

Course: Language and Literature

Grade Level: 8

Textbook/Instructional Materials: myPerspectives English Language Arts © 2017. A list of novels which go along with the series is available upon request.

Month	IB Unit Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
September October November	Rites of Passage  Essential Question  What are some milestones on the path to growing up?	<p><b>Activities:</b>  <b>Close Read</b>            Allusions            Tone            Setting            figurative language            Word Choice  <b>Analyze the Text</b>  <b>Analyze Craft and Structure</b>            Symbolism            Tone            Poetry: Lyric, narrative            Point of view in fiction  <b>Concept Vocabulary and Word Study</b>            Context clues            Etymology            Latin Suffix -ous  <b>Conventions</b>            Verbs in Active and Passive Voice            Verb Moods            Retelling a story            Monologue  <b>Analyze the Media</b></p> <p><b>Formative:</b>            Connect: Ideas within selection to what you already know and have read            Respond: Complete            Comprehension check and</p>	<p><b>Communication</b>  <b>I. Communication skills</b>            exchange thoughts, messages and information effectively through interaction  <b>Social</b>  <b>II. Collaboration skills</b>            work effectively with others  <b>Self-management</b>  <b>III. Organization skills</b>            manage time and tasks effectively  <b>V. Reflection skills</b>            (re)consider the process of learning; choose and use ATL skills  <b>Research</b>  <b>VI. Information literacy skills</b>            find, interpret, judge and create information  <b>VII. Media literacy skills</b>            interact with media to use and create ideas and information</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>● Read and analyze how authors express point of view in nonfiction narrative.RL.8.6</li> <li>● Expand Knowledge and use of academic and thematic vocabulary. RL.8.4</li> <li>● Write a nonfiction narrative in which you develop experiences or events using effective technique W.8.2</li> <li>● Conduct research projects of various lengths to explore a topic and clarify meaning W.8.7</li> <li>● Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verb L.8.1, L.8.1.c</li> <li>● Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1</li> <li>● Integrate audio, visuals, and text in presentations SL.8.7</li> <li>● 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. RL.8.10</li> <li>● 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. RI.8.10</li> <li>● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.8.8</li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.9</li> </ul>

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		<p>write a brief summary of the selection Informational report Video Review</p> <p><b>Summative:</b> <b>Performance-Based Assessment Task</b> Narrative Task: Write A Nonfiction Narrative</p> <p><b>Performance-Based Assessment Task</b> Speaking and Listening Focus: Present a Nonfiction Narrative</p>		<p><b>IB Criterion and Strands:</b></p> <p><b>Criterion A: Analyzing</b></p> <ul style="list-style-type: none"><li>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</li><li>ii. identify and explain the effects of the creator’s choices on an audience</li><li>iii. justify opinions and ideas, using examples, explanations and terminology</li><li>iv. interpret similarities and differences in features within and between genres and texts.</li></ul> <p><b>Criterion B: Organizing</b></p> <ul style="list-style-type: none"><li>i. employ organizational structures that serve the context and intention</li><li>ii. organize opinions and ideas in a coherent and logical manner</li><li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</li></ul> <p><b>Objective C: Producing text</b></p> <ul style="list-style-type: none"><li>i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</li><li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li><li>iii. select relevant details and examples to develop ideas.</li></ul> <p><b>Objective D: Using language</b></p> <ul style="list-style-type: none"><li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li><li>ii. write and speak in an appropriate register and style</li><li>iii. use correct grammar, syntax and punctuation</li><li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</li></ul>
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November December January	<b>The Holocaust</b>  <b>Essential Question</b> <b>How do we remember the past?</b>	<p>Activities:</p> <p><b>Close Read</b> ellipses details sensory language repetition Analyzing visual metaphors Analyzing art</p> <p><b>Analyze the Text</b> <b>Analyze Craft and Structure</b> Analyze Text Structures in Drama Character Motivation Central Idea and Supporting Details Author's Style: Word Choice Author's Purpose and Point of View</p> <p><b>Concept Vocabulary and Word Study</b> Latin Suffix: -ion Latin Suffix: -ent Latin suffix: -strict Greek Root: trauma-</p> <p><b>Conventions</b> The Principal Parts of Verbs Simple Tenses of Verbs Perfect Tenses of Verbs Analyze the Media</p> <p><b>Formative:</b></p>	<p><b>Communication</b></p> <p><b>I. Communication skills</b> exchange thoughts, messages and information effectively through interaction</p> <p><b>Social</b></p> <p><b>II. Collaboration skills</b> work effectively with others</p> <p><b>Self-management</b></p> <p><b>III. Organization skills</b> manage time and tasks effectively</p> <p><b>IV. Affective skills</b> manage state of mind</p> <p><b>V. Reflection skills</b> (re)consider the process of learning; choose and use ATL skills</p> <p><b>Research</b></p> <p><b>VI. Information literacy skills</b> find, interpret, judge and create information</p> <p><b>VII. Media literacy skills</b> interact with media to use and create ideas</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Read and analyze how authors discuss a cause, event, or condition that produces a specific result RI.8.8</li> <li>• Expand Knowledge and use of academic and thematic vocabulary. RI.8.4</li> <li>• Write an explanatory essay in which you effectively incorporate the key elements of an argument W.8.2</li> <li>• Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7</li> <li>• Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.8.1</li> <li>• Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1</li> <li>• Integrate audio, visuals, and text in presentations SL.8.5</li> </ul> <p><b>IB Criterion and Strands:</b></p> <p><b>Criterion A: Analyzing</b></p> <ol style="list-style-type: none"> <li>identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</li> <li>identify and explain the effects of the creator's choices on an audience</li> <li>justify opinions and ideas, using examples, explanations and terminology</li> <li>interpret similarities and differences in features within and between genres and texts.</li> </ol> <p><b>Criterion B: Organizing</b></p> <ol style="list-style-type: none"> <li>employ organizational structures that serve the context and intention</li> <li>organize opinions and ideas in a coherent and logical manner</li> <li>use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ol> <p><b>Objective C: Producing text</b></p> <ol style="list-style-type: none"> <li>make stylistic choices in terms of linguistic, literary and visual</li> </ol>

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		<p>Complete Comprehension check and writing a brief summary of the selection            Drama Review            Dramatic Reading            Compare and contrast essay            Informative Report            Collaborative group discussion</p> <p><b>Summative:            Performance-Based Assessment Task</b>            Write an Explanatory Essay            Deliver a Multimedia Presentation</p>	<p>and information  <b>Thinking VIII. Critical-thinking skills</b>            analyse and evaluate issues and ideas</p>	<p>devices, demonstrating awareness of impact on an audience            iii. select relevant details and examples to develop ideas.  <b>Objective D: Using language</b>            i. use appropriate and varied vocabulary, sentence structures and forms of expression            ii. write and speak in an appropriate register and style            iii. use correct grammar, syntax and punctuation            iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p>
Month	IB Unit/Topic	Assessments and Activities		Curriculum Standards and IB Criterion and Strands
<p>February            March</p>	<p><b>What Matters</b></p> <p><b>Essential Questions</b>            When is it right to take a stand?</p> <p><b>What can cause a sudden change in someone's life?</b></p>	<p>Activities:  <b>Close Read</b>            author's purpose            dialogue            ellipses            parentheses            bias            analogy            parallel structure            tone  <b>Analyze the Text</b>  <b>Analyze Craft and Structure</b>            Characterization in Nonfiction            Author's Argument            Determine main ideas and supporting details/Analyze conflicting arguments</p>	<p><b>Communication I. Communication skills</b>            use appropriate forms of writing for different purposes and audiences  <b>Social II. Collaboration skills</b>            manage and resolve conflict, and work collaboratively in teams  <b>Self-management III. Organization skills</b>            use appropriate strategies for</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>Evaluate written arguments by analyzing how authors state and support their claims RI.8.8</li> <li>Expand Knowledge and use of academic and Concept vocabulary RI.8.4</li> <li>Write an argumentative essay in which you effectively incorporate the key elements of an argument W.8.1</li> <li>Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7</li> <li>Demonstrate command of the conventions of standard English grammar and usage, including correct usage of nouns, pronouns, adjectives, adverbs, clauses, and sentence structure L.8.1</li> <li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1</li> <li>Integrate audio, visuals, and text in presentations SL.8.5</li> </ul>

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	<p>Persuasive Techniques / Word Choice</p> <p>Descriptive Writing</p> <p><b>Concept Vocabulary and Word Study</b></p> <p>Old English: Suffix -ful</p> <p>Latin root: -just-</p> <p>Latin Prefix: ex-</p> <p>Old English prefix: mis-</p> <p>Old English Suffix: -ly</p> <p><b>Conventions</b></p> <p>Nouns and Pronouns</p> <p>Clauses</p> <p>Adjectives and adverbs</p> <p><b>Analyze the Media</b></p> <p><b>Formative:</b></p> <p>Support an argument</p> <p>Persuasive presentation</p> <p>Argumentative essay</p> <p>Research Report</p> <p>First-Person Account</p> <p>Group discussion</p> <p><b>Summative:</b></p> <p><b>Performance-Based Assessment Task</b></p> <p>Write an Argument</p> <p><b>Performance-Based Assessment Task</b></p> <p>Speaking and Listening Focus:</p> <p>Present an Argument</p> <p>Deliver an Oral Presentation</p>	<p>organizing complex information</p> <p><b>Research</b></p> <p><b>VI. Information literacy skills</b></p> <p>collect and analyse data to identify solutions and make informed decisions</p> <p><b>VII. Media literacy skills</b></p> <p>communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><b>Thinking</b></p> <p><b>VIII. Critical-thinking skills</b></p> <p>make unexpected or unusual connections between objects and/or ideas</p> <p><b>X. Transfer skills</b></p> <p>apply skills and knowledge in unfamiliar situations</p>	<p><b>IB Criterion and Strands:</b></p> <p><b>Criterion A: Analyzing</b></p> <p>ii. identify and explain the effects of the creator’s choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p><b>Criterion B: Organizing</b></p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p><b>Objective C: Producing text</b></p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p> <p><b>Objective D: Using language</b></p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate nonverbal communication techniques</p>
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<p><b>April</b> <b>May</b> <b>June</b></p>	<p><b>Human Intelligence</b></p> <p><b>Essential Questions</b></p> <p><b>In what different ways can people be different?</b></p> <p><b>In what different ways can people be intelligent?</b></p>	<p>Activities:</p> <p><b>Close Read</b> perspective italics parenthesis similes details infographic Sound devices</p> <p><b>Analyze the Text</b></p> <p><b>Analyze Craft and Structure</b></p> <p>Development of Themes</p> <p>Memoir and Reflective Writing</p> <p>Poetic Structures</p> <p><b>Concept Vocabulary and Word Study</b></p> <p>Latin Prefix:-sub</p> <p>Multiple-Meaning Words</p> <p><b>Conventions</b></p> <p>Direct and Indirect Objects</p> <p>Pronoun Case</p> <p>Participial and Infinitive Phrases</p> <p><b>Analyze the Media</b></p> <p><b>Formative:</b></p> <p>Group discussion</p> <p>Comparison-and-contrast essay</p> <p>Informational report</p> <p><b>Summative:</b></p>	<p><b>Communication</b></p> <p><b>I. Communication skills</b></p> <p>Use a variety of media to communicate with a range of audiences</p> <p>Use a variety of speaking techniques to communicate with a variety of audiences</p> <p>Interpret and use effectively modes of non-verbal communication</p> <p>Use and interpret a range of discipline-specific terms and symbols</p> <p><b>Social</b></p> <p><b>II. Collaboration skills</b></p> <p>Give and receive meaningful feedback</p> <p><b>Self-management</b></p> <p><b>V. Reflection skills</b></p> <p>Keep a journal to record reflections</p> <p><b>Research</b></p> <p><b>VI. Information literacy skills</b></p> <p>Make connections between various sources of information</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Gather information and ideas from a variety of texts. RI.8.10</li> <li>• Expand Knowledge and use of academic and thematic vocabulary RI.8.4</li> <li>• Write an informative essay in which you examine a topic and convey ideas, concepts, and information W.8.2</li> <li>• Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7</li> <li>• Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs L.8.1</li> <li>• Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1</li> <li>• Integrate audio, visuals, and text in presentations SL.8.5</li> </ul> <p><b>IB Criterion and Strands:</b></p> <p><b>Criterion A: Analyzing</b></p> <p>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</p> <p>ii. identify and explain the effects of the creator’s choices on an audience</p> <p><b>Criterion B: Organizing</b></p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p><b>Objective C: Producing text</b></p> <p>i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p>

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		<p><b>Performance-Based Assessment Task</b> Informative Speech Informative Essay Present an Informative Multimedia Presentation</p>	<p>Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</p> <p><b>VII. Media literacy skills</b> Compare, contrast and draw connections among (multi)media resources</p> <p><b>Thinking</b></p> <p><b>VIII. Critical-thinking skills</b> Gather and organize relevant information to formulate an argument</p> <p><b>IX. Creative-thinking skills</b> Apply existing knowledge to generate new ideas, products or processes</p> <p><b>X. Transfer skills</b> Compare conceptual understanding across multiple subject groups and disciplines</p>	<p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.</p> <p><b>Objective D: Using language</b></p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate nonverbal communication techniques</p>
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