

Glendale Elementary School District

# 23-24 ELA PACING GUIDE

## 8th Grade



<a href="#">Reading Block</a>	<a href="#">Equivalency Chart</a>	<a href="#">Essential Standards Overview</a>	
<a href="#">myPerspective supports</a>	Benchmark Blueprints	<a href="#">Learning Cycle PDF</a>	<a href="#">C &amp; I Page</a>
<a href="#">6-Minute Solutions Supports</a>	<a href="#">Galileo Supports</a>	AASA <a href="#">Item Specifications, Test Blueprints</a>	<a href="#">ADE ELA website</a>
	<a href="#">i-Ready Supports</a>	8th Grade Deconstruction	<a href="#">ELA Standards Progression</a>

## Reading Block Layout (160 Minutes)

	Word Study (15-20 Minutes)	Whole Group Instruction/Launch Lesson (20-50)	Small Group Instruction Minutes)	Writing (45 Minutes)
Teacher Actions	<ul style="list-style-type: none"> <li>Explicitly and systematically model decoding of multisyllabic words, syllable patterns, morphology, root words, and affixes.</li> <li>Model how to determine the meaning of unknown words or phrases by choosing from a variety of strategies.</li> <li>Intentionally spiral review previous skills</li> </ul>	<ul style="list-style-type: none"> <li>Expose students to grade level text</li> <li>Model Close Reading Strategies using annotation frames</li> <li>Demonstrate Fluent Reading</li> <li>Use Metacognition to reach learning targets</li> <li>Model how to support ideas, thoughts, and perspectives using textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Expose students to a variety of genres, including different types and formats</li> <li>Model, guide, and reinforce good reading behaviors and strategies</li> <li>Prompt and reinforce reading behaviors, strategies, and discussions</li> <li>Model Close Reading Strategies using annotation frames</li> </ul>	<ul style="list-style-type: none"> <li>Model the writing process through process and purpose</li> <li>Facilitate shared and guided reading practice</li> <li>Conference with students to provide feedback on their writing and set goals</li> <li>Extend literary analysis to writing</li> <li>Model how to cite and paraphrase textual evidence (MLA)</li> </ul>
Student Actions	<ul style="list-style-type: none"> <li>Read, Write, Sort, Divide, and Spell Multisyllabic words, Irregular Words</li> <li>Read Grade-Level Text Fluently</li> <li>Determine the meaning of unknown words</li> <li>Apply knowledge of affixes (Green, Latin, etc) in order to determine meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize Comprehension Strategies</li> <li>Read a variety of text types</li> <li>Ask and answer questions while reading and explain strategies used to understand text</li> <li>Close Read and Annotate text, including rereading for different purposes</li> <li>Practice fluent reading</li> </ul>	<ul style="list-style-type: none"> <li>Read increasingly challenging text with fluency, accuracy, and understanding</li> <li>Utilize comprehension skills</li> <li>Build reading stamina</li> <li>Come to group discussions prepared by previously close reading</li> <li>Extend application through independent practice</li> </ul>	<ul style="list-style-type: none"> <li>Connect reading text analysis by responding in writing</li> <li>Write increasingly complex connected sentences using a variety of structures</li> <li>Utilize the writing process to publish final works</li> <li>Participate in writing conferences and set goals to monitor learning</li> </ul>
Resources	<ul style="list-style-type: none"> <li>GESD Phonics Continuum (UFLI, ReadyGEN, 95%)</li> <li>SAVVAS myPerspectives</li> <li>VocabSurge</li> </ul>	<ul style="list-style-type: none"> <li>SAVVAS myPerspectives</li> <li>Performance Coach</li> <li>Paired Passages</li> </ul>	<ul style="list-style-type: none"> <li>SAVVAS myPerspectives</li> <li>95% Group/SIPPS Plus</li> <li>Guided Reading Bookroom</li> <li>Jan Richardson Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Maps</li> <li>Write from the Beginning</li> <li>SAVVAS myPerspectives</li> </ul>

## Equivalency Chart

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Lexile	0	25	100	125	225	325	350	450	525	550	625	675	700	750	800	800	850	900	925-1070			925-1120			1010-1185		
Scholastic		B	D	D	F	I	I	K	M	M	O	P	P	R	S	S	U	V	V	W	X	X	Y	Z	Z	Z	Z
Jan Plan Template	Pre-A	Emergent		Early (D-I)				Transitional Template (J-P)																			
										Fluent Template (N+)																	
i-Ready Fluency					29+	60+	50+	84+	100+																		
Fountas & Pinnell	A	B	C	D	G	J	J	K-L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z
Learning A-Z	A	B	C	D	G	J	K	M	P	Q	R-S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
DRA	A-6			A-16			8-30			16-40			20-50			40-60			50-70								

**Year Long Standards****Range of Reading and Level of Text Complexity**

8.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8. (Lexile Range 925-1185).

8.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8. (Lexile Range 925-1185).

**Range of Writing:**

8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Range of Reading Staircase to Complexity:**

6<sup>th</sup>-8<sup>th</sup> Grade Lexile Range: 925-1185

Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1	Quarter 2 Unit 2 & Unit 3 (WC)	Quarter 3 Unit 3 (SG) & Unit 4	Quarter 4 Unit 5
<b>Reading Standards for Literature</b>				
<b>8.RL.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <i>Connects to 8.W.9</i> <b>6-8:SI-I-1:</b> Determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.	<i>Medicine Bag (WG)</i> <i>You are the Electric Boogaloo(SG)</i> <i>Just be Yourself (SG)</i> <i>Hanging Fire (SG)</i> <i>Translating Grandfather's House (SG)</i> <i>The Setting Sun and the Rolling World (SG)</i> <ul style="list-style-type: none"> <li>o Evaluate to determine evidence that strongly supports the explicit key details.</li> <li>o Cite evidence used to strongly support explicit key details.</li> <li>o Evaluate to determine evidence that strongly supports the inference.</li> <li>o Cite evidence used to make inferences from the text.</li> </ul>	<i>The Diary of Anne Frank Act I1 (WC)</i> <ul style="list-style-type: none"> <li>o Evaluate to determine evidence that strongly supports the explicit key details.</li> <li>o Cite evidence used to strongly support explicit key details.</li> <li>o Evaluate to determine evidence that strongly supports the inference.</li> <li>o Cite evidence used to make inferences from the text.</li> </ul>	<i>Flowers for Algernon (WC)</i> <ul style="list-style-type: none"> <li>o Evaluate to determine evidence that strongly supports the explicit key details.</li> <li>o Cite evidence used to strongly support explicit key details.</li> <li>o Evaluate to determine evidence that strongly supports the inference.</li> <li>o Cite evidence used to make inferences from the text.</li> </ul>	<i>Uncle Marcos (WC)</i> <ul style="list-style-type: none"> <li>o Evaluate to determine evidence that strongly supports the explicit key details.</li> <li>o Cite evidence used to strongly support explicit key details.</li> <li>o Evaluate to determine evidence that strongly supports the inference.</li> <li>o Cite evidence used to make inferences from the text.</li> </ul>
<b>8.RL.2</b> 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,	<i>Hanging Fire(SG)</i> <i>Translating Grandfather's House(SG)</i> <ul style="list-style-type: none"> <li>o Determine a theme of a text.</li> </ul>		<i>Flowers for Algernon (WC)</i> <ul style="list-style-type: none"> <li>o Determine a theme of a text.</li> <li>o Analyze how the theme develops over the course of the text.</li> </ul>	

<p>setting, and plot; provide an objective summary of the text.</p> <p><i>Connects to 8.W.9</i></p> <p>6-8:S1-I-1: Determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</p> <p>6-8:S1-I-2: summarize a text including specific details and information.</p>	<ul style="list-style-type: none"> <li>o Analyze how the theme develops over the course of the text.</li> <li>o Provide an objective summary that includes the theme or central idea.</li> <li>o Analyze the relationship between the theme and literary elements.</li> <li>o Analyze how character, setting, or plot contributes to a theme or central idea's development.</li> </ul>		<ul style="list-style-type: none"> <li>o Provide an objective summary that includes the theme or central idea.</li> <li>o Analyze the relationship between the theme and literary elements.</li> <li>o Analyze how character, setting, or plot contributes to a theme or central idea's development.</li> <li>o</li> </ul>	
<p><u>8.RL.3</u> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><i>Connected to 8.W.9</i></p>		<p><i>The Diary of Anne Frank Act 1 (WC)</i></p> <ul style="list-style-type: none"> <li>o Analyze how lines of dialogue reveal aspects of a character.</li> </ul> <p><i>The Diary of Anne Frank Act 1 (WC)</i></p> <ul style="list-style-type: none"> <li>o Analyze how lines of dialogue affect a character's motivations.</li> </ul>	<p><i>Flowers for Algernon (WC)</i></p> <ul style="list-style-type: none"> <li>o Analyze how lines of dialogue and incidents reveal a character.</li> <li>o Analyze how lines of dialogue and incidents propel an action.</li> <li>o Analyze how lines of dialogue and incidents provoke decisions.</li> </ul>	<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> <li>o Analyze how lines of dialogue and incidents reveal a character.</li> <li>o Analyze how lines of dialogue and incidents propel an action.</li> <li>o Analyze how lines of dialogue and incidents provoke decisions.</li> </ul>
<p><u>8.RL.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>6-8:S2-I-1: Determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>6-8:S2-I-2: Determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English</p>	<p><i>Medicine Bag(WC)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of words and phrases as they are used in a text.</li> <li>o Identify symbolism in text and determine its meaning.</li> </ul> <p><i>You are the Electric Boogaloo (SG)</i></p> <p><i>Just be Yourself (SG)</i></p> <p><i>Hanging Fire (SG)</i></p> <p><i>Translating Grandfather's House (SG)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of words and phrases as they are used in a text.</li> <li>o Determine the connotative meanings of words and phrases as they are used in text.</li> <li>o Analyze the impact of word choices and phrases on meaning and tone.</li> </ul>		<p><i>Retort/The People, Yes (SG)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of words and phrases as they are used in a text.</li> <li>o Determine the figurative and connotative meanings of words and phrases as they are used in text.</li> <li>o Analyze the impact of word choices and phrases on meaning and tone.</li> </ul>	<p><i>The Invention of Everything Else (SC)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of words and phrases as they are used in a text.</li> </ul>

morphology to determine meaning of unknown words.				
<u>8.RL.5</u> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6-8:SL-I-3: Compare and contrast specific details and information from two or more text types.	<i>Hanging Fire(SG)</i> <i>Translating Grandfather's House(SG)</i> <ul style="list-style-type: none"> <li>o Identify structural elements of two or more texts.</li> <li>o Compare and contrast the structure of two literary texts.</li> <li>o</li> </ul>		<i>Flowers for Algernon Script (WC)</i> <i>Retort/The People, Yes (SG)</i> <ul style="list-style-type: none"> <li>o Identify structural elements of two or more texts.</li> <li>o Compare and contrast the structure of two literary texts.</li> <li>o Analyze how the structure of each text contributes to its meaning.</li> <li>o Analyze how the structure of each text creates differences or similarities in the texts' meanings.</li> </ul>	
<u>8.RL.6</u> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<i>The Setting Sun and the Rolling World (SG)</i> <ul style="list-style-type: none"> <li>o Identify evidence the author uses to support his/her characters' viewpoints/purposes.</li> <li>o Identify conflicting evidence or viewpoints presented in a given text.</li> </ul>	<i>The Diary of Anne Frank Act 1 (WC)</i> <ul style="list-style-type: none"> <li>o Identify conflicting evidence or points of view presented in a given text.</li> <li>o Analyze techniques the author uses to create dramatic irony.</li> </ul>	<i>Flowers for Algernon (WC)</i> <ul style="list-style-type: none"> <li>o Analyze techniques the author uses to respond to conflicting evidence.</li> <li>o Compare and contrast the author's evidence and/or viewpoints to conflicting evidence and/or viewpoints.</li> <li>o Analyze how point of view provides clues to the story's theme.</li> </ul>	
<u>8.RL.7</u> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 6-8:SL-I-4: Explain how structure, text type, and other elements impact the central idea or theme.		<i>The Diary of Anne Frank Act 11 (WC)</i> <ul style="list-style-type: none"> <li>o Compare and contrast the text of a drama and the live production.</li> <li>o Explain choices actors and directors make.</li> <li>o Evaluate the outcome/ impact of choices by directors and actors.</li> <li>o Analyze the faithfulness or departure between the text of the story or drama and the live or filmed production.</li> </ul>	<i>Flowers for Algernon Script (WC)</i> <ul style="list-style-type: none"> <li>o Compare and contrast the text of a drama and the live production.</li> <li>o Explain choices actors and directors make.</li> <li>o Evaluate the outcome/impact of choices by directors and actors.</li> <li>o Analyze the faithfulness or departure between the text of the story or drama and the live or filmed production.</li> </ul>	
<u>8.RL.9</u> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works,			<i>Flowers for Algernon (WC)</i> <ul style="list-style-type: none"> <li>o Identify patterns of events.</li> <li>o Compare and contrast patterns of events in modern fiction to myths.</li> </ul>	<i>Uncle Marcos (WC)</i> <ul style="list-style-type: none"> <li>o Identify patterns of events.</li> <li>o Compare and contrast patterns of events in modern fiction to myths.</li> </ul>

including describing how the material is rendered new. <i>Connects to 8.W.9</i>			o Evaluate how myths are rendered new or reworked to match society.	
<b>Reading Standards for Informational Text</b>				
<u>8.RI.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <i>Connected to 8.W.9</i> 6-8:SI-I-1: Determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.		<i>Anne Frank: The Diary of a Young Girl (SG)</i> <i>Acceptance Speech for the Noble Peace Prize (SG)</i> <i>Barrington Irving, Pilot and Educator (WC)</i> <i>Ban the Ban! Soda's a Problem but...(WC)</i> o Evaluate to determine details that strongly support what is explicitly stated. o Cite evidence that strongly supports the explicit key details. o Evaluate to determine details that strongly support what is inferred. o Cite evidence that strongly supports the inference.		
<u>8.RI.2</u> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <i>Connects to 8.W.9</i> 6-8:SI-I-1: Determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence. 6-8:SI-I-2: summarize a text including specific details and information.		<i>Anne Frank: The Diary of a Young Girl (SG)</i> o Identify the ideas that support the central idea of a text. o Determine the relationship between the central ideas and supporting ideas. o Summarize the text objectively, including details and their relationship to the central idea(s). o Analyze the development of the central idea over the course of the text. o Summarize the text objectively, showing the development of the central ideas over the course of the text.	<i>Blue Nines and Red Words (SG)</i> o Identify the ideas that support the central ideas of a text. o Determine the relationship between the central ideas and supporting ideas.	
<u>8.RI.3</u> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through		<i>Barrington Irving, Pilot and Educator (WC)</i> o Analyze how the author distinguishes between the	<i>Blue Nines and Red Words (SG)</i> o Compare how individuals, ideas, and events are connected.	<i>To Fly (WC)</i> <i>Nikola Tesla: The Greatest Invention of All? (SG)</i>

<p>comparisons, analogies, or categories).</p> <p><i>Connects to 8.W.9</i></p>		<p>personalities of various individuals in the text.</p>	<ul style="list-style-type: none"> <li>o Contrast the distinctions between individuals, ideas, and events.</li> <li>o Explain techniques the author uses to connect and distinguish between people, ideas, and events (compare and contrast, analogies, categorization).</li> </ul>	<ul style="list-style-type: none"> <li>o Compare how individuals, ideas, and events are connected.</li> <li>o Contrast the distinctions between individuals, ideas, and events</li> <li>o Explain techniques the author uses to connect and distinguish between people, ideas, and events (compare and contrast, analogies, categorization).</li> </ul>
<p><u>8.RI.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>6-8:S2-I-1: Determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>6-8:S2-I-2: Determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>6-8:S2-I-3: Apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<p><i>You Are the Electric Boogaloo/Just Be Yourself (SG)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of words and phrases as they are used in text.</li> <li>o Determine the meaning of figurative, connotative, and technical words as they are used in text.</li> <li>o Analyze the impact of word choice on meaning and tone.</li> </ul>	<p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <p><i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of words and phrases as they are used in text.</li> <li>o Determine the meaning of figurative, connotative, and technical words as they are used in text.</li> <li>o Analyze the impact of word choice on meaning, tone, and style.</li> </ul>	<p><i>Words Do Not Pay (SG)</i></p> <p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of words and phrases as they are used in text.</li> <li>o Determine the meaning of figurative, connotative, and technical words as they are used in text.</li> <li>o Analyze the impact of word choice on meaning and tone.</li> <li>o Identify words and phrases that include allusions to other text as they are used in text.</li> <li>o Analyze the impact of allusions to the meaning and tone of other text.</li> </ul>	<p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of words and phrases as they are used in text.</li> <li>o Determine the meaning of figurative, connotative, and technical words as they are used in text.</li> <li>o Analyze the impact of word choice on meaning and tone.</li> <li>o Identify words and phrases that include analogies and allusions to other text as they are used in text.</li> <li>o Analyze the impact of analogies and allusions to the meaning and tone of other text.</li> </ul>
<p><u>8.RI.5</u> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>6-8:S1-I-3: Compare and contrast specific details and information from two or more text types.</p>		<p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify the structure of a paragraph in an informational text.</li> <li>o Analyze the specific sentences in developing a paragraph.</li> </ul>	<p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify the structure of a paragraph in an informational text.</li> <li>o Analyze the role that a particular sentence plays in developing and refining the key concept.</li> </ul>	<p><i>To Fly (WC)</i></p> <p><i>Nikola Tesla: The Greatest Invention of All? (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify the structure of a paragraph in an informational text.</li> <li>o Analyze the role that a particular sentence plays in developing and refining the key concept.</li> </ul>



<p><b>8.RI.6</b> Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Connects to 8.SL.3 Connects to 8.W.9</p>		<p><i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify evidence the author uses to support his/her view point or purpose.</li> <li>o Determine the author's point of view or purpose in a text.</li> <li>o Identify conflicting evidence or viewpoints presented in a given text.</li> <li>o Analyze the technique the author uses to respond to conflicting evidence.</li> <li>o Support analysis of evidence with examples.</li> </ul> <p><i>Three Cheers for the Nanny State (WC)</i></p> <ul style="list-style-type: none"> <li>o Determine the author's argument in a text.</li> <li>o Identify evidence the author uses to support his/her argument.</li> <li>o Support analysis of evidence with examples.</li> </ul>	<p><i>Follow the Rabbit-Proof Fence (SG)</i> <i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify evidence the author uses to support his/her view point or purpose.</li> <li>o Determine the author's point of view or purpose in a text.</li> </ul>	<p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i></p> <ul style="list-style-type: none"> <li>o Analyze the diction the author uses in conveying his/her purpose with evidence from the text.</li> <li>o Analyze the tone the author uses in conveying his/her purpose with evidence from the text.</li> <li>o Identify the author's purpose.</li> </ul>
<p><b>8.RI.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 6-8:S1-I-4: explain how structure, text type, and other elements impacts the central idea or theme.</p>	<p><i>The Medicine Bag/ Apache Girl's Rite of Passage (WC)</i></p> <ul style="list-style-type: none"> <li>o Evaluate the advantages and disadvantages of using different media formats (Video and text) to present a topic.</li> </ul>	<p><i>The Diary of Anne Frank/Frank Family and World War II Timeline (WC)</i></p> <ul style="list-style-type: none"> <li>o Evaluate a variety of media to present a topic or idea (drama and timeline).</li> </ul>	<p><i>The Theory of Multiple Intelligences Infographic (SG)</i></p> <ul style="list-style-type: none"> <li>o Evaluate a variety of media to present a topic or idea (memoir and infographic).</li> </ul>	
<p><b>8.RI.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>Connects to 8.SL.3 Connects to 8.W.9</p> <p>6-8:S8-I-2: Determine whether the evidence is sufficient to support the claims.</p>		<p><i>Three Cheers for the Nanny State (WC)</i> <i>Ban the Ban!/Soda's a Problem but...(WC)</i></p> <ul style="list-style-type: none"> <li>o Delineate relevant/ irrelevant evidence in informational text.</li> <li>o Delineate sufficient/ insufficient evidence in informational text.</li> <li>o Delineate sound/unsound evidence in informational text.</li> <li>o Determine and/or evaluate an explicit argument or claim in the text.</li> </ul>		



<p><b>8.RI.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><i>Connects to 8.SL.3</i></p>		<p><i>Three Cheers for the Nanny State (WC)</i>  <i>Ban the Ban!/Soda's a Problem but...(WC)</i></p> <ul style="list-style-type: none"> <li>o Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation.</li> <li>o Contrast the ways in which the authors provide information, use facts, or interpret details.</li> </ul>		
<b>Writing Standards</b>				
<p><b>8.W.1</b> Write arguments to support claims with clear reasons and relevant evidence. (WFTB Expository Manual Pgs. 277-318)</p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i>  <i>Ban the Ban! Soda's a Problem but...(WC)</i></p> <ul style="list-style-type: none"> <li>o Write an argumentative essay responding to a statement.</li> <li>o Write a problem-and-solution essay.</li> </ul> <p>From ADE Item Specifications:  Multi-paragraph argumentative essay  Includes the following tasks:  • Include a claim. • Address counterclaims. • Use evidence from multiple sources. • Avoid overly relying on one source.</p>		<p><i>Uncle Marcos (WC)</i>  o Write a critical review.  <i>To Fly (WC)</i>  o Write an argumentative essay.  <i>Performance Task Unit 5 (WC)</i>  o Write an argumentative essay.</p>
<p><b>8.W.1a</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (WFTB Expository Strategy #1 Pgs. 224-225 Strategy #5 Pgs. 236-240)  <b>6-8:S4-I-1: construct a claim about a topic or text.</b></p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i>  <i>Ban the Ban! Soda's a Problem but...(WC)</i>  <i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> <li>o Clearly introduce the claim.</li> </ul>		<p><i>Uncle Marcos (WC)</i>  <i>To Fly (WC)</i>  <i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify a claim or clear statement of your position.</li> <li>o Logically organize reasons.</li> </ul>
<p><b>8.W.1b</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i>  <i>Ban the Ban! Soda's a Problem but...(WC)</i>  <i>Performance Task Unit 3 (WC)</i></p>		<p><i>Uncle Marcos (WC)</i>  <i>To Fly (WC)</i>  <i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> <li>o Use quotations and examples from the text to support the claim.</li> </ul>

(WFTB Expository Strategy #3 Pgs. 229-231, Strategy #4 Pgs. 232-235, Strategy #7 Pgs. 245-251, & Strategy #8 Pgs. 252-253) 6-8:S4-I-2: Supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.		o Support the claim with logically organized evidence.		
8.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (WFTB Expository Strategy #2 Pgs. 226-228 & Strategy #9 Pgs. 254-261) 6-8:S9-I-1: Introduce and develop an information topic with facts and details and provide a concluding statement or section.		<i>Ban the Ban! Soda's a Problem but...(WC)</i> o Write clearly to connect claims, reasons and evidence.		<i>Uncle Marcos (WC)</i> o Use words and phrases, such as <i>because, as a result, consequently, and similarly</i> that show how your claims, reasons, and evidence connect. <i>To Fly (WC)</i> o Use words and phrases, such as <i>because, instead, and after</i> that show how your claims, reasons, and evidence connect. <i>Performance Task Unit 5 (WC)</i> o Use words and phrases, such as <i>because, therefore, before, and later</i> that show how your claims, reasons, and evidence connect.
8.W.1d Establish and maintain a formal style. (WFTB Expository Strategy #10 Pgs. 262-266)		<i>Performance Task Unit 3 (WC)</i> o Use a formal style to create and maintain an earnest and serious tone and attitude.		
8.W.1e Provide a concluding statement or section that follows from and supports the argument presented. (WFTB Expository Strategy #6 Pgs. 241-244)		<i>Barrington Irving, Pilot and Educator (WC)</i> o Restate claim in a different way to conclude argument.		<i>To Fly (WC)</i> o Provide a strong closing statement that supports argument. <i>Performance Task Unit 5 (WC)</i> o Provide a concluding statement or section that briefly summarizes or extends your argument.
8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts,	<i>Medicine Bag (WC)</i> <i>Apache Girl's Rite of Passage (WC)</i>	<i>The Diary of Anne Frank Act I1 (WC)</i> o Write a drama review.	<i>Words Do Not Pay (SG)</i> o Write a research report (historical/biographical).	<i>The Invention of Everything Else (SC)</i>

and information through the selection, organization, and analysis of relevant content. (WFTB Expository Manual Pgs. 395-415, Compare/Contrast Pgs. 427-435 & Cause/Effect Pgs. 439-440) 6-8:53-I-3: Compose informational texts that include details and examples to develop a topic.	<ul style="list-style-type: none"> <li>o Write a compare/contrast essay considering how two types of media present similar material in different ways. <i>The Setting Sun and the Rolling World (SG)</i></li> <li>o Write an informational report using research. <ul style="list-style-type: none"> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> </li> </ul>	<i>Frank Family and World War II Timeline(WC)</i> <ul style="list-style-type: none"> <li>o Write a compare/contrast essay considering how two types of media present similar material in different ways. <i>Performance Task Unit 2 (WC)</i></li> <li>o Write an explanatory essay drawing from historical perspectives. <i>Maus (SG)</i></li> <li>o Write an informative report using research.</li> </ul>	<i>Flowers for Algernon Script (WC)</i> <ul style="list-style-type: none"> <li>o Write a compare/contrast essay considering how two types of media present similar material in different ways. <i>Performance Task Unit 4 (WC)</i></li> <li>o Write an informative speech providing facts and details about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>o Write a compare-and-contrast essay analyzing two texts.</li> </ul>
8.W.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (WFTB Expository Strategy #5 Pgs. 236-240 & Strategy #8 Pgs. 252-253)	<i>The Medicine Bag (WC)</i> <i>Apache Girl's Rite of Passage (WC)</i> <ul style="list-style-type: none"> <li>o Organize ideas, concepts, and information using appropriate structure.</li> <li>o Clearly state a central idea to preview what follows.</li> </ul>	<i>Frank Family and World War II Timeline (WC)</i> <i>Maus (SG)</i> <i>Performance Task Unit 2 (WC)</i> <ul style="list-style-type: none"> <li>o Write a compare-and-contrast essay.</li> <li>o Organize ideas, concepts, and information using appropriate structure.</li> <li>o Clearly state a central idea to preview what follows.</li> </ul>	<i>Flowers for Algernon Script (WC)</i> <i>Performance Task Unit 4 (WC)</i> <ul style="list-style-type: none"> <li>o Organize ideas, concepts, and information using appropriate structure.</li> <li>o Clearly state a topic to preview what follows. <i>Words Do Not Pay (SG)</i></li> <li>o Write a historical report.</li> <li>o Organize ideas, concepts, and information using appropriate structure.</li> <li>o Clearly state a central idea to preview what follows.</li> </ul>	
8.W.2b Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.	<i>The Setting Sun and the Rolling World (SG)</i> <ul style="list-style-type: none"> <li>o Develop the topic with well-chosen facts, definitions, quotations, or other information and examples.</li> </ul>	<i>The Diary of Anne Frank Act I1 (WC)</i> <i>Frank Family and World War II Timeline (WC)</i> <i>Maus (SG)</i> <i>Performance Task Unit 2 (WC)</i> <ul style="list-style-type: none"> <li>o Develop the topic with well-chosen details, quotations, or other information and examples.</li> </ul>	<i>Flowers for Algernon Script (WC)</i> <i>Performance Task Unit 4 (WC)</i> <i>Blue Nines and Red Words (SG)</i> <ul style="list-style-type: none"> <li>o Develop the topic with well-chosen facts, definitions, quotations, or other information and examples. <i>Words Do Not Pay (SG)</i></li> <li>o Develop the topic with well-chosen facts, definitions, quotations, or other information and examples.</li> </ul>	
8.W.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		<i>Performance Task Unit 2 (WC)</i> <ul style="list-style-type: none"> <li>o Use appropriate and varied transitions to clarify relationships among ideas and concepts.</li> </ul>	<i>Performance Task Unit 4 (WC)</i> <ul style="list-style-type: none"> <li>o Use appropriate and varied transitions to clarify relationships among ideas and concepts.</li> </ul>	

<p>(WFTB Expository Strategy #2 Pgs. 226-228)</p> <p>6-8:S3-I-4: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</p>				
<p>8.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>(WFTB Expository Strategy #7 Pgs. 245-251 &amp; Strategy #9 Pgs. 254-261)</p> <p>6-8:S3-I-5: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		<p><i>Performance Task Unit 2 (WC)</i>  <i>Maus (SG)</i></p> <ul style="list-style-type: none"> <li>o Use domain-specific vocabulary to explain the topic.</li> </ul>	<p><i>Performance Task Unit 4 (WC)</i>  <i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> <li>o Use domain-specific vocabulary to explain the topic.</li> </ul>	
<p>8.W.2e Establish and maintain a formal style.</p> <p>(WFTB Expository Strategy #10 Pgs. 262-266)</p>		<p><i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> <li>o Establish and maintain a formal style.</li> </ul>	<p><i>Performance Task Unit 4 (WC)</i></p> <ul style="list-style-type: none"> <li>o Establish and maintain a formal style.</li> </ul>	
<p>8.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>(WFTB Expository Strategy #6 241-244)</p>	<p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> <li>o Create a concluding section that supports the information presented.</li> </ul>	<p><i>The Diary of Anne Frank Act I1 (WC)</i></p> <p><i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> <li>o Create a concluding section that supports the information presented.</li> </ul>	<p><i>Flowers for Algernon Script (WC)</i></p> <ul style="list-style-type: none"> <li>o Create a concluding section that supports the information presented.</li> </ul> <p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> <li>o Create a concluding section that supports the information presented.</li> </ul>	
<p>8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>(WFTB Narrative Manual Pgs. 273-292 Sequential and Categorical and Narrative Manual Pgs. 293-306)</p> <p>6-8:S3-I-2: Compose written Narratives using appropriate conventions that include details, examples, narrative techniques,</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> <li>o Write a retelling of a story from a different character's/narrator's point of view.</li> </ul> <p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> <li>o Write a nonfiction narrative.</li> </ul>		<p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> <li>o Write a fictional retelling of an excerpt from a story.</li> </ul>	

and precise language to develop a topic.				
8.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy #6 Pgs. 209-211)	<i>Medicine Bag(WC)</i> o Write a retelling of a story from a different character's/narrator's point of view. <i>Performance Task Unit 1 (WC)</i> o Establish a context and point of view to introduce a narrator.		<i>Follow the Rabbit-Proof Fence (SG)</i> o Establish a context and point of view to introduce a narrator.	
8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (WFTB Narrative Strategy #2 Pgs. 189-192, Strategy #4 Pgs. 199-205, Strategy #8 Pg. 216, & Strategy #9 Pgs. 217-218)	<i>Medicine Bag (WC)</i> o Develop the character's experiences and events using details, thoughts, feelings, and insights. <i>Performance Task Unit 1 (WC)</i> o Use narrative techniques (dialogue, pacing, and description) to develop writing.		<i>Follow the Rabbit-Proof Fence (SG)</i> o Use narrative techniques (dialogue, pacing, and description) to develop writing.	
8.W.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (WFTB Narrative Strategy #3 Pgs. 193-198) 6-8:S3-I-4: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.	<i>Performance Task Unit 1 (WC)</i> o Use transitional words and phrases to convey sequence.			
8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (WFTB Narrative Strategy #4 Pgs. 199-205 & Strategy #5 Pgs. 206-208)	<i>Medicine Bag (WC)</i> o Use descriptive details and sensory language to capture the action and convey experiences. <i>Performance Task Unit 1 (WC)</i> o Identify vague words and replace them with specific and precise words.		<i>Follow the Rabbit-Proof Fence (SG)</i> o Use descriptive details and sensory language to capture the action and convey experiences.	

6-8:S3-I-5: Use precise language and domain-specific vocabulary to inform about or explain the topic.				
8.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events. (WFTB Narrative Strategy #7 Pgs. 212-215)	<i>Medicine Bag</i> (WC) o Provide a conclusion.			
8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 6-8:S9-I-2 Recounts a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect ideas, information, or events.	*Embedded in each mode of writing.	*Embedded in each mode of writing.	*Embedded in each mode of writing.	*Embedded in each mode of writing.
8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 8.) 6-8:S5-I-2: Use a wide variety of complex general academic and content-specific academic words to precisely express ideas.	<i>Performance Task Unit 1</i> (WC) o Use peer feedback to reflect on the writing.	<i>Performance Task Unit 3</i> (WC) o Use peer feedback to reflect on the writing.	<i>Follow the Rabbit-Proof Fence</i> (SG) <i>Performance Task Unit 4</i> (WC) o Use peer feedback to reflect on the writing.	<i>Performance Task Unit 5</i> (WC) o Work with peers to strengthen writing through revising and editing. o Provide feedback by noting ideas that are unclear or disconnected. o Provide feedback increasing supporting details and examples. o Provide feedback about grammar, spelling, and punctuation.
8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		Performance Task Unit 3 (WC) o Post an essay online for public feedback.		

6-8:S6-I-2: Participate in extended written exchanges about a variety of topics and texts. 6-8:S6-I-6: Refer to previously read or researched information during collaborative oral and written discussions.				
8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 6-8:S7-I-3: Identify credible sources used in research and use a standard format for citations.	<i>You are the Electric Boogaloo (SG)</i> <i>Just be Yourself (SG)</i> o Conduct research for a visual presentation on a specific topic. <i>The Setting Sun and the Rolling World (SG)</i> o Conduct research for a written presentation on a specific topic.	<i>Maus (SG)</i> o Conduct a research project to answer a question drawing on several sources. <i>Barrington Irving, Pilot and Educator (WC)</i> o Conduct research for a persuasive presentation on a specific topic.	<i>Follow the Rabbit-Proof Fence (SG)</i> <i>Blue Nines and Red Words (SG)</i> o Conduct a research report to learn more about a particular topic. <i>Words Do Not Pay (SG)</i> o Conduct research for a historical report.	<i>Sounds of a Glass Harmonica (SG)</i> o Conduct research for a multimedia presentation on a homemade or unusual musical instrument.
8.W.8 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. 6-8:S7-I-1: Gather information from print and digital provided resources to answer a question.	<i>The Setting Sun and the Rolling World (SG)</i> o Use print and digital sources to construct an informational report.	<i>Maus (SG)</i> o Evaluate print and digital sources to construct an informational report.	<i>Blue Nines and Red Words (SG)</i> o Use evidence gathered from multiple sources. <i>Words Do Not Pay (SG)</i> o Paraphrase and use direct quotations from online sources to construct a historical report.	
8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 8.W.9.a Apply grade 8 reading standards to literature. 6-8:S7-I-2: Summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.			<i>Flowers for Algernon (WC)</i> o Compare and contrast a story and a script to support analysis of the text.	
8.W.9b Apply grade 8 reading standards to literary nonfiction. 6-8:S7-I-2: Summarize key ideas and information in detailed and orderly notes, with charts,		<i>Ban the Ban! Soda's a Problem but...(WC)</i> o Draw evidence from informational texts to write an argumentative essay.		<i>The Invention of Everything Else (SC)</i> o Compare and contrast a biographical work and a



diagrams, or other graphics, as appropriate.				historical fiction account to support analysis of the texts
<b>Language Standards</b>				
<p><b>8.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6-8:S10-I-1: using grade-appropriate singular and plural nouns.</p> <p>6-8:S10-I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p> <p>6-8:S10-I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack).</p> <p>6-8:S10-I-4: using personal (subject and object), possessive, and indefinite pronouns.</p> <p>6-8:S10-I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</p> <p>6-8:S10-I-10: using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause).</p> <p>6-8:S10-I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>6-8:S10-I-13: using irregularly occurring modals (e.g., <i>ought, had, better</i>).</p>	<p><i>Medicine Bag (WC)</i>  <i>You Are the Electric Boogaloo/Just Be Yourself (SG)</i>  <i>The Setting Sun and The Rolling World (SG)</i></p> <ul style="list-style-type: none"> <li>o Use context vocabulary to help the reader understand the text.</li> </ul>	<p><i>The Diary of Anne Frank Act 11 (WC)</i>  <i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify and label simple verb tenses (present, past, future).</li> </ul> <p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify and label nouns and pronouns.</li> </ul>	<p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> <li>o Use rhetorical devices (parallelism) to strengthen the connections among an author's ideas.</li> </ul> <p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> <li>o Use adjectives and adverbs to tell more about the nouns and verbs in their sentences.</li> </ul> <p><i>Flowers for Algernon (WG)</i></p> <ul style="list-style-type: none"> <li>o Use context vocabulary to help the reader understand the text.</li> </ul> <p><i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify and label pronoun cases (nominative/ subjective, objective, possessive).</li> </ul>	<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify the subject complement.</li> <li>o Explain the function of the subject complement in a sentence.</li> </ul> <p><i>The Invention of Everything Else (SC)</i></p> <ul style="list-style-type: none"> <li>o Identify adjectives and adverbs in a sentence.</li> <li>o Identify adjectives and adverbs as positive, comparative, or superlative.</li> <li>o Use adjectives and adverbs in a paragraph.</li> </ul>
<p><b>8.L.1a</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>		<p><i>The Diary of Anne Frank Act 11 (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify and label simple verb tenses (present, past, future).</li> </ul> <p><i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify and use compound sentences and coordinating conjunctions.</li> </ul> <p><i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p>	<p><i>Retort/The People, Yes (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify participles, participial phrases, infinitives, and infinitive phrases in a text.</li> </ul> <p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify and use parallelism to express ideas.</li> </ul>	<p><i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> <li>o Combine sentences using a gerund phrase.</li> <li>o Combine sentences using a participial phrase.</li> </ul>

		<ul style="list-style-type: none"> <li>o Identify and label perfect verb tenses (present, past, future). <i>Three Cheers for the Nanny State (WC)</i></li> <li>o Identify and label clauses (independent, dependent, subordinate, adverb, relative/adjective and noun). <i>Barrington Irving, Pilot and Educator (WC)</i></li> <li>o Identify and label nouns and pronouns. <i>Performance Task Unit 3 (WC)</i></li> <li>o Identify pronouns and determine pronoun-antecedent agreement.</li> </ul>		
<p>8.L.1b Form and use verbs in the active and passive voice.</p> <p>6-8:S8-I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.</p> <p>6-8:S10-I-5: using verbs in the past progressive.</p> <p>6-8:S10-I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify and label examples of verbs in active and passive voice from the text.</li> </ul>		<p><i>Performance Task Unit 4 (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify and label examples of verbs in active and passive voice from the text.</li> </ul>	
<p>8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>6-8:S10-I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p>	<p><i>You are the Electric Boogaloo/Just be Yourself (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify and use the different types of verb moods (indicative, imperative, and interrogative.)</li> </ul> <p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify and use the different types of verb moods (indicative, imperative, and interrogative; conditional, and subjunctive.)</li> </ul>			
8.L.1d Recognize and correct inappropriate shifts in verbals, voice and mood.	<i>You are the Electric Boogaloo/Just be Yourself (SG)</i>			

<p>6-8:S10-I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs.</p> <p>6-8:S10-I-12: using frequently occurring imperative sentences (e.g., <i>Share your opinion with a classmate.</i>, <i>Provide support using textual evidence.</i>).</p> <p>6-8:S10-I-14: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>	<ul style="list-style-type: none"> <li>o Identify inappropriate shifts in verb moods (indicative, imperative, and interrogative).</li> <li>o Correct inappropriate shifts in verb moods (indicative, imperative, and interrogative). <i>The Setting Sun and the Rolling World (SG)</i></li> <li>o Identify inappropriate shifts in verb moods (indicative, imperative, and interrogative; conditional, and subjunctive).</li> <li>o Correct inappropriate shifts in verb moods (indicative, imperative, and interrogative; conditional, and subjunctive).</li> </ul>			
<p><u>8.L.2</u> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>6-8:S3-I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.</p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <p><i>Three Cheers for the Nanny State (WC)</i></p> <ul style="list-style-type: none"> <li>o Use commas to separate two or more clauses.</li> </ul> <p><i>Ban the Ban!/Soda's A Problem but...(WC)</i></p> <ul style="list-style-type: none"> <li>o Identify and create simple, compound, complex, and complex-compound sentences.</li> </ul> <p><i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> <li>o Use coordinating conjunctions to connect important ideas in a piece of writing.</li> </ul>		<p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify words that should be capitalized.</li> <li>o Explain why words should be capitalized.</li> </ul>
8.L.2a Use punctuation (comma, ellipsis, and dash) to indicate a pause or break.				<p><i>Nikola Tesla: The Greatest Inventor of All? (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify commas and semicolons in a sentence.</li> <li>o Use commas and semicolons in a sentence.</li> </ul>
8.L.2b Use an ellipsis to indicate an omission.				<p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i></p> <ul style="list-style-type: none"> <li>o Use a dash in a sentence.</li> <li>o Use an ellipsis in a sentence.</li> </ul>
8.L.2c Spell correctly.		<p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <p><i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> <li>o Spell correctly.</li> </ul>		<p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> <li>o Spell correctly.</li> </ul> <p><i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> <li>o Spell gerund phrases correctly.</li> </ul>

				o Spell participle phrases correctly.
8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 8.L.3a Use verbs in active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact).	<i>Medicine Bag (WC)</i> o Identify examples of verbs in active and passive voice.	<i>The Diary of Anne Frank Act II (WC)</i> o Rewrite text using simple past tenses. <i>Ban the Ban!/Soda's a Problem but...(WC)</i> o Use clauses to elaborate simple sentences.	<i>Words Do Not Pay (SG)</i> o Use parallelism to add rhythm and balance to writing.	
<u>8.L.4</u> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. 6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.			<i>Blue Nines and Red Words (SG)</i> o Apply knowledge of base words to determine the meaning of unknown words. <i>Words Do Not Pay (SG)</i> o Apply knowledge of Old English prefix mis- to determine the meaning of unknown words.	<i>Uncle Marcos (WC)</i> o Identify the meaning of unknown words. o Use vocabulary words in a sentence.
8.L.4a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).	<i>Medicine Bag (WC)</i> o Identify the meaning of unknown words using context clues (antonyms). <i>You are the Electric Boogaloo/Just be Yourself (SG)</i> <i>Hanging Fire/Translating Grandfather's House (SG)</i> o Identify the meaning of unknown words using the relationships between words. o Use surrounding words in the sentence to uncover the meaning of the unknown word (context clues).	<i>Anne Frank: The Diary of a Young Girl (SG)</i> o Use context clues in the sentence to uncover the meaning of the unknown word. <i>Barrington Irving, Pilot and Educator (WC)</i> o Use context as a clue to determine the meaning of a word or phrase.	<i>Words Do Not Pay (SG)</i> o Use context clues to find the meaning of unknown words.	<i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> o Apply knowledge of context clues and other vocabulary strategies to determine the meaning of unfamiliar words.

<p>8.L.4b Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English Morphology to determine meaning of unknown words.</p>	<p><i>You Are The Electric Boogaloo (SG)</i> <i>Just be Yourself (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify common Latin suffix (-ous).</li> </ul> <p><i>Translating Grandfather's House (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify and use etymology to understand its meaning.</li> <li>o Use etymology to enhance the understanding of the text.</li> </ul> <p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify and use Greek root –psych.</li> </ul>	<p><i>The Diary of Anne Frank Act 1 (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify common Latin suffix (-ion).</li> </ul> <p><i>The Diary of Anne Frank Act II (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify common Latin suffix (-ent).</li> </ul> <p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify the Latin root –strict.</li> </ul> <p><i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify common word families –trauma.</li> </ul> <p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify the Old English suffix –ful.</li> </ul> <p><i>Three Cheers for the Nanny State (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify common Latin root –just.</li> </ul> <p><i>Ban the Ban! Soda's a Problem but...(WC)</i></p> <ul style="list-style-type: none"> <li>o Identify common Latin prefix -ex.</li> </ul>	<p><i>Flowers for Algernon (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify and use Latin prefix (sub-).</li> </ul>	<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify common Latin suffix (-ity).</li> </ul> <p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> <li>o Identify common Old English prefix (fore-).</li> </ul> <p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i></p> <ul style="list-style-type: none"> <li>o Identify common Latin root (-vers-).</li> </ul>
<p>8.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of unknown words using a dictionary or thesaurus.</li> </ul> <p><i>You are the Electric Boogaloo (SG)</i> <i>Just be Yourself(SG)</i> <i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> <li>o Use reference materials to determine the meaning of unknown words.</li> </ul>	<p><i>The Diary of Anne Frank Act 1I (WC)</i> <i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> <li>o Use reference materials to determine the meaning of unknown words.</li> </ul>	<p>Retort/The People, Yes (SG)</p> <ul style="list-style-type: none"> <li>o Use reference materials to determine the meaning of unknown words.</li> </ul> <p>Follow the Rabbit-Proof Fence (SG)</p> <ul style="list-style-type: none"> <li>o Determine the meaning of unknown words using a dictionary or thesaurus.</li> </ul>	<p>Nikola Tesla: The Greatest Inventor of All? (SG)</p> <ul style="list-style-type: none"> <li>o Use a dictionary to determine other meanings of a word.</li> </ul> <p>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</p> <ul style="list-style-type: none"> <li>o Use a dictionary to determine the meaning of words.</li> <li>o Use a dictionary to explain how the root contributes to the meaning of the word.</li> </ul>
<p>8.L.4d Verify the preliminary determination of the meaning of a word or phrase.</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> <li>o Determine the meaning of unknown words using a dictionary or thesaurus.</li> </ul>	<p>Anne Frank: The Diary of a Young Girl (SG) Acceptance Speech for the Nobel Peace Prize (SG)</p>	<p>Words Do Not Pay (SG)</p> <ul style="list-style-type: none"> <li>o Verify unknown words using a dictionary or thesaurus.</li> </ul>	

		Three Cheers for the Nanny State (WC) o Verify unknown words using a dictionary or thesaurus.		
<a href="#">8.L.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			Words Do Not Pay (SG) o Use persuasive techniques and word choice to enhance an argument. o Use word choice (denotations/connotations) to convey tone. Follow the Rabbit-Proof Fence (SG) o Use sensory details (point of view, mood) to write an effective description. Flowers For Algernon (WC) o Use understanding of word relationships to show whom or what is affected by a verb's action (direct/indirect object).	
8.L.5a Interpret figures of speech (e.g., verbal irony, puns) in context. <i>6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</i>				<i>To Fly (WC)</i> o Interpret how allusion impacts the meaning of the text. <i>The Invention of Everything Else (SC)</i> o Interpret how different forms of figurative language impact the meaning of the text (simile, metaphor, personification).
8.L.5b Use the relationship between particular words to better understand each of the words. <i>6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</i> <i>6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine</i>	<i>The Setting Sun and the Rolling World (SG)</i> o Identify the meaning of unknown words using base words.	<i>The Diary of Anne Frank Act 1 (WC)</i> <i>Barrington Irving, Pilot and Educator (WC)</i> o Identify and use principle verb parts to understand regular and irregular verb patterns. <i>Three Cheers for the Nanny State (WC)</i> <i>Ban the Ban! Soda's a Problem but...(WC)</i>	<i>Retort/The People, Yes (SG)</i> o Identify the meaning of unknown archaic words.	<i>Nikola Tesla: The Greatest Inventor of All? (SG)</i> o Use base words as a means of gaining understanding of a text.

meaning of unknown words.		o Use the relationship between particular words to better understand each word.		
8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	<i>You are the Electric Boogaloo (SG)</i> <i>Just be Yourself (SG)</i> o Explain the meaning of the terms connotation (associations) and denotation (definitions). o Distinguish among the connotations of words with similar denotations.		<i>Words Do Not Pay (SG)</i> o Distinguish the difference in denotations between similar words with the same prefix.	<i>The Invention of Everything Else (SG)</i> o Distinguish among the connotations of words with similar denotations.
8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 6-8:S4-I-3: use grade- appropriate general academic and domain-specific words and phrases. 6-8:S5-I-1: adapt language choices and style (includes register) according to purpose, task, and audience. 6-8:S5-I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas. 6-8:S8-I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.	<i>Apache Girl's Rite of Passage (WC)</i> o Use domain-specific and academic words and phrases to build comprehension and expression.	<i>Maus (SG)</i> o Use domain-specific and academic words and phrases to build comprehension and expression.	<i>The Moth Presents: Aleeza Kazmi Flowers for Algernon (WC)</i> <i>The Theory of Multiple Intelligences Infographic (SG)</i> o Use domain-specific and academic words and phrases to build comprehension and expression.	<i>Nikola Tesla: The Greatest Inventor of All? (SG)</i> o Use domain-specific words to build comprehension.

### Speaking and Listening Standards

8.SL.1 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 clearly.	<i>Hanging Fire(SG)</i> <i>Translating Grandfather's House(SG)</i> o Conduct a group discussion exploring two texts.	<i>The Diary of Anne Frank Act 1I (WC)</i> o Deliver a dramatic reading with a partner exploring the text. o Come to discussion prepared with materials that explicitly draw on ideas.	<i>The Moth Presents: Aleeza Kazmi The Theory of Multiple Intelligences Infographic (SG)</i> <i>The Retort/The People, Yes (SG)</i> <i>Performance Task Unit 3 (SG)</i> <i>Performance Task Unit 4 (SG)</i>	<i>Uncle Marcos (WC)</i> <i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> <i>Sounds of a Glass Harmonica (SG)</i> <i>Performance Task Unit 5 (SG)</i> o Participate in a class discussion. o Read or study required material.
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8.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 6-8:S6-I-1: participate in extended conversations and discussions about a variety of topics and texts. 6-8:S6-I-6: refer to previously read or researched information during collaborative oral and written discussions.		<i>Anne Frank: The Diary of a Young Girl (SG)</i> <i>Acceptance Speech for the Nobel Peace Prize (SG)</i> o Conduct a group discussion exploring the text.	o Come to discussion prepared with materials that explicitly draw on ideas. <i>The Retort/The People, Yes (SG)</i> o Deliver a dramatic reading with a partner exploring the text.	o Refer to evidence on topic, text, or issue to probe and reflect on ideas.
8.SL.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 6-8:S6-I-3: express own ideas clearly using the rules for discussion.		<i>The Diary of Anne Frank Act 11 (WC)</i> <i>Anne Frank: The Diary of a Young Girl (SG)</i> <i>Acceptance Speech for the Nobel Peace Prize (SG)</i> o Use appropriate rules for collegial discussions and decision making. o Evaluate peers using rubric.	<i>The Theory of Multiple Intelligences Infographic (SG)</i> o Use appropriate rules for collegial discussions and decision making.	<i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> <i>Performance Task Unit 5 (SG)</i> o Follow rules for participation and discussion ( <i>assign positions, choose a moderator, listen carefully to opposing side</i> ). <i>Sounds of a Glass Harmonica (SG)</i> o Follow rules for participation and discussion ( <i>assigned parts</i> ).
8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 6-8:S6-I-4: pose and respond to relevant questions about a variety of topics and texts.	<i>Hanging Fire (SG)</i> <i>Translating Grandfather's House (SG)</i> o Pose questions that connect the ideas of several speakers. o Respond to others' questions and comments.	<i>Anne Frank: The Diary of a Young Girl (SG)</i> o Pose questions that connect the ideas of several speakers. o Respond to others' questions and comments.	<i>The Moth Presents: Aleeza Kazmi</i> <i>The Theory of Multiple Intelligences Infographic (SG)</i> <i>Performance Task Unit 4 (SG)</i> o Pose questions that connect the ideas of several speakers. o Respond to others' questions and comments.	<i>Uncle Marcos (WC)</i> <i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> <i>Performance Task Unit 5 (SG)</i> o Pose questions that connect the ideas of several speakers. o Respond to others' questions and comments.
8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented. 6-8:S6-I-5: acknowledge information expressed by others by paraphrasing key ideas & expressed and responding with relevant information in collaborative oral and written discussions.	<i>Hanging Fire (SG)</i> <i>Translating Grandfather's House (SG)</i> o Acknowledge new information by others. o Use new information to draw final conclusions.	<i>Anne Frank: The Diary of a Young Girl (SG)</i> o Acknowledge new information by others. o Use new information to draw final conclusions.	<i>The Moth Presents: Aleeza Kazmi</i> <i>The Theory of Multiple Intelligences Infographic (SG)</i> <i>Performance Task Unit 4 (SG)</i> o Acknowledge new information by others. o Use new information to draw final conclusions.	<i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> <i>Performance Task Unit 5 (SG)</i> o Acknowledge new information by others. o Use new information to draw final conclusions.

<p><b>8.SL.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>6-8:S1-I-4: explain how structure, text type, and other elements impact the central idea or theme.</p>	<p><i>Medicine Bag (WC)</i> <i>Apache Girl (WC)</i></p> <ul style="list-style-type: none"> <li>o Analyze how each media format describes the topic.</li> <li>o Identify strengths and weaknesses of each media format.</li> </ul>	<p><i>Maus (SG)</i></p> <ul style="list-style-type: none"> <li>o Analyze the author's personal motives for creating the graphic novel.</li> </ul>	<p><i>The Moth Presents: Aleeza Kazmi</i></p> <ul style="list-style-type: none"> <li>o Analyze the author's personal motives using a particular media format.</li> </ul>	
<p><b>8.SL.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>6-8:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points.</p> <p>6-8:S8-I-2: determine whether the evidence is sufficient to support the claims.</p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> <li>o Evaluate a speaker's argument using a provided rubric.</li> </ul>		<p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> <i>Performance Task Unit 5 (SG)</i></p> <ul style="list-style-type: none"> <li>o Evaluate a speaker's argument to determine if it makes sense.</li> <li>o Evaluate a speaker's argument to identify if there is a lack of evidence.</li> </ul>
<p><b>8.SL.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>6-8:S3-I-1: deliver oral presentations that include relevant details and examples to develop a topic.</p> <p>6-8:S4-I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</p> <p>6-8:S7-I-1: gather information from print and digital provided resources to answer a question.</p>	<p><i>The Medicine Bag(WC)</i></p> <ul style="list-style-type: none"> <li>o Write and present a salient monologue expressing important details.</li> <li>o Present salient information using appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul> <p><i>You are the Electric Boogaloo (SG)</i> <i>Just be Yourself(SG)</i></p> <ul style="list-style-type: none"> <li>o Use relevant and salient evidence from the text.</li> <li>o Present salient information using appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul> <p><i>Performance Task Unit 1(SG)</i></p> <ul style="list-style-type: none"> <li>o Write a series of salient nonfiction narratives.</li> </ul>	<p><i>The Diary of Anne Frank Act 1I (WC)</i></p> <ul style="list-style-type: none"> <li>o Present salient information using appropriate eye contact, appropriate gestures and movements, adequate volume, and clear pronunciation.</li> </ul> <p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> <li>o Use relevant and salient evidence from the text.</li> <li>o Present salient information using appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	<p><i>Performance Task Unit 3 (SG)</i> <i>Performance Task Unit 4 (SG)</i></p> <ul style="list-style-type: none"> <li>o Present salient information using appropriate eye contact, appropriate gestures and movements, adequate volume, and clear pronunciation.</li> </ul>	<p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> <li>o Deliver an informative presentation, using appropriate eye contact and adequate volume.</li> </ul> <p><i>Performance Task Unit 5 (SG)</i></p> <ul style="list-style-type: none"> <li>o Conduct a debate, using appropriate eye contact and clear pronunciation.</li> </ul>

6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.				
8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<i>You are the Electric Boogaloo(SG)</i> <i>Just be Yourself(SG)</i> o Use visual displays in presentations to clarify information. <i>Performance Task Unit 1(SG)</i> o Use multimedia to enhance presentation.	<i>Performance Task Unit 2 (SG)</i> o Use multimedia to enhance presentation.	<i>Retort/The People, Yes (SG)</i> <i>Performance Task Unit 4 (SG)</i> o Integrate multimedia and visual displays to clarify information in a presentation.	<i>To Fly (WC)</i> o Create an informative presentation, using images, tables, or charts to illustrate ideas. <i>Sounds of a Glass Harmonica (SG)</i> o Create a multimedia presentation, using text, visuals, and audio in a seamless, easy-to-follow manner.
8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 6-8:S5-I-1: adapt language choices and style (includes register) according to purpose, task, and audience.		<i>Performance Task Unit 2 (SG)</i> o Use a formal tone, appropriate eye contact, adequate volume, and clear pronunciation. o Present with a measured pacing that helps the audience comprehend the information.	<i>Performance Task Unit 4 (SG)</i> o Use a formal tone, appropriate eye contact, adequate volume, and clear pronunciation. o Present with a measured pacing that helps the audience comprehend the information	

Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
X	X	X	X	8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
X		X		8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
X	X	X		8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
				Reading Informational Text:
	X	X	X	8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	X	X	X	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
	X	X	X	8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	X			8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	X			8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
				Writing:
	X		X	8.W.1 Write arguments to support claims with clear reasons and relevant evidence.
	X		X	8. W.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	X		X	8. W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	X		X	8. W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	X			8. W.1d Establish and maintain a formal style.
	X		X	8. W.1e Provide a concluding statement or section that follows from and supports the argument presented.

Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
	X	X	X	8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
X		X	X	8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
X		X		8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	X	X		8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
		X	X	8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.
X	X	X	X	8.RL.10 By the end of the year, Proficiently and independently read and comprehend literature, including stories, drama, and poetry in a text complexity range determined by qualitative and quantitative measure appropriate to grade 8.
				Reading Informational Text:
	X			8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

	X	X		8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
X	X	X	X	8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
X	X	X		8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
X	X	X	X	8.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
Writing:				
X	X	X	X	8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
X	X	X		8.W.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
X	X	X		8.W.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	X	X		8.W.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	X	X		8.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	X	X		8.W.2e Establish and maintain a formal style.
X	X	X		8.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
X		X		8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
X		X		8.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
X		X		8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
X				8.W.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
X		X		8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
X				8.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.
*	*	*	*	8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
X	X	X	X	8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
	X			8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
X	X	X	X	8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
X	X	X		8.W.8 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.
		X		8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 8.W.9a Apply grade 8 reading standards to literature.
	X		X	8.W.9b Apply grade 8 reading standards to literary nonfiction.
X	X	X	X	8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Language:				

X	X	X	X	8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	X	X	X	8.L.1a Explain the function of verbals (gerunds, participles, infinitive) in general and their function in particular sentences.
X		X		8.L.1b Form and use verbs in the active and passive voice.
X				8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
X				8.L.1d Recognize and correct inappropriate shifts in verbals, voice and mood.
	X		X	8.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
			X	8.L.2a Use punctuation (comma, ellipsis, and dash) to indicate a pause or break.
			X	8.L.2b Use an ellipsis to indicate an omission.
	X		X	8.L.2c Spell correctly.
X	X	X		8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 8.L.3a Use verbs in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact.)
		X	X	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
X	X	X	X	8.L.4a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
X	X	X	X	8.L.4b Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
X	X	X	X	8.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
X	X	X		8.L.4d Verify the preliminary determination of the meaning of a word or phrase.
		X		8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			X	8.L.5a Interpret figures of speech (e.g., verbal irony, puns) in context.
X	X	X	X	8.L.5b Use the relationship between particular words to better understand each of the words.
X		X	X	8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
X	X	X	X	8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
				<b>Speaking and Listening:</b>
X	X	X	X	8.SL.1 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 clearly. 8.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	X	X	X	8.SL.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
X	X	X	X	8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
X	X	X	X	8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
X	X	X		8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	X		X	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
X	X	X	X	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
X	X	X	X	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	X	X		8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

\*embedded in each mode of writing.

Glendale Elementary School District



# 23-24 MATH PACING GUIDE

## 8th Grade

**By the end of eighth grade, students will be able to...**

**8th Grade Develop understanding of irrational numbers.**

- Students use their understanding of multiplication and apply properties to develop understanding of radicals and integer exponents. They use their knowledge of rational numbers to develop understanding of irrational numbers.

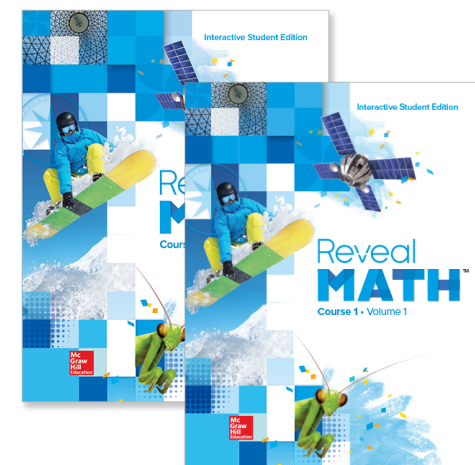
**Develop understanding of expressions and equations, including solving linear equations, linear inequalities, and systems of linear equations.**

- Students recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ) understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin. They understand that the slope ( $m$ ) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount  $A$ , the output or y-coordinate changes by the amount  $m \cdot A$ . Students fluently solve linear equations and linear inequalities in one variable. They solve systems of two linear equations in two variables to analyze situations and solve problems. Students understand when they use properties of equality and logical equivalence, they maintain the solutions of the original equation.

**Develop understanding of the concept of a function and use functions to describe quantitative relationships, including modeling an association in bivariate data with a linear equation.**

- Students grasp the concept of a function as a rule that assigns to each input exactly one output. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations. Students use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For scatter plots that suggest linear association, students informally fit a straight line and assess the model fit by judging the closeness of the data points to the line.

**Fluently solve linear equations and inequalities in one variable.**

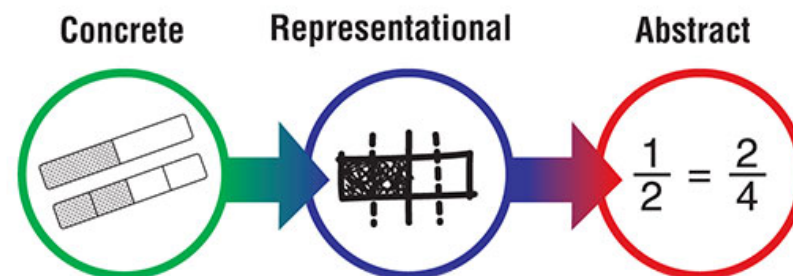


The GESD Pacing Guides were created by a panel of Teachers and Achievement Advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.



## Scope and Sequence Quick Links

- [Comprehensive Mathematics Block \(90 minutes\)](#)
- [Year-Long Standards Overview](#)



## Collaborative Team Planning Support Links

Curriculum/Standard Resources	Assessment Resources	Teacher Knowledge	Additional Supports:
Reveal Math Online (Single Sign On)	<a href="#">Benchmark Blueprints</a>	<a href="#">Pocket PD: By GESD for GESD</a>	<a href="#">Virtual Manipulatives</a>
<a href="#">Math Flip Book</a>	<a href="#">Galileo Supports</a> Log into Galileo and click on GESD Support Materials	<a href="#">Learning Cycle PDF</a>	<a href="#">Virtual/Technology Tools</a>
Van De Walle Supports	<a href="#">ADE Item Specifications, Test Blueprints</a>	<a href="#">Number Talks</a>	<a href="#">Curriculum and Instruction Support Website</a>
Arizona Department of Education <a href="#">Math Website</a>		<a href="#">Mathematical Practices:</a> Explained by Grade Level	<a href="#">Do the Math Supports</a>

## Arizona Mathematics Standards (adopted December 2016)

### What the Arizona Mathematics Standards Are

The Arizona Mathematics Standards define the knowledge, understanding, and skills that need to be taught and learned so all students are ready to succeed in credit-bearing, college-entry courses and/or in the workplace. The Arizona Mathematics Standards are the foundation to guide the construction and evaluation of mathematics programs in Arizona K-12 schools and the broader Arizona community.

- Focused in coherent progressions across grades K-12
- Aligned with college and workforce expectations
- Inclusive of rigorous content and applications of knowledge through higher-order thinking
- Research- and evidence-based


### Understanding in Mathematics

When a student understands a mathematical concept, they move fluidly between the concrete and abstract. There is evidence they are able to make sense of and justify mathematical connections. Evidence of understanding includes connections among:

- Verbal or written reasoning
- Pictorial representations
- Real-world application
- Procedures/Computation

## Standards for Student Mathematical Practice

**1** **Make sense of problems and persevere in solving them.**



**Keep on going!**

**2** **Reason abstractly and quantitatively.**

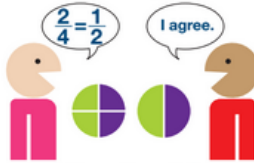
*Write a story for the mathematical equation*

$\frac{1}{2} \times 4$

*DeJuan exercises 1/2 hour a day for 4 days. How many total hours does he exercise?*

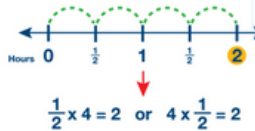
**Think what makes sense.**

**3** **Construct viable arguments and critique the reasoning of others.**



**Talk and explain.**


**4** **Model with mathematics.**



**Show your thinking.**

**5** **Use appropriate tools strategically.**

$3 \times 2 = 6$



**Use the right tools.**

**6** **Attend to precision.**

symbol: equals (the same as)

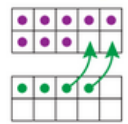
$120 \text{ minutes} = 2 \text{ hours}$

units of measure

**Check your work.**


**7** **Look for and make use of structure.**

$8 + 4 = 12$



**See the pattern or connection.**

**8** **Look for and express regularity in repeated reasoning.**



**See the pattern or connection.**

**RESA**  
REGIONAL EDUCATION SERVICE AREA

SERVICE LEADERSHIP COLLABORATION EXCELLENCE

33500 Van Born Road • Wayne, MI 48184-2497  
734.334.1300 • 734.334.1620 resa • www.resa.net  
Board of Education: James S. Berl • Kenneth E. Berlin • Mary E. Blackmon • Lynda S. Jackson • James Pettie  
Christopher A. Wigent, Superintendent

**COMMON CORE**  
STATE STANDARDS INITIATIVE  
Arizona Mathematics Standards Initiative for Mathematics

**Comprehensive Mathematics Block (90 minutes)**

Students are developing fluency in representation, connections, reasoning & proof, problem solving, and communication of mathematics. Math Attitude is developed and reinforced in every lesson, ensuring that students make sense of mathematics and persevere.				
<b>FLUENCY (15 minutes)</b> <i>Purpose: Students increase flexibility, efficiency, and accuracy in computation and procedures. Conceptual understanding and strategies are the foundations on which fluency is built.</i>		<b>Teacher Actions</b>	<b>Student Actions</b>	<b>Resources Utilized</b>
		<ul style="list-style-type: none"><li>● Model mental math strategies</li><li>● Think aloud math strategies</li><li>● Question using a variety of DOK levels</li><li>● Explicitly teach appropriate mathematical strategies and formulas</li><li>● Provide feedback on progress</li></ul>	<ul style="list-style-type: none"><li>● Utilize mental math strategies</li><li>● Write out strategies to show procedural knowledge</li><li>● Answer a variety of DOK 1-4 questions</li><li>● Share mathematical strategies and thinking</li><li>● Use feedback to set goals for improvement</li></ul>	<ul style="list-style-type: none"><li>● Number Talks</li><li>● Socratic Seminar</li><li>● Turnaround Problem (answer given, students come up with the question)</li></ul>
<b>WHOLE GROUP INSTRUCTION (25 minutes)</b>	<b>Conceptual Understanding</b> <i>Purpose: Students develop mathematical understanding (Instructional Continuum).</i>	<ul style="list-style-type: none"><li>● Explicitly teach academic vocabulary</li><li>● Explicitly model the thinking and strategy used</li><li>● Guide students through practicing the use of the strategy and offer specific feedback</li><li>● Guide students through independent practice with appropriate tools</li><li>● Ask a variety of DOK 1-4 questions throughout instruction</li><li>● Intentional spiral review implementing previous skills learned</li></ul>	<ul style="list-style-type: none"><li>● Use strategies to learn the academic vocabulary and use it in discussions</li><li>● Utilize the appropriate strategy to solve the problem</li><li>● Use feedback to redirect actions as needed</li><li>● Practice the strategies and skills using the appropriate tools</li><li>● Answer a variety of DOK 1-4 questions</li><li>● Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)</li></ul>	<ul style="list-style-type: none"><li>● Reveal Math</li><li>● Mathematical Practice standards (as appropriate for lesson)</li></ul>
	<b>Problem Solving</b> <i>Purpose: Students utilize mathematical knowledge to solve real-life problems and investigate mathematics.</i>	<ul style="list-style-type: none"><li>● Pose problem/situation</li><li>● Scaffold independent practice with think-alouds</li><li>● Label strategies used</li><li>● Intentional spiral review implementing previous skills learned</li></ul>	<ul style="list-style-type: none"><li>● Read and understand the problem/situation</li><li>● Utilize knowledge of appropriate strategies and skills to determine next steps</li><li>● Label strategies used</li><li>● Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)</li></ul>	<ul style="list-style-type: none"><li>● Reveal Math</li><li>● Van de Walle</li></ul>
<b>SMALL GROUP INSTRUCTION (40 minutes)</b> <i>Purpose: Students practice mathematical skills, concepts and/or strategies with strategic support or with enrichment.</i>		<ul style="list-style-type: none"><li>● Identify skill gaps of students using ongoing assessments</li><li>● Prompt and reinforce mathematical behaviors</li><li>● Model math strategies and the flexibility to choose between strategies</li><li>● Create groups by Skill, Concept, or Strategy</li></ul>	<ul style="list-style-type: none"><li>● Practice foundational math skills</li><li>● Monitor comprehension and select strategies to increase understanding</li><li>● Extend grade level understanding and link to upcoming standards</li></ul>	<ul style="list-style-type: none"><li>● Reveal Math supplements</li><li>● Van de Walle</li><li>● Do the Math</li><li>● Do the Math Now</li></ul>
<b>COGNITIVE CLOSURE (10 minutes)</b> <i>Purpose: Students cognitively process learning in order to focus on what was learned, whether it made sense, and if it had meaning.</i>		<ul style="list-style-type: none"><li>● Summarize and synthesize the learning process and skills obtained</li><li>● Connect the concepts, skills, or strategies to a real world application</li><li>● Connect the concepts, skills, or strategies to other learning through transfer</li><li>● Give an End-of-Lesson Assessment (i.e. Exit Ticket, Journal-Writing, etc.)</li></ul>	<ul style="list-style-type: none"><li>● Summarize and synthesize the learning process and skills obtained</li><li>● Reflect on the learning process and connect the learning to a real world application</li><li>● Complete an End-of-Lesson Assessment</li></ul>	<ul style="list-style-type: none"><li>● Exit tickets</li><li>● Math Journals</li><li>● Common Formative Assessments</li></ul> <div>3</div>

### Year-Long Standards Overview

Mathematical Practices – To be embedded into every lesson			
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.		5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Key: ➡ Grade-Level Guaranteed Standards Essential Standards Supporting Standards <a href="#">Linked to ADE item specifications</a>
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Module 2: Real Numbers</u> 8.NS.A.1 8.NS.A.2 ➡ 8.EE.A.2 ➡ 8.NS.A.3  <u>Module 1: Exponents and Scientific Notation</u> ➡ 8.EE.A.1 ➡ 8.EE.A.3 8.EE.A.4  <u>Module 3: Solve Equations with Variables on Each Side</u> ➡ 8.EE.C.7	<u>Module 4: Linear Relationships and Slope</u> 8.EE.B.5 8.EE.B.6  <u>Module 5: Functions</u> 8.F.A.1 ➡ 8.F.B.4 8.F.A.2 ➡ 8.F.A.3 8.F.B.5  <u>Module 6: Systems of Linear Equations</u> ➡ 8.EE.C.8	<u>Module 7: Triangles and the Pythagorean Theorem</u> 8.G.B.6 8.G.B.7 8.G.B.8  <u>Module 8: Transformations</u> 8.G.A.1 8.G.A.3 8.G.A.2 (embed in G.A.1 and G.A.3)  <u>Module 9: Congruence and Similarity</u> 8.G.A.1 (revisited) 8.G.A.2 8.G.A.4  <u>Module 11: Scatter Plots and Two-Way Tables</u> 8.SP.A.1 8.SP.A.2 8.SP.A.3	<u>Module 7: Triangles and the Pythagorean Theorem</u> 8.G.A.5  <u>Module 9: Congruence and Similarity</u> 8.G.A.5  <u>Module 10: Volume</u> 8.G.C.9  <u>Module 11: Scatter Plots and Two-Way Tables</u> 8.SP.A.4 8.SP.B.5
<u>Spiral Review:</u> ➡ 7.RP.A.3 ➡ 7.EE.B.4	<u>Spiral Review:</u> ➡ 8.EE.A.1 ➡ 8.EE.C.7 ➡ 8.NS.A.3	<u>Spiral Review:</u> ➡ 8.EE.C.7 ➡ 8.F.B.4	<u>Spiral Review:</u> 8.G.B.7 8.SP.A.3

**Quarter 1 Module 2: Real Numbers**

Identify, calculate, and estimate irrational numbers and compare them to rational numbers.

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**8.NS.A.1**

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion. Know that numbers whose decimal expansions do not terminate in zeros or in a repeating sequence of fixed digits are called irrational.

**8.NS.A.2**

Use rational approximations of irrational numbers to compare the size of irrational numbers. Locate them approximately on a number line diagram, and estimate their values.

**8.EE.A.2**

Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Know that  $\sqrt{2}$  is irrational.

- a. Evaluate square roots of perfect squares less than or equal to 225.  
b. Evaluate cube roots of perfect cubes less than or equal to 1,000.

**8.NS.A.3**

Understand that given any two distinct rational numbers,  $a < b$ , there exists a rational number  $c$  and an irrational number  $d$  such that  $a < c < b$  and  $a < d < b$ . Given any two distinct irrational numbers,  $a < b$ , there exists a rational number  $c$  and an irrational number  $d$  such that  $a < c < b$  and  $a < d < b$ . (taught through NS.A.1 & NS.A.2)

- ★ Identify numbers that are irrational
- ★ Convert a repeating decimal into a fraction
- ★ Explain why a number is rational or irrational

- ★ Identify the approximated value of an irrational number
- ★ Estimate values of expressions that include irrational values
- ★ Plot irrational numbers on a number line

- ★ Identify a square or cube root as the solution to a quadratic or cubic equation
- ★ Find the value of a square or cube root
- ★ Solve simple square or cube root equations

- ★ Recognize that there are rational and irrational numbers between two rational or irrational numbers.
- ★ Identify a rational or irrational number that has a value between two rational or irrational numbers.

**Q1 Spiral Review:** ➡ **7.RP.A.3** Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error). ★ ➡ **7.EE.B.4** – Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems. a. Solve word problems leading to equations of the form  $px+q = r$  and  $p(x+q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. b. Solve word problems leading to inequalities of the form  $px+q > r$  or  $px+q < r$ , where  $p$ ,  $q$ , and  $r$  are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

**GESD PROVIDED RESOURCES:** Reveal Math 2-1 2-2 2-3 2-4 2-5 ★ Flipbook: Pg. 4, 7, 11 ★ Supplement with *Teaching Student-Centered Mathematics* Van de Walle Pg. 221; 10.16, Pg. 222

### Quarter 1 Module 1: Exponents and Scientific Notation

Develop and use the Laws of Exponents to evaluate, simplify, and perform computations with expressions with powers

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>➡ <a href="#">8.EE.A.1</a>  <b>Understand and apply the properties of integer exponents to generate equivalent numerical expressions.</b>  <i>For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</i></p>	<p>➡ <a href="#">8.EE.A.3</a>            Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and express how many greater or less one is than the other.</p>	<p><a href="#">8.EE.A.4</a>            Perform operations with numbers expressed in scientific notation including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.</p>
<ul style="list-style-type: none"> <li>★ Identify equivalent numerical expressions using the properties of exponents</li> <li>★ Complete an equivalent expression using the properties of exponents</li> </ul>	<ul style="list-style-type: none"> <li>★ Convert between standard form and scientific notation</li> <li>★ Compare the magnitudes of different quantities given in scientific notation</li> </ul>	<ul style="list-style-type: none"> <li>★ Convert between standard form and scientific notation</li> <li>★ Perform operations with numbers expressed in scientific notation</li> </ul>
<p><b>Q1 Spiral Review:</b> ➡ <a href="#">7.RP.A.3</a> Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error). ★ ➡ <a href="#">7.EE.B.4</a> – Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems. a. Solve word problems leading to equations of the form <math>px+q=r</math> and <math>p(x+q)=r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. b. Solve word problems leading to inequalities of the form <math>px+q&gt;r</math> or <math>px+q&lt;r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>		
<p><b>GESD PROVIDED RESOURCES:</b> Reveal Math 1-1 1-2 1-3 1-4 1-5 1-6 ★ Flipbook: Pg. 8, 12, 13 ★ Supplement with <u>Teaching Student-Centered Mathematics</u> Van de Walle Pg. 201, Pgs. 203, 204</p>		

**Quarter 1 Module 3 : Solve Equations with Variables on Each Side**

Write and solve linear equations with variables on each side.

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**8.EE.C.7**

Fluently solve linear equations and inequalities in one variable.

- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the Distributive Property and collecting like terms.

- ★ Solve equations and inequalities with rational number coefficients
- ★ Determine the number of solutions of an equation where no simplification is required (a)
- ★ Determine the number of solutions of an equation where simplification is required
- ★ Find the solution of an equation (b)
- ★ Construct an equation given parameters including the solution or number of solutions (a)

**Q2 Spiral Review:****8.EE.C.7**

Fluently solve linear equations and inequalities in one variable.

- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the Distributive Property and collecting like terms.

**8.EE.A.1**Understand and apply the properties of integer exponents to generate equivalent numerical expressions. For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .**8.EE.A.2**Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Know that  $\sqrt{2}$  is irrational.

- Evaluate square roots of perfect squares less than or equal to 225.
- Evaluate cube roots of perfect cubes less than or equal to 1,000.

**GESD PROVIDED RESOURCES:** Reveal Math 3-1 3-2 3-3 3-4 3-5 ★Flipbook: Pg. 17 (Inequalities not included in the Flip Book)



**Quarter 2 Module 4 : Linear Relationships and Slope**  
Graph and write equations to represent linear relationships.

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

**8.EE.B.5**

**Graph proportional relationships interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.**

*For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

- ★ Calculate, interpret, and graph unit rates
- ★ Calculate unit rate given a graph of a proportional relationship
- ★ Graph proportional relationships, including comparisons to other proportional relationships
- ★ Compare two proportional relationships represented in two different ways
- ★ Create a proportional relationship based on a comparison with another proportional relationship in a different representation

**8.EE.B.6**

Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $(0, b)$ .

- ★ Define and identify characteristics of similar triangles
- ★ Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane
- ★ Given two points on a line, determine other points on the line
- ★ Given three points on a line described abstractly, determine a parameter for a fourth point on the line

**Q2 Spiral Review:**

**8.EE.C.7**

**Fluently solve linear equations and inequalities in one variable.**

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- b. Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the Distributive Property and collecting like terms.

**8.EE.A.1**

**Understand and apply the properties of integer exponents to generate equivalent numerical expressions.** For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .

**GESD PROVIDED RESOURCES:** Reveal Math 4-1 4-2 4-3 4-4 4-5 4-6 ★ Flipbook: Pg. 14, 16 ★ Supplement with Engage NY Module 4 Lesson 16

### Quarter 2 Module 5: Functions

Identify, construct, and compare linear and nonlinear functions.

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p><a href="#">8.F.A.1</a> Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8.)</p>	<p><a href="#">8.F.A.2</a> Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).  <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p>	<p><a href="#">8.F.A.3</a> <b>Interpret the equation <math>y = mx + b</math> as defining a linear function whose graph is a straight line; give examples of functions that are not linear.</b> <i>For example, the function <math>A = s^2</math> giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4), and (3, 9), which are not on a straight line.</i></p>	<p><a href="#">8.F.B.4</a> <b>Given a description of a situation, generate a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or a graph. Track how the values of the two quantities change together. Interpret the rate of change and initial value of a linear function in terms of the situation it models, its graph, or its table of values.</b></p>	<p><a href="#">8.F.B.5</a> Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>
<ul style="list-style-type: none"> <li>★ Identify a function or a relation that is not a function, in table or graph form</li> <li>★ Create or complete a function or a relation that is not a function in table or graph form (item requires student to show both a function and a non-function)</li> <li>★ Identify a graph of a function given a rule</li> </ul>	<ul style="list-style-type: none"> <li>★ Identify correct statement(s) comparing properties of two functions presented using different representations</li> <li>★ Identify a linear function that has certain properties when compared with a given function</li> </ul>	<ul style="list-style-type: none"> <li>★ Categorize functions represented as equations or graphs as linear or nonlinear</li> <li>★ Categorize functions represented as tables as linear or nonlinear</li> </ul>	<ul style="list-style-type: none"> <li>★ Determine the rate of change and/or initial value of a linear function from an equation (context is allowed)</li> <li>★ Interpret the rate of change and initial value of a linear function in terms of its context (context is required)</li> <li>★ Create a linear equation by interpreting a table, a graph, a description, or two ordered pairs of the function (context is allowed)</li> <li>★ Determine the rate of change and/or initial value of</li> </ul>	<ul style="list-style-type: none"> <li>★ Identify a qualitative description given a graph, or a graph given a qualitative description, with no context (context is not allowed)</li> <li>★ Identify a qualitative description given a graph, or a graph given a qualitative description, within a context (context is allowed)</li> <li>★ Construct the graph of a function that matches a given qualitative description (context is required)</li> </ul>

			<p>a linear function from a table, a graph, a description, or two ordered pairs of the function (context is allowed)</p> <p>★ Create a linear equation, graph, or table that has a different rate of change and/or initial value when compared with a given function (context is allowed)</p>	
<p><b>Q2 Spiral Review</b></p> <p>➡ <a href="#">8.EE.C.7</a></p> <p>Fluently solve linear equations and inequalities in one variable.</p> <p>a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p> <p>b. Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the Distributive Property and collecting like terms.</p> <p>➡ <a href="#">8.EE.A.1</a></p> <p>Understand and apply the properties of integer exponents to generate equivalent numerical expressions. For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</p>				
<p><b>GESD PROVIDED RESOURCES:</b> Reveal Math 5-1 5-2 5-3 5-4 5-5 5-6 ★ Flipbook: Pg. 24, 26, 32 ★ Supplement with <u>Teaching Student-Centered Mathematics</u> Van de Walle Pg. 256, 265, 267, 269, 271, 272, 293; <u>Engage NY</u> Module 5 Lessons 1 and 5, Module 6 Lessons 1, 2, and 3</p>				

**Quarter 2 Module 6: Systems of Linear Equations**

Write and solve systems of linear equations.

**ARIZONA STANDARDS AND TASK DEMANDS -****8.EE.C.8**

Analyze and solve pairs of simultaneous linear equations.

- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations including cases of no solution and infinite number of solutions. Solve simple cases by inspection.
- Solve mathematical problems and problems in real-world context leading to two linear equations in two variables.

- ★ Identify the integer solution of a system from a graph (a) (context is not allowed)
- ★ Identify the number of solutions of a system by inspection given the two equations (b) (context is not allowed)
- ★ Solve a system of two equations (b) (context is not allowed)
- ★ Graph a system of equations and select an interval in which the x-or y-value of the solution lies (b) (context is not allowed)
- ★ Solve a problem that can be modeled with a system of equations (c) (context is required)

**Q2 Spiral Review:****8.EE.C.7**

Fluently solve linear equations and inequalities in one variable.

- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the Distributive Property and collecting like terms.

**8.EE.A.1**Understand and apply the properties of integer exponents to generate equivalent numerical expressions. For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .

### Quarter 3 Module 7 : Triangles and the Pythagorean Theorem

Examine angle relationships with triangles and parallel lines and use the Pythagorean Theorem.

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p><a href="#">8.G.A.5</a> Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p> <p><i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p>	<p><a href="#">8.G.B.6</a> Understand the Pythagorean Theorem and its converse.</p>	<p><a href="#">8.G.B.7</a> <b>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world context and mathematical problems in two and three dimensions.</b></p>	<p><a href="#">8.G.B.8</a> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>
<ul style="list-style-type: none"> <li>★ Use line-drawing tool to create angles of specified measure with respect to a given angle on a triangle</li> <li>★ Use the AA criteria for similar triangles</li> <li>★ Create expressions that represent relationships between angles</li> <li>★ Drag/arrange text options to complete an argument/reasoning about angle measures of a triangle</li> </ul>	<ul style="list-style-type: none"> <li>★ Identify components of a sufficient/insufficient proof of the Pythagorean Theorem</li> <li>★ Explain or evaluate a proof of the Pythagorean Theorem</li> </ul>	<ul style="list-style-type: none"> <li>★ Find missing side lengths in a right triangle (context is not allowed)</li> <li>★ Solve simple real-world problems using the Pythagorean Theorem (context is required)</li> </ul>	<ul style="list-style-type: none"> <li>★ Determine the distance between two points on a coordinate grid</li> </ul>

**Q3 Spiral Review:**

➡ [8.F.B.4](#)

Given a description of a situation, generate a function to model a linear relationship between

➡ [8.EE.C.7](#)

Fluently solve linear equations and inequalities in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).

b. Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the Distributive Property and collecting like terms.

**GESD PROVIDED RESOURCES:** Reveal Math: 7-1 7-2 7-3 7-4 7-5 ★ Flipbook: Pg. 40, 42, 44, 45 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pgs. 312-313, 321-322, 334, 349; Connected Mathematics "Looking for Pythagoras"

### Quarter 3 Module 8: Transformations

Analyze translations, rotations, reflections, and dilations.

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

#### 8.G.A.1

Verify experimentally the properties of rotations, reflections, and translations. Properties include: lines are taken to lines, line segments are taken to line segments of the same length, angles are taken to angles of the same measure, and parallel lines are taken to parallel lines.  
8.G.A.1

#### 8.G.A.2

Understand that a two-dimensional figure is congruent to another if one can be obtained from the other by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that demonstrates congruence.

#### 8.G.A.3

**Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.**

- ★ Identify congruent properties based on a transformation(s)
- ★ Solve a problem based on comparing part of a given shape to the corresponding part of its transformation

- ★ Identify a transformation or set of transformations that maintain congruence
- ★ Describe a transformation given two congruent figures

- ★ Identify the coordinates of a figure after a given transformation
- ★ Given a figure and transformation, draw the image or preimage
- ★ Identify the transformation that has occurred given an image and a pre-image or coordinates
- ★ Given a point  $(x, y)$ , use coordinate rules to show how that point changes after a transformation or transformations

#### Q3 Spiral Review:

##### ➡ 8.F.B.4

**Given a description of a situation, generate a function to model a linear relationship between**

##### ➡ 8.EE.C.7

**Fluently solve linear equations and inequalities in one variable.**

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- b. Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the Distributive Property and collecting like terms.

**GESD PROVIDED RESOURCES:** Reveal Math 8-1 8-2 8-3 8-4 ★ Flipbook: pg. 33, 36, 37 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pgs. 324, 327, 329, 330, 331

### Quarter 3 Module 11: Scatter Plots and Two-Way Tables

Create scatter plots and two-way tables and use lines of fit and relative frequencies to identify and use associations.

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

#### [8.SP.A.1](#)

Construct and interpret scatter plots for bivariate measurement data to investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

#### [8.SP.A.2](#)

Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

#### [8.SP.A.3](#)

**Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.**

*For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

- ★ Identify patterns of association (clusters, outliers, positive/negative association, linear/nonlinear association) for a scatter plot
- ★ Interpret patterns of association found in scatter plots in terms of a given context
- ★ Construct a scatter plot using given data points and interpret patterns therein
- ★ Construct scatter plots given a verbal description of the association

- ★ Identify an approximate line of best fit for a given scatter plot
- ★ Construct an approximate line of best fit
- ★ Compare the accuracy of a model by how closely the data follows the line of best fit for several models

- ★ Interpret the slope and intercept of a line of best fit, with slope and/or intercept parameter identified, in terms of the context
- ★ Interpret the slope and intercept of a modeling equation in terms of the context
- ★ Solve problems about the slope and intercept of a line of best fit in terms of the context

#### Q3 Spiral Review:

##### [8.F.B.4](#)

**Given a description of a situation, generate a function to model a linear relationship between**

##### [8.EE.C.7](#)

**Fluently solve linear equations and inequalities in one variable.**

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- b. Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the Distributive Property and collecting like terms.

**GESD PROVIDED RESOURCES:** Reveal Math 11-1 11-2 11-3 11-4 11-5 ★ Flipbook: pg. 49, 51, 52, 54, 63 of the 7<sup>th</sup> grade Flip Book ★ Supplement with [Teaching Student-Centered Mathematics](#) Van de Walle Pg. 386, 402, 415, 416, 417, 419, 421, 422



### Quarter 4 Module 7 : Triangles and the Pythagorean Theorem

Examine angle relationships with triangles and parallel lines and use the Pythagorean Theorem.

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

#### 8.G.A.5

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

*For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

- ★ Use line-drawing tool to create angles of specified measure with respect to a given angle on a triangle
- ★ Use the AA criteria for similar triangles
- ★ Create expressions that represent relationships between angles
- ★ Drag/arrange text options to complete an argument/reasoning about angle measures of a triangle

### Quarter 4 Module 9: Congruence and Similarity

Analyze and use similar and congruent figures using transformations.

**ARIZONA STANDARDS AND TASK DEMANDS** - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

#### 8.G.A.5

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

*For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

- ★ Use line-drawing tool to create angles of specified measure with respect to a given angle on a triangle
- ★ Use the AA criteria for similar triangles
- ★ Create expressions that represent relationships between angles
- ★ Drag/arrange text options to complete an argument/reasoning about angle measures of a triangle

**Q4 Spiral Review**

**GESD PROVIDED RESOURCES:** Reveal Math 9-1 9-2 9-3 9-4 9-5 ★ Flipbook: pg. 33, 39, 40 ★ Supplement with [\*Teaching Student-Centered Mathematics\*](#) Van de Walle Pgs. 324, 327, 349

### Quarter 4 Module 10: Volume

Fine and use the volumes of cylinders, cones, spheres, and composite figures.

#### ARIZONA STANDARDS AND TASK DEMANDS -

#### 8.G.C.9

Understand and use formulas for volumes of cones, cylinders, and spheres and use them to solve real-world context and mathematical problems.

- ★ Use formulas to determine the volume of a cylinder, cone, or sphere
- ★ Use formulas to determine the volume of composite objects composed of cylinders, cones, and/or spheres, or parts of these objects
- ★ Compare the volumes/heights of cones and cylinders with the same base

**GESD PROVIDED RESOURCES:** Reveal Math 10-1 10-2 10-3 10-4 10-5 ★ Flipbook: pg. 46 ★ Supplement with [\*Teaching Student-Centered Mathematics\*](#) Van de Walle Pgs. 346, 347

### Quarter 4 Module 11: Scatter Plots and Two-Way Tables

Create scatter plots and two-way tables and use lines of fit and relative frequencies to identify and use associations.

#### ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

#### 8.SP.A.4

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

*For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

- ★ Interpret and/or compare values in a two-way frequency table
- ★ Complete a two-way table based on given frequencies or relative frequencies
- ★ Relate a two-way relative frequency table to whether there is an association between two variables

#### 8.SP.B.5

Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- ★ Understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- ★ Represent sample spaces for compound events using organized lists, tables, tree diagrams, and other methods. Identify the outcomes in the sample space which compose the event.
- ★ Design and use a simulation to generate frequencies for compound events.

- ★ Identify the sample space for a compound event given an experimental design or a context
- ★ Determine the probability of a compound event

**GESD PROVIDED RESOURCES:** Reveal Math 11-1 11-2 11-3 11-4 11-5 ★ Flipbook: pg. 49, 51, 52, 54, 63 of the 7<sup>th</sup> grade Flip Book ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pg. 386, 402, 415, 416, 417, 419, 421, 422

Quarter Taught				Essential Standards ( ➡ Grade Level Guaranteed Standards)
1	2	3	4	Expressions and Equations (EE):
X	X			➡ <b>8.EE.A.1</b> – Understand and apply the properties of integer exponents to generate equivalent numerical expressions.
X				➡ <b>8.EE.A.2</b> – Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. Know that $\sqrt{2}$ is irrational. a. Evaluate square roots of perfect squares less than or equal to 225. b. Evaluate cube roots of perfect cubes less than or equal to 1000.
	X			<b>8.EE.B.5</b> – Graph proportional relationships interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>
X	X			➡ <b>8.EE.C.7</b> – Fluently solve linear equations and inequalities in one variable.

				<p>a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p> <p>b. Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the distributive property and collecting like terms.</p>
	X			<p>⇒ <b>8.EE.C.8</b> – Analyze and solve pairs of simultaneous linear equations.</p> <p>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations including cases of no solution and infinite number of solutions. Solve simple cases by inspection.</p> <p>c. Solve mathematical problems and problems in real-world context leading to two linear equations in two variables.</p>
The Number System (NS):				
X	X			<p>8.NS.A.3 – Understand that given any two distinct rational numbers, <math>a &lt; b</math>, there exist a rational number <math>c</math> and an irrational number <math>d</math> such that <math>a &lt; c &lt; b</math> and <math>a &lt; d &lt; b</math>. Given any two distinct irrational numbers, <math>a &lt; b</math>, there exist a rational number <math>c</math> and an irrational number <math>d</math> such that <math>a &lt; c &lt; b</math> and <math>a &lt; d &lt; b</math>.</p>
Functions (F):				
	✖			<p>⇒ <b>8.F.A.3</b> – Interpret the equation <math>y = mx + b</math> as defining a linear function whose graph is a straight line; give examples of functions that are not linear. For example, the function <math>A = s^2</math> giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4), and (3,9) which are not on a straight line.</p>
	X			<p>⇒ <b>8.F.B.4</b> – Given a description of a situation, generate a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or a graph. Track how the values of the two quantities change together. Interpret the rate of change and initial value of a linear function in terms of the situation it models, its graph, or its table of values.</p>
Geometry (G):				
		X		<p><b>8.G.A.3</b> – Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>
		X		<p><b>8.G.B.7</b> – Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world context and mathematical problems in two and three dimensions.</p>
			X	<p><b>8.G.C.9</b> – Understand and use formulas for volumes of cones, cylinders and spheres and use them to solve real-world context and mathematical problems.</p>
Statistics and Probability (SP):				
		X	X	<p><b>8.SP.A.3</b> – Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p>

Quarter Taught				Supporting Standards
1	2	3	4	The Number System (NS):
X				8.NS.A.1 – Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion. Know that numbers whose decimal expansions do not terminate in zeros or in a repeating sequence of fixed digits are called irrational.
X				8.NS.A.2 – Use rational approximations of irrational numbers to compare the size of irrational numbers. Locate them approximately on a number line diagram, and estimate their values.
Expressions and Equations (EE):				
X				⇒ <b>8.EE.A.3</b> – Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and express how many times larger or smaller one is than the other.

X			8.EE.A.4 – Perform operations with numbers expressed in scientific notation including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.
	X		8.EE.B.6 – Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $(0, b)$ .
Functions (F):			
	X		8.F.A.1 – Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8.)
	X		8.F.A.2 – Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>
	X		8.F.B.5 – Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Geometry (G):			
		X	8.G.A.1 – Verify experimentally the properties of rotations, reflections, and translations. Properties include: lines are taken to lines, line segments are taken to line segments of the same length, angles are taken to angles of the same measure, parallel lines are taken to parallel lines.
		X	8.G.A.2 – Understand that a two-dimensional figure is congruent to another if one can be obtained from the other by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that demonstrates congruence.
		X	8.G.A.4 – Understand that a two-dimensional figure is similar to another if, and only if, one can be obtained from the other by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that demonstrates similarity.
		X	8.G.A.5 – Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>
		X	8.G.B.6 – Understand the Pythagorean Theorem and its converse.
		X	8.G.B.8 – Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Statistics and Probability (SP):			
		X	8.SP.A.1 – Construct and interpret scatter plots for bivariate measurement data to investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
		X	8.SP.A.2 – Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
		X	8.SP.A.4 – Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.
		X	8.SP.B.5 – Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using organized lists, tables, tree diagrams and other methods. Identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events.

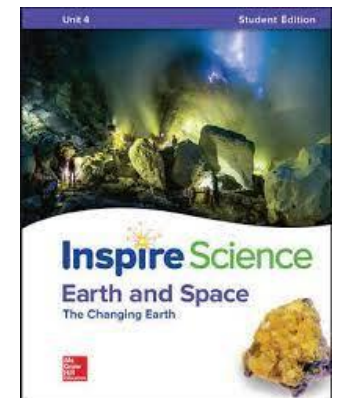
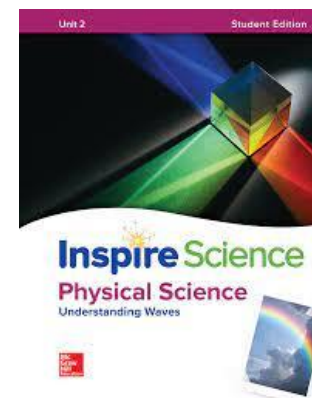
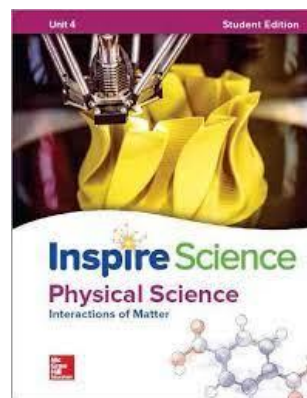
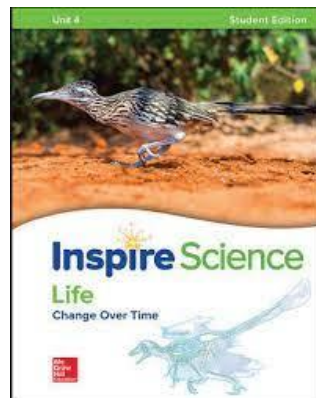
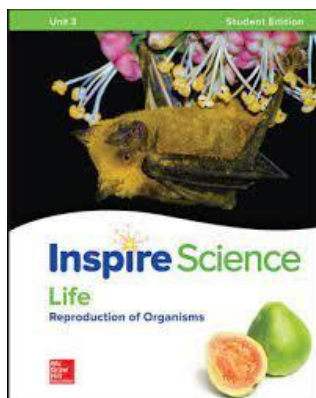
Glendale Elementary School District



# 23-24 8th Grade SCIENCE PACING GUIDE

**Focus on Cause and Effect; Energy and Matter; Stability and Change**

By the end of eighth grade, students will describe how stability and change and the process of cause and effect influence changes in the natural world. Students will apply energy principles to chemical reactions, explore changes within Earth and understand how genetic information is passed down to produce variation among the populations. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in eighth-grade focus on helping students understand phenomena through cause and effect, energy and matter, and stability and change.



**Core Ideas for Knowing Science:***Physical Science*

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

*Earth and Space Science*

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

*Life Science*

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution

**Core Ideas for using Science:**

- U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.
- U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
- U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

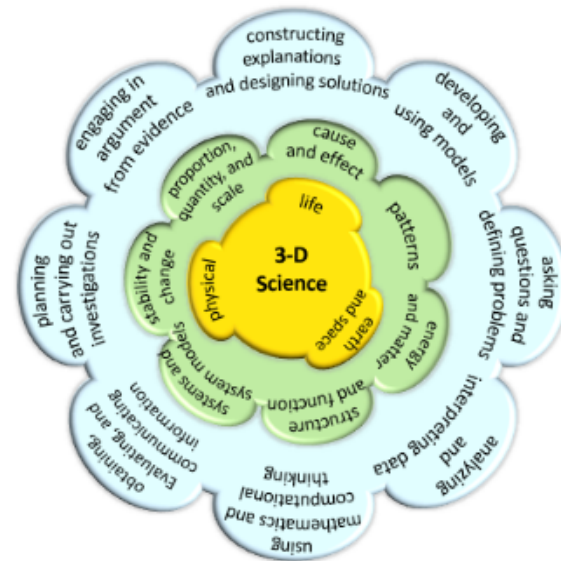
**Engineering Practices:**

- [ask questions and define problems](#)
- [develop and use models](#)
- [plan and carry out investigations](#)
- [analyze and interpret data](#)
- [use mathematics and computational thinking](#)
- [construct explanations and design solutions](#)
- [engage in argument for evidence](#)
- [obtain, evaluate, and communicate information](#)

**Crosscutting Concepts:**

- **Patterns**
- **Cause and Effect**
- **Scale, Proportion, and Quantity**
- **Systems and System Models**
- **Energy and Matter**
- **Structure and Function**
- **Stability and Change**

Bold concepts are a focus for this grade level. Go to <http://bit.ly/CrossCutk8> for detailed information about crosscutting concepts.





## Year-at-a-Glance

McGraw Hill correlates the instructional units to the NGSS standards. The 8th grade Arizona Standards are covered through the NGSS standards within the 6-8 grade band. **A crosswalk that articulates when each state standard is covered is linked [here](#).**

When implemented with fidelity, 6th-8th grade students will have received the needed curriculum prior to the AzSci assessment that is administered in 8th grade.

<a href="#">QUARTER 1</a>	<a href="#">QUARTER 2</a>	<a href="#">QUARTER 3</a>	<a href="#">QUARTER 4</a>
<p><b><u>Life Science: Reproduction</u></b> 8.L3U1.9</p> <p><b><u>Life Science: Change over Time</u></b> 6.L2U1.12 8.L3U3.10 8.L4U1.11 8.L4U1.12</p>	<p><b><u>Physical Science: Matter</u></b> 8.P1U1.2 8.P4U1.3 8.P1U1.1 8.P1U1.2 8.P4U1.3</p> <p><b><u>Physical Science: Waves</u></b> 8.P4U1.4</p>	<p><b><u>Physical Science: Waves (cont.)</u></b> 8.P4U1.4</p> <p><b><u>Earth &amp; Space: Earth</u></b> 7.E1U1.6 8.E1U1.6 8.E1U3.7</p>	<p><b><u>Earth &amp; Space: Earth (cont.)</u></b> 7.E1U1.6 8.E1U1.6 8.E1U3.7</p>
<p>Inspire Science Suggested Resource: <b><u>Life Science Unit 3:</u></b> Reproduction of Organisms <b>Module 1: Reproduction of Organisms</b> Lesson 1 &amp; 2</p> <p><b><u>Life Science Unit 4:</u></b> Change Over Time <b>Module 1: Natural Selection and Adaptations</b> Lesson 1 - 3 <b>Module 2: Evidence of Evolution</b> Lesson 1 &amp; 2</p>	<p>Inspire Science Suggested Resource: <b><u>Physical Science Unit 4:</u></b> Interactions of Matter <b>Module 1: Matter: Properties and Changes</b> Lesson 1 - 3 <b>Module 2: Materials Science</b> Lesson 1 &amp; 2</p> <p><b><u>Physical Science Unit 2:</u></b> Understanding Waves <b>Module 1: Introduction to Waves</b> Lesson 1 &amp; 2 <b>Module 2: Light</b> Lesson 1 &amp; 2</p>	<p>Inspire Science Suggested Resource: <b><u>Physical Science Unit 2: (cont.)</u></b> Understanding Waves Lesson 3 &amp; 4 <b>Module 3: Information Technologies</b> Lesson 1 &amp; 2</p> <p><b><u>Earth &amp; Space Science Unit 4:</u></b> The Changing Earth <b>Module 1: Geologic Time</b> Lesson 1 &amp; 2</p>	<p>Inspire Science Suggested Resource: <b><u>Earth &amp; Space Science Unit 4: (cont.)</u></b> The Changing Earth <b>Module 2: Dynamic Earth</b> Lesson 1 - 5 <b>Module 3: Distribution of Earth's Resources</b> Lesson 1 - 3 <b>Module 4: Natural Hazards</b> Lesson 1 - 3</p>
<p>AzSCI will be administered in 8th grade (<b>equally covering domains from Grade 6/7/8 standards</b>). <a href="#">ADE AzSCI Test Website</a></p> <p style="text-align: center;">Need Collaborative Kit Refill Materials: <a href="#">CLICK HERE</a> to Order</p>			

## Quarter 1: Reproduction of Organisms

8.L3U1.9	<a href="#">Construct an explanation</a> of how genetic variations occur in offspring through the inheritance of traits or through mutations.
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Developing/Using Models, Construction Explanations &amp; Designing Solutions, Engaging in Arguments from Evidence</li> <li>★ <b>DCI</b> Growth &amp; Development of Organisms, Information Processing, Inheritance of Traits, Variation of Traits</li> <li>★ <b>CCC</b> Cause and Effect</li> </ul>
<b>Life Science Unit 3:</b> Reproduction of Organisms How do living things reproduce and which factors affect their growth?	<b>GESD Resources:</b> Materials Needed: See page 21-2J
	<b>Module 1: Reproduction of Organisms</b> Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Inheritance (T6), Lesson 2 - Types of Reproduction (T27), STEM Module Project - Get your Game Face On (83), Module Wrap Up - Revisit the Phenomenon (T89) <a href="#">Materials Inventory</a> <a href="#">Materials List</a>
<h2 style="text-align: center;">Quarter 1: Change Over Time</h2>	
6.L2U1.12	<a href="#">Engage in argument from evidence</a> to support a claim about the factors that cause species to change and how humans can impact those factors.
8.L3U3.10	Communicate how advancements in technology have furthered the field of genetic research and use evidence to support an argument about the positive and negative effects of genetic research on human lives.
8.L4U1.11	<a href="#">Develop and use a model</a> to explain how natural selection may lead to increases and decreases of specific traits in populations over time.
8.L4U1.12	<a href="#">Gather and communicate evidence</a> on how the process of natural selection provides an explanation of how new species can evolve.

<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Developing &amp; Using Models, Using Mathematics and Computational Thinking, Constructing Explanations and Designing Solutions, Obtaining, Evaluating &amp; Communicating Information, Analyzing &amp; Interpreting Data, Construction explanations &amp; Designing Solutions</li> <li>★ <b>DCI</b> Inheritance of Traits, Variation of Traits, Natural Selection, Adaptation, Evidence of Common Ancestry &amp; Diversity</li> <li>★ <b>CCC</b> Cause/Effect, Structure/Function, Patterns</li> </ul>
<p><b><u>Life Science Unit 4:</u></b>  <b>Change Over Time</b>            Big Idea: How do organisms adapt for survival?            Big Idea: What evidence supports that living things evolve over time?</p>	<b>GESD Resources:</b> Materials Needed: See page 2I-2J
	<p><b>Module 1: Natural Selection and Adaptations</b>            Module Opener - Encounter the Phenomenon (T71), STEM Module Project Launch (T72), Lesson 1 - How Traits Change (T2), Lesson 2 - The Theory of Evolution by Natural Selection (T27), Lesson 3 - Artificial Selection (T50), STEM Module Project - Population Probabilities (T65), Module Wrap Up - Revisit the Phenomenon (T119)  <a href="#">Materials Inventory</a>   <a href="#">Materials List</a></p>
	<b>GESD Resources:</b> Materials Needed: See page 74I - 74J
	<p><b>Module 2: Evidence of Evolution</b>            Module Opener - Encounter the Phenomenon (T75), STEM Module Project Launch (T76), Lesson 1 - Fossil Evidence of Evolution (T77), Lesson 2 - Biological Evidence of Evolution (T95), STEM Module Project - It's all Relative (T111), Module Wrap Up - Revisit the Phenomenon (T117)  <a href="#">Materials Inventory</a>   <a href="#">Materials List</a></p>
Additional Optional Resources:	

<p><i>World Book Links:</i></p> <ul style="list-style-type: none"><li>• <a href="#">Evolution</a></li><li>• <a href="#">Breeding</a></li><li>• <a href="#">Natural Selection</a></li><li>• <a href="#">Adaptation</a></li><li>• <a href="#">Biodiversity</a></li></ul>	<p><i>World Book Links:</i></p> <ul style="list-style-type: none"><li>• <a href="#">Gene Therapy</a></li><li>• <a href="#">Genetic Engineering</a></li><li>• <a href="#">Human Genome Project</a></li><li>• <a href="#">Heredity: Inherited and Learned Characteristics</a><ul style="list-style-type: none"><li>◦ <a href="#">Reproduction and Inheritance</a></li></ul></li></ul> <p><i>Science Notebook:</i></p> <ul style="list-style-type: none"><li>• Chapter 31 - Cell Reproduction and Protein Synthesis pg. 321</li><li>• Chapter 42 - Heredity and Genetics pg. 434</li><li>• Chapter 43; Page 449 (Selective Breeding)</li></ul>	<p><a href="#">NewsELA Articles</a></p> <p><i>Teach Engineering</i> <a href="#">Heredity Mix’N’Match activity</a></p> <ul style="list-style-type: none"><li>• <a href="#">Human Genetics, Chromosomes, and Alleles: What’s Dominant?</a></li><li>• Chapter 43 Evolution pg. 443</li></ul>
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## Quarter 2: Interactions of Matter

8.P1U1.2	Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties.
8.P4U1.3	<a href="#">Construct an explanation</a> on how energy can be transferred from one energy store to another.
8.P1U1.1	<a href="#">Develop and use a model</a> to demonstrate that atoms and molecules can be combined or rearranged in chemical reactions to form new compounds with the total number of each type of atom conserved.
8.P1U1.2	Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties.
8.P4U1.3	<a href="#">Construct an explanation</a> on how energy can be transferred from one energy store to another.
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Developing and Using Models, Analyzing and Interpreting Data, Constructing Explanations and Designing Solutions</li> <li>★ <b>DCI</b> Structure and Properties of Matter, Chemical Reactions, Developing Possible Solutions, Optimizing the Design Solution</li> <li>★ <b>CCC</b> Patterns, Energy and Matter</li> </ul>
<p style="text-align: center;"><b><u>Physical Science Unit 4:</u></b> Interactions of Matter</p> <p>Big Idea: How do properties and energy change during a chemical reaction?</p> <p>Big Idea: How are synthetic materials made and what are their effects on individuals, society, and the environment?</p>	<b>GESD Resources:</b> Materials Needed: See page 2k-2l
	<p><b>Module 1: Matter: Properties and Changes</b></p> <p>Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Properties of Matter (T5), Lesson 2 - Property Changes in Chemical Reactions (T33), Lesson 3 - Energy Changes in Chemical Reactions (T53), STEM Module Project - Warm It Up! (T73), Module Wrap Up - Revisit the Phenomenon (T79)</p> <p><a href="#">Materials Inventory</a>    <a href="#">Materials List</a></p>
	<b>GESD Resources:</b> Materials Needed: See page T80K-L
	<p><b>Module 2: Materials Science</b></p> <p>Module Opener - Encounter the Phenomenon (T81), STEM Module Project Launch (T82), Lesson 1 - Synthetic Technology (T83), Lesson 2 - Impacts of Synthetic Materials (T101), STEM Module Project - Take Cover (T125), Module Wrap Up - Revisit the Phenomenon (T131)</p> <p><a href="#">Materials Inventory</a>    <a href="#">Materials List</a></p>

## Quarter 2: - Understanding Waves

8.P4U1.4	Develop and use mathematical models to explain wave characteristics and interactions.
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Developing &amp; Using Models, Using Mathematics and Computational Thinking</li> <li>★ <b>DCI</b> Wave Properties</li> <li>★ <b>CCC</b> Structure/Function, Patterns</li> </ul>
<p><b><u>Physical Science Unit 2:</u></b>  <b>Understanding Waves</b>            Big Idea: How do waves travel through matter?            Big Idea: Why can light be modeled as a wave?</p>	<b>GESD Resources:</b> Materials Needed: See page 2I-2J
	<p><b>Module 1: Introduction to Waves</b>            Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Wave Properties (T5), Lesson 2 - Mechanical Wave Interactions (T35), STEM Module Project - Don't Make Waves (T55), Module Wrap Up - Revisit the Phenomenon (T61)  <a href="#">Materials Inventory</a>   <a href="#">Materials List</a></p>
	<b>GESD Resources:</b>
	<p><b>Module 2: Light</b>            Module Opener - Encounter the Phenomenon (T63), STEM Module Project Launch (T64), Lesson 1 - How Light Travels (T65), Lesson 2 - Reflection and Mirrors (T85)  <a href="#">Materials Inventory</a>   <a href="#">Materials List</a></p>
Additional Optional Resources:	
<p>NASA Unit on the Solar System Math; Comparing Size and Distance  <a href="#">NewsELA Articles</a></p>	

Quarter 3: Understanding Waves (continued)	
8.P4U1.4	Develop and use mathematical models to explain wave characteristics and interactions.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Developing and Using Models</li> <li>★ <b>DCI</b> Wave Properties, Electromagnetic Radiation</li> <li>★ <b>CCC</b> Structure and Function</li> </ul>
<b>Physical Science Unit 2:</b> <b>Understanding Waves</b> Big Idea: Why can light be modeled as a wave? Big Idea: How does technology allow people to share information?	<b>GESD Resources:</b> Materials Needed: See page T80K-L
	<b>Module 2: Light</b> Lesson 3 - Refraction and Lenses (T105), Lesson 4 - Color of Light (T123), STEM Module Project - Optical Illusions (T143), Module Wrap Up - Revisit the Phenomenon (T149) <a href="#">Materials Inventory</a> <a href="#">Materials List</a>
	<b>GESD Resources:</b> Materials Needed: See page 2I-2J
	<b>Module 3: Information Technologies</b> Module Opener - Encounter the Phenomenon (T151), STEM Module Project Launch (T152), Lesson 1 - Communicating with Signals (T153), Lesson 2 - Modern Communication with Digital Signals (T169), STEM Module Project - Out With the Old, In With the New (T195), Module Wrap Up - Revisit the Phenomenon (T199) <a href="#">Materials Inventory</a> <a href="#">Materials List</a>



## Quarter 3: The Changing Earth

7.E1U1.6	<a href="#">Construct a model</a> to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions.
8.E1U1.6	<a href="#">Analyze and interpret data</a> about the Earth's geological column to <a href="#">communicate</a> relative ages of rock layers and fossils.
8.E1U3.7	<a href="#">Obtain, evaluate, and communicate</a> information about data and historical patterns to predict natural hazards and other geological events.
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <a href="#">SEP</a> Constructing Explanations and Designing Solutions</li> <li>★ <a href="#">DCI</a> The History of Planet Earth</li> <li>★ <a href="#">CCC</a> Scale, Proportion, and Quantity</li> </ul>
<b><u>Earth &amp; Space Science</u></b> <b><u>Unit 4:</u></b> <b>The Changing Earth</b> Big Idea: How can the analysis of rock strata and fossil record be used to establish the relative ages of major events in Earth's history?	<b>GESD Resources:</b> Materials Needed: See page 2I-2J
	<b>Module 1: Geologic Time</b> Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Analyzing the Rock & Fossil Records (T6), Lesson 2 - Building a Timeline (T28), STEM Module Project - History of Rock (T49), Module Wrap Up - Revisit the Phenomenon (T53) <a href="#">Materials Inventory</a> <a href="#">Materials List</a>
Additional Optional Resources:	
NASA Unit on the Solar System Math; Comparing Size and Distance  <a href="#">NewsELA Articles</a>	

## Quarter 4: The Changing Earth (continued)

7.E1U1.6	<a href="#">Construct a model</a> to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions.
8.E1U1.6	<a href="#">Analyze and interpret data</a> about the Earth's geological column to <a href="#">communicate</a> relative ages of rock layers and fossils.
8.E1U3.7	<a href="#">Obtain, evaluate, and communicate</a> information about data and historical patterns to predict natural hazards and other geological events.
<b>Three-Dimensional Learning:</b>	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> <li>★ <b>SEP</b> Constructing Explanations and Designing Solutions</li> <li>★ <b>DCI</b> The History of Planet Earth</li> <li>★ <b>CCC</b> Scale, Proportion, and Quantity</li> </ul>
<b><u>Earth &amp; Space Science</u></b> <b><u>Unit 4:</u></b> <b>The Changing Earth (continued)</b> Big Idea: How do geoscience processes shape and change Earth's surface over time?  Big Idea: How do geoscience processes result in the uneven distribution of Earth's mineral, energy, and groundwater resources?  Big Idea: How can analyzing data on natural hazards forecast future events and develop ways to lessen their effects?	<b>GESD Resources:</b> Materials Needed: See page 2I-2J
	<b>Module 2: Dynamic Earth</b> Module Opener - Encounter the Phenomenon (T55), STEM Module Project Launch (T56), Lesson 1 - Moving Continents (T57), Lesson 2 - Development of a Theory (T75), Lesson 3 - Shaping Earth's Surface (T93), Lesson 4 - Changing Earth's Surface (T119), Lesson 5 - The Cycling of Earth's Materials (T147), STEM Module Project - Rockin' Around the Park (T177), Module Wrap Up - Revisit the Phenomenon (T183) <a href="#">Materials Inventory</a> <a href="#">Materials List</a>
	<b>GESD Resources:</b>
	<b>Module 3: Distribution of Earth's Resources</b> Module Opener - Encounter the Phenomenon (T185), STEM Module Project Launch (T186), Lesson 1 - Natural Resources (T187), Lesson 2 - Distribution of Resources (T209), Lesson 3 - Depletion of Resources (T235), STEM Module Project - Where in the world...? (T255), Module Wrap Up - Revisit the Phenomenon (T261) <a href="#">Materials Inventory</a> <a href="#">Materials List</a>
	<b>GESD Resources:</b>
	<b>Module 4: Natural Hazards</b> Module Opener - Encounter the Phenomenon (T71), STEM Module Project Launch (T72), Lesson 1 - Earthquakes (T265), Lesson 2 - Volcanoes (T295), Lesson 3 - Severe Weather Risks (T321), STEM Module Project - Slippery Slopes (T355), Module Wrap Up - Revisit the Phenomenon (T361) <a href="#">Materials Inventory</a> <a href="#">Materials List</a>
<b>Additional Optional Resources:</b>	
NASA Unit on the Solar System Math; Comparing Size and Distance <a href="#">NewsELA Articles</a>	

Glendale Elementary School District

23-24

# 8th Grade



## HISTORY & SOCIAL STUDIES PACING GUIDE

### ***Eighth Grade - Citizenship and Civic Engagement in Today's Society***

The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. Eighth grade students will make connections between historical and current/contemporary issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments

- Foundations of the United States government stemming from historical events such as the American Revolution and Civil War
- Constitution including structure, function, and principles
- Formal institutions such as Congress, the courts, the presidency, and linkage institutions such as media, elections, interest groups, polling, and political parties
- Historical and current legislation and landmark Supreme Court cases
- Civil rights movements throughout American history
- Immigration
- Amendments to the Constitution that have expanded the right to vote and equal protection under the law
- Social movements and issues both historical and current including the constitutional principles and structures (amendments, courts, Congress, and executive orders) that spur, promote, and protect these movements
- Human rights and genocides including treaties and organizations that promote human rights and a study of the nations and leaders that abuse human rights and/or support genocide (In addition to the study of the Holocaust, other genocides should be studied)
- Environmental issues
- Information and media age including digital citizenship and media literacy
- Terrorism both domestic and international and how it influences citizens' safety and rights
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

ADE Resources:

[8th Grade Resources](#)


[Visit ADE Site for more Grade-level Resources](#)



The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	<i>H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i>
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems. E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	<i>H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i>

Year-at-a-Glance									
Listed lessons match the Arizona Standards. Any remaining lessons are optional.									
Quarter 1			Quarter 2			Quarter 3		Quarter 4	
<b>Introduction to PEGS</b> 8.E2.1 8.E2.2 8.E3.1 8.E3.2 8.G1.1 8.G1.2 8.H3.3  9/11 Observance Day <a href="#">ADE Resources</a> <a href="#">9/11 Museum Resources</a>  Civics Celebration Week (9/17-9/25) <a href="#">ADE Resources</a>	<b>Unit 1: Industrialization &amp; Immigration</b> 8.C1.2 8.C2.1 8.E2.1 8.E3.3 8.E4.1 8.H3.1 8.H3.2	<b>Unit 2: Progressive Era</b> 8.C1.1 8.C1.2 8.C2.2 8.C3.1 8.C4.4 8.E5.2 8.H3.1 8.H3.2 8.H3.3	<b>Unit 3: Imperialism</b> 8.H2.3 8.H3.2	<b>Unit 4: World War I</b> 8.C3.2 8.E1.7 8.E4.1	<b>Unit 5: 20s/Great Depression</b> 8.C1.3 8.C4.1 8.C4.2 8.C4.2 8.E1.6 8.E1.7 8.E3.1 8.E3.2 8.E4.1 8.G2.1 8.G4.1 8.H2.1 8.H2.3 8.H3.1 8.H3.2	<b>Unit 6: WWII</b> 8.C1.1 8.C2.2 8.C3.2 8.C4.2 8.C4.4 8.E2.2 8.G2.1 8.G3.1 8.H3.4	<b>Unit 7: Cold War, Civil Rights, Vietnam</b> 8.C1.1 8.C1.3 8.C2.2 8.C4.2 8.C4.4 8.E1.4 8.E1.7 8.E3.3 8.E4.1 8.G1.1 8.G3.1 8.H2.1 8.H2.2	<b>Unit 7: Current Events &amp; Terrorism</b> 8.C1.1 8.C1.4 8.C3.1 8.C3.2 8.C3.1 8.C4.2 8.C4.4 8.E1.6 8.E2.1 8.E2.2 8.E4.1 8.E5.1 8.E5.3 8.G1.1 8.G2.1 8.G2.2 8.G3.1 8.G4.1 8.H2.2 8.H3.1	<b>Unit 8: Economics and Finance</b> Intro to Economics Personal Finance 8.E1.1 8.E1.2 8.E1.3 8.E1.4 8.E1.5 8.E1.6 8.E1.7 8.E1.8 8.E2.1 8.E2.2 8.E3.1 8.E3.2 8.E3.3 8.E4.1 8.E4.2 8.E4.3 8.E5.1 8.E5.2 8.E5.3
<b>All Unites:</b> 8.SP1.1, 8.SP1.2, 8.SP1.3, 8.SP2.1, 8.SP2.2, 8.SP3.1, 8.SP3.2, 8.SP3.3, 8.SP3.5, 8.SP3.6, 8.SP3.7, 8.SP3.8, 8.SP4.1, 8.SP4.2, 8.SP4.3, 8.SP4.4									

Quarter 1	
P.E.G.S (Embed in Units)	
Lesson Parts	Title/Focus
<p>Describe the PEGS process and how it applies to our learning.</p> <p><b>Political</b></p> <ul style="list-style-type: none"> <li>Government types: Oligarchy, Monarchy, Theocracy, Democracy, Anarchy, Republic</li> <li>Explain the role(s) of government</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Geographical boundaries (continent, countries, cities)</li> <li>Identify landforms on a world map. (mountains, lakes, rivers, etc)</li> <li>Five themes of geography: location, place, human interaction, movement, regions</li> <li>Tools of a map to interpret the information provided</li> <li>Absolute and relative location (latitude and longitude)</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>Law of supply and demand</li> <li>Scarcity, need for raw materials</li> <li>Opportunity cost</li> <li>Factors of production</li> <li>Market vs command economy</li> <li>Private vs public ownership of property</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>Parts of culture: family, language, traditions, history, arts, food, religion, morals/values,</li> <li>Cultural diffusion/fluidity of culture across civilizations</li> </ul> <p>Video</p> <p> How do we categorize data in Social Studies?</p> <p><i>World Book:</i></p> <ul style="list-style-type: none"> <li><a href="#">Political</a></li> <li>Social Studies Power <ul style="list-style-type: none"> <li><a href="#">Culture</a>, <a href="#">Parts of the World</a>, <a href="#">Types of Government</a>, <a href="#">What is an Economy?</a>, <a href="#">A Global Economy</a>, <a href="#">How Business Works</a></li> </ul> </li> </ul> <p><i>My Perspectives:</i></p> <p>6th Grade Unit 5 - Exploration (Geography, Culture))</p> <ul style="list-style-type: none"> <li><a href="#">A Long Way Home</a></li> </ul>

GESD Resource: National Geographic: American Stories Unit 1: Industrialization and Immigration (1860-1914) Chapter 19 page 610		GESD Resource: National Geographic: American Stories Unit 2: Progressive Era 1890-1920 Chapter 20 pg 654	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
American Stories: A Country of Immigrants		Unit Overview	
Section 1	American Enters the Industrial Age 1.3, 1.4, 1.5	Section 1	Teddy Roosevelt and Progressivism 1.1, 1.2, 1.3, 1.4
Section 2	Immigration and Modern Urban Growth 2.3	Section 2	The Progressives 2.1, 2.2, 2.3
Section 3	Discrimination Against Minorities 3.1, 3.3	Section 3	Women Win New Rights 3.2, 3.3
Section 4	A Labor Movement 4.1, 4.2, 4.3	Section 4	America on the World Stage 4.2, 4.3, 4.4
Additional Resources	<p><i>My Perspectives:</i> Unit 3 - Turning Points</p> <ul style="list-style-type: none"> <li>● "A Christmas Carol"</li> </ul> <p><i>World Book:</i></p> <ul style="list-style-type: none"> <li>● Social Studies Power <ul style="list-style-type: none"> <li>○ <a href="#">Building and Manufacturing</a></li> </ul> </li> <li>● Timelines <ul style="list-style-type: none"> <li>○ <a href="#">Inventions that Changed the World 18000BC - 2007</a></li> </ul> </li> </ul> <p>Workman <b>World History Notebook:</b></p> <ul style="list-style-type: none"> <li>● <i>The Industrial Revolution</i> Pgs 325-337</li> </ul>	Unit Wrap-Up	



## Quarter 2

### GESD Resources: National Geographic: World History Unit 3: Imperialism Chapter 25

Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards		
Section 3	The New Imperialism 3.1, 3.2, 3.3, 3.4		
GESD Resources: National Geographic: American Stories Unit 4: World War I 1914-1920 Chapter 21 pg702		GESD Resources: National Geographic: American Stories Unit 5: Roaring Twenties 1919-1929 & Great Depression 1929-1940 Chapter 22 pg730/Chapter 23 pg756	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
Timeline		Section 1	Return to Normalcy 1.2
Section 1	War Break Out in Europe 1.1, 1.2, 1.3	Section 2	The Jazz Age 2.1, 2.2
Section 2	Pushing the Germans Back 2.2	Section 3	The Harlem Renaissance 3.1, 3.2, 3.3
Section 3	The Legacy of World War I 3.3	Section 1	Economic Collapse 1.1, 1.3
Additional Resources	<i>World Book:</i> <ul style="list-style-type: none"> <li>• Social Studies Power               <ul style="list-style-type: none"> <li>◦ <a href="#">World War I</a></li> </ul> </li> <li>• Timeline               <ul style="list-style-type: none"> <li>◦ <a href="#">World War I</a></li> </ul> </li> <li>• <a href="#">eBooks</a> <ul style="list-style-type: none"> <li>◦ World War I</li> </ul> </li> </ul> <i>Workman <b>World History Notebook:</b></i> <ul style="list-style-type: none"> <li>• <i>World War I</i> Pgs. 387-408</li> </ul>	Section 2	Franklin Roosevelt and the New Deal 2.1, 2.2, 2.3, 2.4, 2.5
		Section 3	Impact of the New Deal 3.1, 3.2
		Additional Resources	<i>My Perspectives:</i> 7th Grade Unit 5 - Facing Adversity <ul style="list-style-type: none"> <li>• <a href="#">The Dust Bowl</a></li> <li>• excerpt from <a href="#">The Grapes of Wrath</a></li> </ul> <i>Workman <b>World History Notebook:</b></i> <ul style="list-style-type: none"> <li>• <i>The Great Depression</i> Pgs. 409-414</li> </ul>

Quarter 3			
GESD Resources: National Geographic: American Stories Unit 6: World War II Chapter 24 pg786		GESD Resources: National Geographic: American Stories Unit 7: Cold War, Civil Rights Movement, & Vietnam Chapter 25 pg 832/Chapter 26 pg 862/Chapter 27 pg 900	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
Section 1	Steps to War 1.1, 1.2, 1.3, 1.4, 1.5	Cold War	
Section 2	Americans at War 2.1, 2.2, 2.5	Section 1	Peacetime Adjustment 1.2
Section 3	War in Africa and Europe 3.4	Section 2	The Cold War, Korea, and Mccarthyism 2.4
Additional Resources	<p><i>My Perspectives:</i> 8th Grade Unit 2 - <a href="#">The Holocaust</a></p> <ul style="list-style-type: none"> <li>• <a href="#">The Diary of Anne Frank</a></li> <li>• <a href="#">Acceptance Speech for the Nobel Peace Prize</a></li> <li>• excerpt from <a href="#">Maus</a></li> <li>• television transcript <a href="#">Saving the Children</a></li> <li>• <a href="#">A Great Adventure in the Shadow of War</a></li> <li>• <a href="#">Irena Sendler - Rescuer of the Children of Warsaw</a></li> <li>• <a href="#">Quiet Resistance from Courageous Teen Resisters</a></li> <li>• <a href="#">Remembering a Devoted Keeper of Anne Frank's Legacy</a></li> <li>• <a href="#">I'll Go Fetch Her Tomorrow</a> from <a href="#">Hidden Like Anne Frank</a></li> </ul> <p>Workman <b>World History Notebook:</b></p> <ul style="list-style-type: none"> <li>• <i>World War II</i> Pgs. 427-448</li> </ul> <p><i>World Book:</i></p> <ul style="list-style-type: none"> <li>• Social Studies Power               <ul style="list-style-type: none"> <li>○ <a href="#">World War II</a></li> </ul> </li> <li>• Timeline               <ul style="list-style-type: none"> <li>○ <a href="#">World War II Asia and the Pacific</a></li> <li>○ <a href="#">World War II Europe and Northern Africa</a></li> </ul> </li> <li>• <a href="#">eBooks</a> <ul style="list-style-type: none"> <li>○ The Great Depression</li> <li>○ World War II in Europe</li> <li>○ World War II—Asian and Pacific Fronts</li> <li>○ World War II—European and North African Fronts</li> </ul> </li> </ul> <p><i>ADE Resources</i> <i>World War II Oral Histories</i> <i>Jack Holder - World War II and Pearl Harbor Veteran</i> <i>Arizona PBS Our Voices: Arizona World War II Oral Histories</i></p>	Section 3	The Fifties 3.2, 3.3
		Additional Resources	<p><i>World Book:</i></p> <ul style="list-style-type: none"> <li>• Social Studies Power               <ul style="list-style-type: none"> <li>○ <a href="#">The Cold War Era</a></li> </ul> </li> <li>• Timelines               <ul style="list-style-type: none"> <li>○ <a href="#">Cold Era</a></li> </ul> </li> <li>• <a href="#">eBooks</a> <ul style="list-style-type: none"> <li>○ Cold War</li> </ul> </li> </ul> <p>Workman <b>World History Notebook:</b></p> <ul style="list-style-type: none"> <li>• <i>The Cold War</i> Pgs: 461-474</li> </ul> <p><i>ADE Resources</i> <a href="#">Korean War Legacy Foundation Oral Histories</a></p>
		The Civil Rights Movement	
		American Stories	<i>Civil Right: People Who Made a Difference</i>
		Section 1	The Struggle Begins 1.1
		Section 2	The Struggle Broadens 2.4
		<i>Native Americans: The First Conservationists</i>	
		Conflict and Expanding Rights/Vietnam War	
		Section 2	Progress and Unrest 2.1, 2.2, 2.3
		Section 3	The Civil Rights Movement Expands 3.1, 3.3, 3.4

		Section 4	Conflict at Home and Abroad 4.3
		Additional Resources	<p><i>World Book Links:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">MLK webquest</a>, <a href="#">African American Civil Rights timeline</a></li> </ul> <p><i>Nexttext "Civics in America" Text:</i></p> <ul style="list-style-type: none"> <li>• Chapter 5</li> </ul> <p><i>Workman <b>American</b> History Notebook:</i></p> <ul style="list-style-type: none"> <li>• <i>The Civil Right Movement</i> Pgs 435-446</li> <li>• <i>Civil Rights Grows</i> Pgs 447-454</li> </ul> <p><i>iCivics: <a href="#">Civil Rights</a></i></p> <p>Great, free videos with teacher kits available here:  <a href="https://www.tolerance.org/classroom-resources/film-kits">https://www.tolerance.org/classroom-resources/film-kits</a></p> <p><i>ADE Resources</i></p> <p><a href="#">Vietnam War Oral Histories</a></p> <p><a href="#">Arizona PBS Our Voices: Arizona Holocaust Oral Histories</a></p> <p><a href="#">United States Memorial Museum Holocaust Oral Histories</a></p> <p><a href="#">United States Memorial Museum Oral Histories of Various Genocides</a></p>

Quarter 4			
<b>GESD Resources: National Geographic: American Stories</b> <b>Unit 8: Current Events &amp; Terrorism 1969-Present</b> <b>Chapter 28: Section 4 &amp; Chapter 29: Bridging to the 21st Century</b> <b>including Supreme Court Cases, Environmental Issues</b> <b>p. 958 &amp; 982</b>		<b>Unit 9: Economics &amp; Finance</b>	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
American Stories	The Refugee Crisis	Introduction to Economics	<i>Nexttext:</i> “Consumer Economics” Text: <ul style="list-style-type: none"> <li>Chapter 6</li> <li>Chapter 18, Section 3</li> </ul> “Civics in America” Text: <ul style="list-style-type: none"> <li>Chapter 15-16</li> </ul> iCivics: <a href="#">Government and the Market</a> , <a href="#">Banks, Credit &amp; the Economy</a> , <a href="#">Market Economy</a> , <a href="#">People’s Pie Game</a> <i>EVERFI</i> <ul style="list-style-type: none"> <li>Growing a Business</li> </ul>
Chapter 28	From Cold War to Gulf War 4.1, 4.2		
Chapter 29	Challenges of the 1990s 1.1, 1.2, 1.3		
Chapter 29	Crises and Responses 2.1, 2.2, 2.3	Personal Finance	<i>Nexttext:</i> “Consumer Economics” Text: <ul style="list-style-type: none"> <li>Everything (EXCEPT Chapter 6, Chapter 18, Section 3)</li> </ul> Next Gen <ul style="list-style-type: none"> <li><a href="#">Personal Finance lesson plans and activities</a></li> <li><a href="#">Hands on Banking</a></li> <li><a href="#">Federal Reserve Bank of Atlanta PBL for Personal Finance</a></li> </ul> iCivics: <a href="#">People’s Pie Game</a> , <a href="#">Market Economy</a> <i>EVERFI</i> <ul style="list-style-type: none"> <li>★ EverFi Future Smart Lesson Title</li> <li>★ Investing in You</li> <li>★ Growing a Business</li> <li>★ Ways to Pay</li> <li>★ Your Financial Future</li> <li>★ Smart Shopping</li> </ul>
Chapter 29	A Historic Election 3.1, 3.2, 3.3		
Chapter 29	Rapid Changes During the 21st Century 4.1, 4.2, 4.3, 4.4, 4.5		
Additional Resources	<i>Nexttext:</i> “Civics in America” Text: <ul style="list-style-type: none"> <li>Chapter 18</li> </ul> <i>World Book:</i> <ul style="list-style-type: none"> <li><a href="#">Current Events: Behind the Headlines</a></li> </ul> <a href="#">CNN10</a>		

8th Grade History and Social Science Standards Reference	19	20	21	22/ 23	24	25	26	27	28	29	E
<b>CIVICS</b>											
<i>Civic virtues and democratic principles are key components of the American political system</i>											
8.C1.1 Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems. • Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights	★	★			★		★	★	★	★	
8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.	★	★					★				
8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.				★			★	★			
8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.							★		★	★	
8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.											
8.C2.2 Explain specific roles, rights and responsibilities of people in a society.		★			★		★	★			
8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.							★				
8.C2.4 Explain how immigrants become naturalized citizens.											
<i>An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government is essential to effective citizenship.</i>											
8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy. • Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts, gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media.		★							★	★	
8.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements.			★		★				★	★	
8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.											
<i>Process, rules, and laws direct how individuals are governed and how society addresses problems</i>											
8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.				★							
8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.				★	★			★	★	★	
8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.											

8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.		★			★			★	★	★	
8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.											
<b>ECONOMICS</b>											
<i>A financially literate individual understands how to manage income, spending, and investment.</i>											
8.E1.1 Analyze the relationship between education, income, and job opportunities.											★
8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.											★
8.E1.3 Analyze the relationship between investment and return.											★
8.E1.4 Examine the factors that influence spending decisions.								★			★
8.E1.5 Create a budget and examine the benefits of budgeting											★
8.E1.6 Analyze the impact of debt on individuals.				★					★	★	★
8.E1.7 Understand several types of financial investments and calculate rates of return.			★	★							★
8.E1.8 Identify ways insurance may minimize personal financial risk.								★			★
<i>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</i>											
8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	★								★	★	★
8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups.					★				★	★	★
<i>Individuals and institutions are interdependent within market systems.</i>											
8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.				★							★
8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.				★							★
8.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.	★							★			★
<i>The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>											
8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups.	★		★	★				★	★	★	★
8.E4.2 Explain the influence of changes in interest rates on borrowing and investing.											★
8.E4.3 Explain the effect of productivity on standard of living.											★
<i>The interconnected global economy impacts all individuals and groups in significant and varied ways.</i>											
8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.									★	★	★
8.E5.2 Compare various economic systems such as command, mixed, and free market.		★									★

8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.										★	★	★
<b>GEOGRAPHY</b>												
<i>The use of geographic representations and tools helps individuals understand their world.</i>												
8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. • Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology <i>Human-environment interactions are essential aspects of human life in all societies.</i>					★		★	★	★	★		
8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.				★		★			★	★		
8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.									★	★		
<i>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</i>												
8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.					★	★	★	★	★	★		
<i>Global Interconnections and spatial patterns are a necessary part of geographic reasoning.</i>												
8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global				★	★		★		★	★		
<b>HISTORY</b>												
<i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i>												
8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.				★				★				
8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.					★		★	★	★	★		
8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.				★								
<i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i>												
8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.	★	★		★					★	★		
8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	★	★		★								
8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.		★					★					
8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.						★	★					
<b>DISCIPLINARY SKILLS AND PROCESSES</b>												
<i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.</i>												

8.SP1.1 Analyze connections among events and developments in broader historical contexts.	★	★	★	★	★		★		★	★	
8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.	★	★	★	★	★		★		★	★	
8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.	★	★	★	★	★		★		★	★	
8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.			★								
<i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</i>											
8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.	★	★	★	★	★		★		★	★	
8.SP2.2 Explain how and why perspectives of people have changed over time.	★	★	★	★	★		★		★	★	
8.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.											
<i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i>											
8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.	★	★	★	★	★		★		★	★	
8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.	★	★	★	★	★		★		★	★	
8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	★	★	★	★	★		★		★	★	
8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.											
8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.	★	★	★	★	★		★		★	★	
8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.	★	★	★	★	★		★		★	★	
8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	★	★	★	★	★		★		★	★	
8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.	★	★	★	★	★		★		★	★	
<i>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i>											
8.SP4.1 Explain the multiple causes and effects of events and developments in the past.	★	★	★	★	★		★		★	★	
8.SP4.2 Evaluate the influence of various causes of events and developments in the past.	★	★	★	★	★		★		★	★	
8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.	★	★	★	★	★		★		★	★	
8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.	★	★	★	★	★		★		★	★	