

Grade 8 Scope and Sequence T1 Week 1-6

Approx Time Frame	6 Weeks (September 10- October12)
Unit Topic/Title and Key Components	Unit 1 T1- Grade 8- Finding home: Refugees and inheritance
	<p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.3. 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</p> <p>RL.8.4. 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 text.</p> <p>RL8.6A. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.</p> <p>RL.8.5. 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.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. 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</p> <p>RI.8.2. 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</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. 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.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

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	<p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.8.4. 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.)</p> <p>A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p> <p>W.8.7. 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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including describing how the material is rendered new”)</p> <p>W.8.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.</p> <p>L.8.4. 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.</p> <p>A. 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 phrasersonal, cultural, textual, and thematic connections across genres</p>
	<p>Uprooted: How does a refugee find home? Where Would you go? How do you rebuild again?</p>
	<p>Main Activity</p>
<p>Unit Question</p>	<p>Week 1. How do Poets use poetry to tell a story? How is it different than a story?</p> <p>Week 2. Pose Unit Question: How does Word Choice Contribute to Meaning and Tone in Literary and Informational Texts?</p> <p>Week 3. Analyzing an Informational Text about a Refugee Experience</p> <p>Week 5. Analysis Essay: Explain the Significance of the Novel’s Title and Its Relationship to Universal Refugee Experiences and Ha’s Character</p> <p>Week 6. Best form of Narrative poetry and Spoken word</p>

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Significant Concept (s)	scaffolded narrative poetry (Free Verse narrative poems)/ Spoken word		
Theme	How do we protect the things around us? Do we put ourselves in danger? Where are most places effected by People’s actions? How do people who stand up for their beliefs act? (emotions) Classification/Definition Writing (Use new words found in text and able to use in writing)		
Weekly Planning	Accurately summarize a text with appropriate details using paraphrasing (Research) Correctly discern between main idea and supporting details Creatively present a PSA announcement about how we can protect our Earth	Reading focus	Writing/Language Focus
	Brain pop, Reading A to Z, Ted ED video and information (daily news) about refugees. (Depends on Students) Analysis Essay: Explain the Significance of the Novel’s Title and Its Relationship to Universal Refugee Experiences and Ha’s Character	Main Idea and Supporting details Summary Nonfiction text/ Fictional accounts of refugees Poetry <i>Inside out and back again</i>	Prefixes Vocabulary Pronouns transitions conclusions Rules of speaking and listening Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Texts (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9) extended response
SCF	Leadership and Responsibility, Creativity, Care/ respect, Team work or collaboration, Global awareness		
Possible Assessment Tasks and Bloom’s Level	1. Literary Analysis: Explain the Significance of the Novel’s Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9) 2. Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RI.8.1, 8.2, W.8.3, 8.9) 3. Spoken Word Poetry slam (TBA)		

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Assessment Criteria	Personal Narrative: Students to recreate a recount using fiction or nonfiction aspects of being a refugee. Cite information from credible sources. (first person, describing setting, sensory details, Poem(compare them to get ideas for narrative and which was more effective and why?) Students will have author study of various poets
Possible Resources	Non -fiction/ fictional poetry, Levelled readers, Inside and out and back again, TED ED videos, Reading A to Z,