

## New Course Scope and Sequence Template

Course Title: Reading and Language Arts Grade 8								
Curriculum Guide Description:								
Scope and Sequence								
Reading Complex Texts RL/RI.8.10		Writing W.8.1-W.8.10		Speaking and Listening SL.8.1-SL.8.6	Language L.8.1-L.8.6	Assessments		
<b>Texts: Glencoe Reader supported with informational pieces that mentor and support students' understanding and writing. Poems that relate to theme.</b>		<b>2-3 extended texts per quarter (novels that are supplemented with informational text that aligns to the content)</b>		<b>Daily Writing Routine (W.8.9) (RL/RI.8.2)</b>	<b>2-4 Analysis per quarter that analyze unit theme(s). (RL/RI.8.1 and W.8.9)(W.8.4, 8.5 and L.8.1-3)</b>	Daily communication and collaboration (one-on-one, small groups, teacher led, presentations), (SL.8.1-8.2, 8.4, 8.5, .6)	Daily review of the conventions of standard English grammar and usage for writing and speaking	Explanatory essays Argumentative Essays Narrative Essays Pre/Post Quarterly Exams Speech Presentations Reading Responses Active/Interactive Worksheets Quizzes
<b>Unit 1 Theme: Flashes of Insight</b> This explains how flashes of insights are based on experiences that come together to produce new insights. <b>Stories:</b> *Treasure of Lemon Brown *Homelessness * Thank You in Arabic <b>Non-fiction Articles</b>		<b>Close Reading, Writing to Learn, Working with Evidence, Content Vocabulary</b>		<b>Daily Writing journal/responses to show evidence of their application of reading strategies.</b>	<b>Narrative Essay – A time when students judged something by appearance.</b>  <b>Explanatory Essay – New insight on homelessness and cultures.</b>	<b>Class/group discussions</b> <b>Literature Circle (Honors)</b> <b>Written Response Presentations</b>	<b>Compound/complex sentences.</b> <b>Etymology of word &amp; use of context clues.</b> <b>Suffixes</b> <b>Adjectives</b> <b>Prepositional Phrases</b> <b>Dialogue</b> <b>Irregular Verbs</b>	<b>Quarterly Exam</b>  <b>Narrative Essay</b>  <b>Explanatory Essay</b>  <b>Graphic Organizers</b>  <b>Presentations</b>  <b>Active/Interactive Worksheets</b>  <b>Spelling/Vocabulary Tests</b>

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<p><b>Unit 2 - Free to Be</b></p> <p><b>Theme - The focus of the second nine-weeks deals with freedom and what freedom has meant to Americans over the centuries.</b></p> <p><b>Extended Texts - <i>Across 5 Aprils</i> By Irene Hunt <i>My Brother Sam is Dead</i> by James Lincoln Collier (Honors)</b></p> <p><b>Short texts - Drummer Boy of Shiloh by Ray Bradbury</b></p> <p><b>Non Fiction Articles</b></p> <p><b>Poetry</b></p>	<p><b>Close Reading strategies</b> <b>Historical Fiction</b> <b>Informational Articles</b> <b>Discussions</b> <b>Content Vocabulary</b></p>	<p><b>Daily writing to demonstrate understanding of reading of short and extended texts</b></p> <p><b>Understanding symbolism</b></p>	<p><b>Poems – On Freedom</b></p> <p><b>Argumentative Essay based on facts and ideas gathered through text readings.</b></p> <p><b>Letter Writing</b></p>	<p><b>Literature Circle (Honors)</b> <b>Written Response</b> <b>Discussions on a variety of topics &amp; issues</b> <b>Speaking</b></p>	<p><b>Pronouns</b> <b>Multiple Meaning Words</b> <b>Compound/Complex Sentences</b> <b>Etymology of words</b> <b>Context Clues</b> <b>Punctuation (Commas)</b></p>	<p><b>Quarterly Exams</b></p> <p><b>Argument Essay</b></p> <p><b>Poetry</b></p> <p><b>Literature Circles (Honors)</b></p> <p><b>Public Speaking</b></p> <p><b>Active/Interactive Worksheets</b></p> <p><b>Quizzes</b></p> <p><b>Tests</b></p>
<p><b>Unit 3 - Adolescent Years</b></p> <p><b>Theme - The third nine-weeks takes a closer look at friendships, family relationships, and social class structures in life.</b></p> <p><b>Extended Text - <i>The Outsiders</i> By S.E. Hinton</b></p>	<p><b>Close Reading Strategies</b> <b>Class/Group Discussions</b> <b>Informational Articles</b></p>	<p><b>Daily Writing that supports understanding of characters, actions, theme, plot)</b> <b>Understanding figurative language</b></p>	<p><b>Explanatory Essay</b></p> <p><b>Narrative Essay</b></p> <p><b>Autobiography</b></p>	<p><b>Class/Group Discussions</b></p> <p><b>Written Response</b></p> <p><b>Speech Presentation</b></p>	<p><b>Content Vocabulary</b></p> <p><b>Conjugation of verb tenses</b></p> <p><b>Paraphrasing</b></p> <p><b>Using precise verbs and adjectives</b></p> <p><b>Antecedents</b></p> <p><b>Pronoun Usage</b></p>	<p><b>Quarterly Exams</b></p> <p><b>Explanatory Essay</b></p> <p><b>Narrative Essay</b></p> <p><b>Autobiography</b></p> <p><b>Speech Presentation</b></p> <p><b>Active/Interactive Worksheets</b></p>

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<p><b>Short Text - <i>Stuck In Neutral</i></b> By Terry Trueman</p>					<p>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person writing</p>	<p><b>Tests</b> <b>Quizzes</b></p>
<p><b>Unit 4 - Society's mistreatment of the mentally disabled.</b></p> <p><b>Theme - the fourth nine-weeks brings awareness of intelligence in human relationships, how people lean on one another for love and support, and obstacles people with a disability encounter.</b></p> <p><b>Extended Text - "Flowers for Algernon" short story By Daniel Keyes</b></p>	<p><b>Close Reading Strategies</b> <b>Non Fiction</b> <b>Informational</b> <b>Articles</b> <b>Discussions</b></p>	<p><b>Daily Writing of short and extended text that illustrates application of reading strategies and comprehension that includes predicting, visualizing, inferring, summarizing, and connecting.</b></p> <p><b>Responding to text questions</b></p>	<p><b>Argumentative Essay</b></p> <p><b>Research Essay: Mental Disability</b></p>	<p><b>Class/Group Discussions</b></p> <p><b>Written Response</b></p> <p><b>Speech Presentation: Mental Disability</b></p>	<p><b>Content Vocabulary</b></p> <p><b>Conjugation of verb tenses</b></p> <p><b>Paraphrasing</b></p> <p><b>Writing descriptive sentences</b></p> <p><b>Figurative Language</b></p>	<p><b>Quarterly Exams</b></p> <p><b>Argumentative Essay</b></p> <p><b>Research Essay: Mental Disability</b></p> <p><b>Speech Presentation</b></p> <p><b>Active/Interactive Worksheets</b></p> <p><b>Tests</b></p> <p><b>Quizzes</b></p>

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