political cartoon interpretation Summative Assessments: Chapter test Political cartoon about the Jacksonian Era Debate connected to Native American removal	Analyze primary sources Read and interpret political cartoons Explain how political beliefs and events shaped Andrew Jackson's presidency Explain how Jackson's presidency affected Native Americans Analyze treatment of Native Americans by settlers and the U.S. government Explain presidential influence on the economy	Students create a political cartoon about the Jacksonian Era Students read personal accounts on the removal of Native Americans Students prepare a debate from either the U.S. government side or the Native American side Primary source analysis Political cartoon analysis Class discussion and written reflection	Core Resource: The American Journey, Chapter 11, pages 332-353 Supplemental Resource: AmericanRevolution.org; The American Journey short video; personal accounts; political cartoons; teacher-created, standards-aligned activities
3rd Quarter - Unit 10	Manifest Destiny, Western Settlement, Texas, Mexican Lands, California, and Utah Essential Questions: How did the belief in Manifest Destiny influence western settlement? Why did Texans fight for their independence from Mexico? How did Mexican lands in the West become part of the United States? What factors affected the settlement of California and Utah in the West? Enduring Understandings: Manifest Destiny influenced migration, settlement, conflict, and expansion in the West. Texas independence and the addition of Mexican lands changed the size and direction of the United States. Western settlement was affected by geography, politics, economics, belief systems, and conflict.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog1.a.m SS.Geog2.b.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist4.a.m SS.PS2.a.m	Formative Assessments: End-of-section quick assessments Section quizzes Primary source or artwork analysis Consequence prediction activities Map and geography checks Summative Assessments: Chapter test Illustrated encyclopedia explaining Western Expansion	Use artwork as a primary source Predict consequences Understand latitude and longitude Explain how Manifest Destiny influenced western settlement Explain why Texans fought for independence from Mexico Explain how Mexican lands in the West became part of the United States Identify factors that affected the settlement of California and Utah	Students create an illustrated encyclopedia explaining Western Expansion Students use artwork to complete the assignment Artwork analysis Map skills practice Prediction and cause-and-effect activities Class discussion and written reflection	Core Resource: The American Journey, Chapter 12, pages 354-383 Supplemental Resource: AmericanRevolution.org; The American Journey short video; artwork/visual sources; maps; teacher-created, standards-aligned activities

4th Quarter - Unit 11	Industry, Transportation, Communication, Immigration, North/South Economies, and Enslaved African American Culture Essential Questions: What innovations in industry, travel, and communications changed the lives of Americans in the 1800s? How did immigrants have an impact on cities, industry, and culture in the North? How did the South's industry and economy differ from the industry and economy of the North? How did unique elements of culture develop among enslaved African Americans in the South? Enduring Understandings: Innovation in industry, transportation, and communication changed American life in the 1800s. Immigration affected cities, industry, and culture in the North. The North and South developed different economies and social systems. Social Reform, Religion, Abolition, and Women's Rights Essential Questions: How did religion influence the social reforms in the United States during the early and mid-1800s? How did abolitionists influence the antislavery movement? What were the effects of the women's rights movement of the middle to late 1800s? Enduring Understandings: Religion influenced social reform movements in the United States during the early and mid-1800s. Abolitionists shaped the antislavery movement through activism, writing, speeches, and organizing. The women's rights movement challenged social and political inequality and influenced later reform efforts.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Geog3.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist4.a.m SS.Econ1.a.m SS.Econ4.c.m SS.BH2.a.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Circle graph reading Past-to-present connections Summative Assessments: Chapter test Slide presentation on an innovation and its impact on life today	Read and interpret a circle graph Connect the past to the present Identify innovations in industry, travel, and communication Explain how innovations changed American life in the 1800s Explain the impact of immigrants on cities, industry, and culture in the North Compare the South's industry and economy to the North's Explain how unique elements of culture developed among enslaved African Americans in the South	Students create a slide presentation on an innovation and how its use has altered life today Circle graph interpretation Past-to-present connections Compare-and-contrast discussion Class discussion and written reflection	Core Resource: The American Journey, Chapter 13, pages 384-409 Supplemental Resource: AmericanRevolution.org; The American Journey short video; presentation tools; teacher-created, standards-aligned activities
4th Quarter - Unit 12	Religion, Abolition, and Women's Rights Essential Questions: How did religion influence the social reforms in the United States during the early and mid-1800s? How did abolitionists influence the antislavery movement? What were the effects of the women's rights movement of the middle to late 1800s? Enduring Understandings: Religion influenced social reform movements in the United States during the early and mid-1800s. Abolitionists shaped the antislavery movement through activism, writing, speeches, and organizing. The women's rights movement challenged social and political inequality and influenced later reform efforts.	SS.Inq1.a.m SS.Inq2.a.m SS.Inq3.c.m SS.Inq4.a.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist4.a.m SS.PS2.a.m SS.BH2.a.m	Formative Assessments: End-of-section quick assessments Section quizzes Written descriptions and explanations Verbal explanations Selected response questions Higher-order questions Perspective analysis Timeline activity Summative Assessments: Chapter test Electronic timeline on woman suffrage Reform issue pamphlet	Understand perspective Design a pamphlet Create a timeline Explain how religion influenced social reform Explain how abolitionists influenced the antislavery movement Explain the effects of the women's rights movement in the middle to late 1800s Research reform issues and communicate findings	Students research events in the struggle for woman suffrage and make an electronic timeline Students research different reform issues and make a pamphlet on their topic Perspective analysis Timeline creation Research and writing Class discussion and written reflection	Core Resource: The American Journey, Chapter 14, pages 410-431 Supplemental Resource: AmericanRevolution.org; The American Journey short video; research materials; timeline tools; pamphlet materials; teacher-created, standards-aligned activities

8th Grade - Reading

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Utopia vs. Dystopia, Identity, Figurative Language, Word Choice, and Mood/Tone Mentor Text: The Giver by Lois Lowry Optional/Additional Mentor Text: Monster by Walter Dean Myers, if extra time in Quarter 1 or Quarter 2 Essential Questions: How do authors use dystopian settings to explore identity, choice, community, and control? How do word choice, figurative language, denotation, connotation, mood, tone, diction, and atmosphere shape meaning? How do readers use textual evidence, logical inferences, and analysis to understand character motivation and theme? How can precise and concise language strengthen written and spoken responses? Enduring Understandings: Readers analyze theme, main idea, characterization, conflict, motivation, and structure to understand literary texts. Authors use precise word choice, figurative language, connotation, tone, mood, and atmosphere to shape meaning and reader response. Readers support analysis, reflection, and conclusions with relevant textual evidence. Writers make intentional language choices based on purpose, audience, context, and task.	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.9 RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.9 W.8.1 W.8.9 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4	Formative Assessments: Unit 1 skills checks Application tasks using unit skills with mentor text Figurative language practice Membean vocabulary quizzes Reading responses Discussion participation PEA writing practice Summative Assessments: Unit 1 Skills Test Application Test with unit skills applied to mentor text Figurative Language Test Monster test, if time allows Identity Project OR Short Story Project Monster Project, if used	Cite textual evidence Support analysis of text Make logical inferences Summarize literary and informational texts Identify themes and main ideas Analyze the development of a theme over the course of a text Analyze how events or dialogue propel conflict Analyze characterization and character motivation Use vocabulary acquisition skills Analyze figurative language Analyze connotation and denotation Analyze the impact of word choice Analyze the impact of tone Write in a variety of genres and situations for high-stakes and low-stakes purposes Support analysis and reflection with text evidence Demonstrate understanding of how language functions in different contexts Use appropriate word choice for a situation Be precise and concise Explain reasons for language choices Explain the purpose of denotation and connotation usage Analyze the impact of word choice on mood, meaning, and tone Figure out new words independently in and out of context Apply Greek and Latin roots and affixes Locate important details Draw conclusions Paraphrase Order events from a text Explain and defend cause-and-effect	Precise and concise language practice Vocabulary, denotation, and connotation study Analysis of effects of choices on text, purpose, and audience understanding Utopia and dystopia analysis Inference review Plot review Character types and characterization review Conflict types review Theme review Mood, tone, diction, and atmosphere analysis Figurative language review Correct explanation of figurative language PEA writing Textual analysis Discussion protocols Reading response writing Project-based analysis connected to identity and/or short story elements	Core Resource: The Giver by Lois Lowry Supplemental Resource: Monster by Walter Dean Myers, if time allows; short story anthology; Ereadingworksheets.com; CommonLit; Membean; figurative language flow chart, definitions, and explanation resources in Department Drive; calendar with links in Department Drive; departmental acronyms slides
2nd Quarter - Unit 2	Animal Farm: Annotation, Allegory, Symbolism, Allusion, Persuasion, and Manipulation Mentor Text: Animal Farm by George Orwell Essential Questions: How do structure, point of view, and author's purpose shape meaning, style, theme, and main idea? How do allegory, symbolism, allusion, and specific details help readers interpret a text? How can words be used to persuade and manipulate? How do bias, rhetorical appeals, and logical fallacies influence mood, tone, and reader understanding? Enduring Understandings: Readers analyze how structure contributes to meaning, style, theme, and main idea. Point of view, character bias, audience bias, and author purpose influence interpretation and tone. Allegory, symbolism, allusion, rhetorical appeals, and stylistic choices can shape how readers understand ideas and arguments.	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.6 RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 W.8.1 W.8.9 SL.8.1 L.8.1 L.8.2 L.8.4	Formative Assessments: Unit 2 skills checks Annotation checks Reading responses Membean vocabulary quizzes Socratic seminar preparation Discussion participation Review skill practice from previous unit Summative Assessments: Unit 2 Skills Test Annotations Book Test Project Option: illustrated plot diagram with summaries Project Option: foldable or one-pager	Compare structures of two or more texts Analyze how structure contributes to meaning, style, theme, or main idea Analyze how point of view differences, character biases, or audience bias can influence mood and tone Identify purpose and explain how purpose shapes content and style Interpret minor and subtle details Locate important details Paraphrase Draw subtle logical conclusions Infer theme Summarize Order events Understand implied or subtle comparative relationships Analyze how specific word and phrase choices shape meaning and tone when the effect is subtle Analyze how one or more sentences support a claim Apply review skills from the previous unit	Annotation practice Allegory analysis Symbolism analysis Emblems vs. symbols vs. allegory Backgrounding on George Orwell and Animal Farm Logos, ethos, and pathos review Logical fallacies review Stylistic choices and specific details Socratic seminar discussion style Textual evidence practice Discussion protocols Reading response writing Project-based literary analysis	Core Resource: Animal Farm by George Orwell Supplemental Resource: Short story anthology; Membean; calendar with links in Department Drive; annotation resources in Drive; backgrounding activities in Drive; departmental acronyms slides

3rd Quarter - Unit 3	Poetry, Figurative Language, Symbolism, Purpose of Details, and Stylistic Choices Mentor Texts: Various poetry Excerpts from short stories Essential Questions: How do poets and authors use figurative language, symbolism, imagery, mood, tone, diction, and detail to create meaning? How do purpose, structure, point of view, and stylistic choices shape content and style? How do poetic structures, rhyme, rhythm, and scansion influence interpretation? How can readers compare voice, style, and theme across texts? Enduring Understandings: Readers analyze structure, purpose, point of view, figurative language, symbolism, and word choice to interpret poetry and literary texts. Details can affect mood, atmosphere, author purpose, tone, and overall meaning. Poetic forms and structures use language, rhythm, rhyme, sound, and visual choices to develop meaning. Readers draw conclusions using evidence from multiple texts and apply review skills from prior units.	RL.8.2 RL.8.5 RL.8.6 RI.8.2 RI.8.5 RI.8.6 W.8.1 W.8.9 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4	Formative Assessments: Figurative language practice Poetry analysis practice Notebook checks Membean vocabulary quizzes Reading responses Discussion participation Drafts for poetry portfolio Review skill practice from previous units Summative Assessments: Figurative Language Test Poem Analysis Notebook Check Poetry Portfolio	Analyze the overall structure of a piece Identify clear purpose Identify how purpose shapes content and style Analyze point of view Paraphrase from more challenging passages Identify a clear central theme Identify clear comparative relationships in somewhat challenging passages Analyze how one or more sentences relate to the whole passage when the function is subtle Draw logical conclusions using information from two or more texts Apply review skills from previous units Analyze figurative language Explain figurative language properly Analyze imagery Analyze mood, tone, and diction Distinguish denotation and connotation Analyze symbolism, including emblems, conventional symbols, and contextual symbols Analyze the effect of details on a text Analyze the effect of details on mood and atmosphere Analyze the effect of details on author purpose and tone Analyze dialect and the purpose for including dialect Compare and contrast voice, style, and themes Analyze types and varieties of poetic structures	Figurative language analysis Proper explanation of figurative language Imagery analysis Mood, tone, and diction analysis Denotation and connotation practice Symbolism analysis Effect of details on text, mood, atmosphere, author purpose, and tone Dialect analysis Compare and contrast voice, style, and theme Poetic structure analysis Rhyme scheme and scansion practice Iambic pentameter and sonnet analysis Poetry portfolio creation Review skills from previous units as needed	Core Resource: Various poetry; excerpts from short stories Supplemental Resource: Poetry Unit folder in Drive, including choice boards; Ereadingworksheets.com; CommonLit; Membean; calendar with links in Department Drive; departmental acronyms slides, adding on to SHAMPOO, which students should already be proficient with; figurative language terms, explanations, and flow chart in shared drive
4th Quarter - Unit 4	The House on Mango Street: Memoir, Vignettes, Narrative Choices, Purpose, Tone, and Reader Impact Mentor Text: The House on Mango Street by Sandra Cisneros Essential Questions: How do authors use memoir and vignettes to communicate identity, memory, experience, and perspective? How do narrative choices affect purpose, tone, and reader understanding? How do short-form narratives use language, structure, characterization, and figurative language to create meaning? How can writers craft memoirs using intentional stylistic choices? Enduring Understandings: Memoirs and vignettes use selected moments, imagery, voice, structure, and detail to communicate personal experience and meaning. Narrative choices affect purpose, tone, reader response, and interpretation. Readers analyze media, paragraph function, cause-effect relationships, comparison, and author choices to understand complex texts.	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.6 RI.8.9 RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.9 W.8.1 W.8.9 SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.4	Formative Assessments: Unit skills checks PEA response practice Reading responses Book study checks Membean vocabulary quizzes Drafts for final portfolio Discussion participation Review skill practice from previous units Summative Assessments: Unit Skills Test OR PEA Response Test Book Test Final Portfolio Middle School Memoir	Analyze the purpose of information presented in differing media formats Analyze motives behind media presentation Draw simple logical conclusions in more challenging passages Determine comparative relationships in somewhat challenging texts Understand implied or subtle cause-and-effect relationships Infer the function of paragraphs in more challenging passages Apply review skills from previous units Identify qualities of a personal narrative Define and analyze memoir Define and analyze vignette Explain the purpose of short-form narratives Review figurative language Analyze stylistic choices related to grammar, dialogue, and word choice Review characterization Analyze the effect of narrative choices on purpose, tone, and reader response Craft a middle school memoir using intentional narrative choices	Personal narrative analysis Memoir study Vignette study Short-form narrative analysis Figurative language review Stylistic choice analysis, especially grammar, dialogue, and word choice Characterization review PEA response writing Media and purpose analysis Reading response writing Drafting, revising, and portfolio development Middle School Memoir writing project Discussion protocols Review skills from previous units as needed	Core Resource: The House on Mango Street by Sandra Cisneros Supplemental Resource: Short story anthology; Ereadingworksheets.com; CommonLit; Membean; calendar with links in Department Drive; departmental acronyms slides

8th Grade - Language Arts

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Formal Debate, Argumentative Writing, the Hourglass Essay, Five-Paragraph Essay Format, and Grammar Essential Questions: How do writers and speakers develop strong arguments using claims, reasoning, evidence, and credible sources? How do debate format, rhetoric, and logical fallacies affect the strength of an argument? How does essay structure help clarify purpose, topic, and argument? How do grammar, punctuation, capitalization, and sentence structure support clear communication? Enduring Understandings: Argumentative writers support claims with logical reasoning, relevant evidence, credible sources, accurate information, and clear organization. Formal debate requires preparation, valid reasoning, evidence, clear speaking, and evaluation of opposing claims. The Hourglass Essay and five-paragraph essay formats help writers organize claims, evidence, analysis, and conclusions. Writers strengthen communication through revision, editing, conventions of standard English, active/passive voice awareness, sentence types, and purposeful transitions.	RI.8.3 RI.8.4 RI.8.8 W.8.1 W.8.2 W.8.3 W.8.4 W.8.5 W.8.6 W.8.9 SL.8.1 SL.8.3 L.8.2 L.8.5	Formative Assessments: Writing assessment practice Argumentative writing drafts Debate preparation notes Capitalization, and Punctuation Weekly spelling quizzes on full weeks of school Revision and editing checks Discussion participation Summative Assessments: Writing Assessment Argumentative Essay Grammar CH 1, 11, and 12 Test Debate Project	Analyze how ideas are introduced, relate to each other, and are developed Determine word meanings Analyze the impact of word choices Trace and evaluate an argument Trace and evaluate claims and relevance Determine relevance and validity of evidence Eliminate irrelevant evidence Write for a variety of purposes Support claims Use logical reasoning, evidence, credible sources, accurate sources, and organization Use facts, quotes, and information to inform and explain Write coherently Revise and edit writing Be efficient and accurate in research Engage in a variety of discussion types Evaluate the soundness, validity, and reasoning of evidence Use correct conventions of standard English Differentiate between active and passive voice Use sentence types appropriately Use transitions Organize an essay Delete redundant material Use conjunctions appropriately Recognize and correct grammatical errors	Debate terms Correct debate format Logos, ethos, and pathos rhetoric basics Basic logical fallacies, including generalizations, bandwagon, assertion, and false dichotomy Three-part thesis with actionable "therefore" statement The Hourglass Essay Five-paragraph essay format aligned to a three-part thesis PEA point-evidence-analysis writing format Grammar lessons Debate preparation and presentation Revision and editing Writing conferences and feedback Discussion and response practice	Core Resource: If They Can Argue Well, They Can Write Well by Dr. Bill McBride Supplemental Resource: Grammar Workbook in Drive; grammar-related slides in shared drive; spelling book/Greek and Latin Roots workbook PDF in Drive; IXL practice and quiz options; Writing Resources in Department Drive; calendar with links in Department Drive; departmental acronyms slides; nonfiction articles

2nd Quarter - Unit 2	Grammar, Essay Writing, Speech, Voice, Style, and Drama/Performance Skills Essential Questions: How do writers revise for purpose, style, tone, relevance, and clarity? How do grammar skills support clear and correct writing? How do voice, style, dramatic conventions, and stage cues affect performance and speaking? How can students transfer writing skills across essays, speeches, prompts, and drama-based tasks? Enduring Understandings: Writers revise writing to meet goals, maintain style and tone, remove redundant material, and improve clarity. Grammar and conventions help writers communicate clearly and correctly. Speakers and performers use voice, projection, style, and stage cues to communicate meaning. Students transfer writing and speaking skills across different genres, prompts, and performance tasks.	RL.8.4 RL.8.6 RI.8.4 RI.8.6 W.8.1 W.8.2 W.8.3 W.8.4 W.8.5 SL.8.1 L.8.2 L.8.5	Formative Assessments: Grammar practice for CH 2, CH 3, and CH 4 skills Grammar practice for CH 6 skills MLK essay planning and drafting Speech planning and rehearsal checks Weekly spelling quizzes Teacher observation during writing, speaking, and performance preparation Summative Assessments: Grammar CH 2, CH 3, and CH 4 Test Grammar CH 6 Test MLK Essay Speech Project	Engage in a range of collaborative discussions Identify the purpose of a word when the purpose is straightforward Apply subject-verb agreement Correct grammar errors Determine relevance of material Determine whether an essay has met a specified goal Delete redundant material Revise for purpose, style, and tone Maintain consistent, logical verb tense Maintain consistent pronoun person Use phrases and clauses correctly Apply pronoun-antecedent agreement Apply writing skills to prompts, including expository or personal narrative writing Use voice and style in writing and speaking Understand dramatic conventions Understand stage cues Differentiate projecting from shouting	Grammar lessons Writing skills connected to the MLK contest, typically expository or personal narrative writing Varieties of writing styles Voice and style practice Dramatic conventions Projecting vs. shouting Understanding stage cues Speech planning and delivery Drama/performance preparation as needed Peer feedback Revision and editing	Core Resource: Writing Resources in Department Drive; dramas as needed, with Grade 8 responsible for writing their own play Supplemental Resource: Grammar Workbook in Drive; grammar-related slides in shared drive; spelling book/Greek and Latin Roots workbook PDF in Drive; IXL practice and quiz options; calendar with links in Department Drive; departmental acronyms slides
3rd Quarter - Unit 3	Formal Writing vs. Formal Speaking, Grammar, Research, Credibility, Bias, and Audience Engagement Essential Questions: How do formal writing and formal speaking differ? How do speakers present claims and findings clearly and effectively? How do researchers find relevant, credible, and accurate information? How do bias, credibility, and source evaluation affect research and argument? Enduring Understandings: Writers and speakers use different techniques depending on purpose, audience, format, and context. Effective speakers present claims and findings in a focused, coherent manner using valid reasoning, details, multimedia, and audience awareness. Researchers use focused questions, efficient search strategies, credible sources, and bias awareness to build informed positions. Grammar and language choices affect clarity, tone, purpose, and audience engagement.	RL.8.4 RI.8.4 RI.8.6 RI.8.6 RI.8.8 W.8.1 W.8.2 W.8.3 W.8.4 W.8.5 W.8.7 W.8.8 W.8.9 SL.8.1 SL.8.3 SL.8.4 SL.8.5 L.8.2 L.8.5 L.8.6	Formative Assessments: Writing assessment practice Islamic Studies essay planning and drafting, if used Grammar CH 7 practice Grammar CH 8 practice Research notes Source credibility checks Bias analysis practice Weekly spelling quizzes Speaking practice Multimedia/visual planning checks Summative Assessments: Writing Assessment Islamic Studies Essay, if used Grammar CH 7 Test Grammar CH 8 Test Research a Cause Close to Your Heart Project	Present claims and findings Emphasize significant points in a focused, coherent manner Use relevant, valid, well-chosen reasoning and details Communicate clearly Engage an audience Explain the purpose of language choices Integrate multimedia and visuals to strengthen claims and evidence and add interest Use correct standard English Use words to accomplish a fairly straightforward purpose Use correct comparative and superlative adjective and adverb forms Identify the purpose of a word or phrase Determine the best place to divide a paragraph to meet a particular rhetorical goal Determine the need for conjunctions to correctly join clauses Form verb tenses correctly, including regular, irregular, and "be" verbs Correct vague and ambiguous pronouns Differentiate between formal essay writing and formal speaking Distinguish narrative and informational speaking styles Evaluate credibility and bias in sources	Review of formal and argumentative writing skills Speaking skills and differences between play speaking and speech speaking Engaging an audience Grammar instruction Search engines vs. sources Techniques for efficient research Finding relevant sources Credibility analysis Identifying credible sources Bias analysis Identifying bias RAVEN source evaluation Using biased sources appropriately, especially finding sources with opposite biases to inform a position Awareness of one's own bias and how it affects reading of sources Research drafting and revision Formal speaking practice Multimedia and visual display integration	Core Resource: Writing Resources in Department Drive; Credibility, Bias, Plagiarism resources in shared drive Supplemental Resource: Calendar with links in Department Drive; departmental acronyms slides, especially ICE; TED Talks; AISides.com; Grammar Workbook in Drive; grammar-related slides in shared drive; spelling book/Greek and Latin Roots workbook PDF in Drive; IXL practice and quiz options
4th Quarter - Unit 4	Argumentative Writing, Grammar, Media Analysis, Alternative Text Forms, and Drama Essential Questions: How do different media forms affect the way ideas are presented and understood? How can readers evaluate whether a media version remains faithful to or departs from a written text? How do writers organize, revise, and edit arguments for clarity, logic, and impact? How do grammar, punctuation, transitions, introductions, and conclusions strengthen writing? Enduring Understandings: Different media forms have advantages and disadvantages when presenting ideas. Media adaptations may remain faithful to or depart from written texts in ways that affect meaning and interpretation. Writers strengthen arguments by revising organization, logic, transitions, introductions, conclusions, and evidence. Grammar and punctuation choices, including commas, apostrophes, parentheticals, colons, and semicolons, support clear and polished writing.	RL.8.4 RI.8.4 RI.8.6 RI.8.6 RI.8.7 W.8.1 W.8.2 W.8.3 W.8.4 W.8.5 SL.8.1 SL.8.4 SL.8.5 L.8.1 L.8.2 L.8.5 L.8.6	Formative Assessments: Grammar CH 9 practice Media analysis practice Theme presentation preparation Argumentative essay planning and drafting Drama project planning, if used Paper conferences Weekly spelling quizzes Revision and editing checks Summative Assessments: Grammar CH 9 Test Media Analysis Test OR Theme Presentation Argumentative Essay Drama Project Option	Evaluate the advantages and disadvantages of using different types of media to present ideas Analyze how one media type remains faithful to or departs from a written text Delete incorrect commas Delete apostrophes from plurals Use parentheticals and punctuate them correctly Use transitions to establish subtle logical relationships, including therefore, however, and in addition Emphasize an essay's main idea with an introduction and/or conclusion Rearrange sentences for logic Rearrange paragraphs for logic Revise writing Correctly use and correct errors in colons and semicolons Use apostrophes correctly Apply review skills related to alternative text forms Analyze inferences and text evidence Analyze theme and narrator reliability Analyze nonfiction for bias and credibility Analyze multimedia combinations such as music, video, and words	Review writing skills Paper conferences Grammar instruction Inferences and text evidence practice SOAPSTone and poetry analysis Analysis of nonlinguistic texts Lyrics analysis OPTIC and art analysis Fiction analysis Theme analysis Narrator reliability analysis Nonfiction analysis Bias and credibility analysis Multimedia analysis, including music, video, and words Argumentative writing practice Revision and editing Drama project development, if used Presentation practice	Core Resource: Writing Resources in Department Drive; CommonLit; various art pieces Supplemental Resource: Ereadingworksheets.com; Grammar Workbook in Drive; grammar-related slides in shared drive; spelling book/Greek and Latin Roots workbook PDF in Drive; IXL practice and quiz options; calendar with links in Department Drive; departmental acronyms slides; inferences and media analysis-related resources in shared drive