



## 2022/2023 Scope and Sequence

Grade: 8th

Month: Sept/Oct

Content Area: ELA

Sub Content: Mechanics, Grammar, Reading and Writing

<b><i>What our students will know and be able to do</i></b>	<b><i>Learning Activities</i></b>	<b><i>Materials</i></b>	<b><i>Assessment tools</i></b>	<b><i>Notes</i></b>
<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</li> <li>● Spell correctly</li> <li>● Explain the function of verbals in general and their function in particular sentences.</li> <li>● Form and use verbs in the active and passive voice.</li> <li>● Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>● Use punctuation to indicate a pause or</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Grammar practice: M.U.G. Correct the grammatical mistakes.</li> <li>● Verb practice work in unit sections.</li> <li>● Work includes Analyze the Text, Analyze Craft and Structure after each section.</li> <li>● Reading: <i>Flowers for Algernon</i></li> <li>● Planning, writing, and revising informative essay and speech.</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly grammar Handouts.</li> <li>● MyPerspectives Workbook</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Turning in completed handouts.</li> <li>● Assignment turned in on a document or in notebooks.</li> <li>● Informative essay guided rubric.</li> <li>● Grade all turned in practice handouts and sheets.</li> <li>● Grade work from MyPerspectives Workbook.</li> <li>● Informal assessment taken during</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Grammar sheets from TPT.</li> <li>● MyPerspective Unit 4: Human Intelligence</li> </ul>

<p>break.</p> <ul style="list-style-type: none"><li>● Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</li><li>● Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</li><li>● 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 evidence-based summary of the text.</li><li>● 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</li></ul>	<ul style="list-style-type: none"><li>● Delivery of Informative Speech.</li><li>● Fishbowl Discussions of texts/readings.</li></ul>		<p>fishbowl discussions.</p>	
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<p>texts.</p> <ul style="list-style-type: none"><li>● Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</li><li>● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li><li>● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li><li>● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own</li></ul>				
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<p>clearly.</p> <ul style="list-style-type: none"><li>• 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.</li></ul>				
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## 2022/2023 Scope and Sequence

Grade: 8th

Month: Nov/Dec

Content Area: ELA

Sub Content: Writing, Reading, Grammar

<b><i>What our students will know and be able to do</i></b>	<b><i>Learning Activities</i></b>	<b><i>Materials</i></b>	<b><i>Assessment tools</i></b>	<b><i>Notes</i></b>
<ul style="list-style-type: none"> <li>● Use context as a clue to the meaning of a word or phrase.</li> <li>● Verify the preliminary determination of the meaning of a word or phrase.</li> <li>● Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>● Introduce a topic clearly, previewing what is to follow;</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Grammar practice: M.U.G. Correct the grammatical mistakes.</li> <li>● Multimedia Presentations (using all texts provided from section).</li> <li>● Planning, writing, and revising informative essay.</li> <li>● Work includes Analyze the Text, Analyze Craft and Structure after each section.</li> <li>● Small group novel</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly grammar Handouts</li> <li>● MyPerspectives workbook</li> <li>● Novel: <i>Night</i> OR <i>Boy In The Striped Pajamas</i>.</li> <li>● Novels: Guided chapter questions</li> </ul>	<ul style="list-style-type: none"> <li>● Turning in completed handouts.</li> <li>● Informative essay guided rubric.</li> <li>● Grade work from MyPerspectives Workbook.</li> <li>● Observations from novel small group discussions.</li> <li>● Novel tests</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Grammar sheets from TPT.</li> <li>● Novel tests from TPT</li> <li>● Ending Unit 4: Human Intelligence.</li> <li>● Start Unit 2: The Holocaust.</li> </ul>

<p>organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.</p> <ul style="list-style-type: none"><li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li><li>• Provide a conclusion that follows from and reflects on the narrated experiences or events</li><li>• With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.</li><li>• Use technology, including the Internet, to produce and publish writing and present the</li></ul>	<p>discussions.</p> <ul style="list-style-type: none"><li>• Reading and parts for Unit play, <i>Anne Frank</i></li></ul>			
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relationships between information and ideas efficiently as well as to interact and collaborate with others.

- Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Use punctuation to indicate a pause or break.
- Use context as a clue to the meaning of a word or phrase.
- Use the relationship between particular words to better understand each of the words.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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