

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
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**Subject: Listening and Speaking**

AUG.	8	SL.8.1 SL.8.2 L.8.1.c SL.8.1. a SL.8.2 RL.8.4 RL.8.10 RL.8.1 RL.8.3 RL.8.10 L.8.6 RI.8.1 RI.8.2	Speaking	<p><b>Unit – 1: DECISION POINT</b></p> <ul style="list-style-type: none"> <li>Who are you? /Interview a friend (pg.10-13)</li> </ul> <p><b>Unit – 2: STAND OR FALL</b></p> <p>What happens when people come face to face with a rival? (pg.78,79,85)</p>	<p>Students will do presentation, survey, complete various task and assignments relating to their personal identity and lifestyle. As the unit title, Decision Point, suggests, students will analyze their own lives and distinguish between their daily decisions and the daily decisions of others individuals from the text.</p> <p>Students will develop their presentation skills and confidence</p> <p>Students will have practice with descriptor words and will be asked to describe themselves, their hobbies, interest and so on.</p> <p>Students will develop skills in communicating with different kinds of personalities.</p> <p>Students will create their own multimedia presentations.</p> <p>Students will have practice with descriptor words and will be asked to describe different types of people.</p>	<p><i>*Differentiated activities provided as needed. Details found in course materials.</i></p> <p><b>Guiding Question:</b> How do decisions affect your identity?</p> <p>Activity #1 – Take a survey Interview a friend. Topics: Daily routine, hobbies, habits, interests etc.</p> <p>Activity #2 – What’s in a name? – Set the scene – Refer Teacher’s book (TB) for more information. (Look for SB - pg.10 in TB)</p> <p><b>Textbook Exercises:</b></p> <ul style="list-style-type: none"> <li>Ask and Answer Questions, (pg.11,31)</li> <li>Use complete sentences (pg.12)</li> <li>Interview a Friend (pg. 13)</li> <li>Saying YES (pg.28)</li> <li>Describe &amp; discuss about the pictures (pg. 78-79)</li> <li>Nosy neighbors and a competing family member – Practice together (pg.85)</li> <li>Tell About Your Favorite place, thing, idea, person (pg. 35)</li> </ul>	<p><b>Formative:</b> Vocabulary review, Graphic organizer, Textbook exercises, Multimedia presentation, Take a survey.</p> <p><b>Class Performance:</b> Participation, attendance, attitude</p> <p><b>Special Class Activities:</b> Speaking Club activities</p>
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SEPT.	8	SL.8.1 SL.8.2 L.8.1.c SL.8.1. a LS.1.8 RL.8.4 RI.8.3 RL.8.1 RL.8.10 L.8.6 RL.8.4 RI.8.1	Speaking	<b>Unit – 1: DECISION POINT</b> ○ Discuss different viewpoints (pg. 52)  ○ Explore Homes and Houses (pg.54)  ○ Express ideas and opinions, (pg.55-57)	Students will engage in activities and task that emphasize the values of home and family life.  Determine viewpoints.  Students will develop their presentation skills and confidence  Students will engage in activities and task that will help them to express ideas and opinions in public.  Students will develop their interpretation of various vocabulary words from the unit and learn how to use it while communicating with English speakers.  Students will take notes and develop note making skills.  Students will learn how to participate in discussions.		<b>*Differentiated activities provided as needed. Details found in course materials.</b>  <b>Guiding Question:</b> How do decisions affect your identity?  Activity #1 – Present Viewpoints, tell what you discovered. Refer Teacher’s book (TB) for more information. (Look for SB - pg.52 in TB)  Activity #2 – Explore Homes and Houses – Set the scene, View and respond to the images Refer Teacher’s book (TB) for more information. (Look for SB - pg.54 in TB)  <b>Textbook Exercises:</b> <ul style="list-style-type: none"> <li>• Discuss - Viewpoints (pg.52)</li> <li>• Build Background (pg.54)</li> <li>• Study the painting and the quotation. (pg.55)</li> <li>• Use Action Verbs (pg.56)</li> </ul> Tell a partner. (pg.57).	<b>Formative:</b> Vocabulary review, Graphic organizer, Textbook exercises, Multimedia presentation, Present Viewpoints activity, Explore Homes and Houses activity  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities:</b> Speaking Club activities
OCT.	8	SL.8.1 SL.8.1.c L.8.1.b L.8.3.a L.8.1.c L.8.4.b	Speaking	<b>Unit-2 - STAND OR FALL</b> ○ Explore creative storytelling (pg.108-	Students will develop their interpretation of various vocabulary words from the unit and learn how to use it while communicating with English speakers.		<b>*Differentiated activities provided as needed. Details found in course materials.</b>  <b>Guiding Question:</b> When can one individual make a difference?	<b>Summative Assessment:</b> Mid-term exam  <b>Formative:</b> Vocabulary review,

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		LS.4.3 SL.8.2 SL.8.4 SL.8.6 SL.8.1. a RL.8.4 RL.8.7		109)  <b>Unit-3 – MAKING A DIFFERENCE</b> <ul style="list-style-type: none"> <li>Tell what happened (pg.197)</li> </ul> <ul style="list-style-type: none"> <li>Problem and Solution (pg.217,228)</li> </ul> <b>Unit-4 – A HOME IN THE WORLD</b> <ul style="list-style-type: none"> <li>Follow the Rules (pg.287)</li> <li>Connect across the curriculum (pg.304)</li> </ul>	Students will engage in activities and task that will help them to explain what happened in the past.  Students will engage in activities and task that emphasize the values of following a set of rules in life.  Students will participate in activities and tasks related to social justice and forming an opinion regarding social issues.  Skills needed to brainstorm dangerous situations that people might face		Activity #1 – Explore the creative storytelling - Set the scene Refer Teacher’s book (TB) for more information. (Look for SB - pg.108 in TB).  Activity #2 – Multi-level strategies – Storytelling Support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.109 in TB).  Activity #3 – Describe an event Refer Teacher’s book (TB) for more information. (Look for SB - pg.197 in TB).  <b>Textbook Exercises:</b> <ul style="list-style-type: none"> <li>Connect – What If? (pg. 108)</li> <li>Retell a story (pg.109)</li> <li>Tell the group a folk tale (pg.111)</li> <li>How to retell a story (pg.111).</li> <li>Describe an event /how to describe an event (pg.197)</li> <li>Students get involved to improve School’s reputation (pg.217)</li> <li>Deliver a problem - solution presentation</li> </ul>	Graphic organizer, Textbook exercises, Multimedia presentation, Creative storytelling, Event description activity, Multi-level strategies.  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities:</b> Speaking Club activities
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							(pg.228) <ul style="list-style-type: none"> <li>How to clarify and verify (pg.287)</li> <li>Perform a poem (pg.304)</li> </ul>	
NOV. – DEC.	12	SL.8.1 SL.8.1. a SL.8.2 SL.8.4 L.8.1.c RL.8.1 RL.8.5 RL.8.10 RI.8.4 RI.8.3 L.8.4 L.8.6 RL.8.2	Speaking	<b>Unit – 1: DECISION POINT</b> <ul style="list-style-type: none"> <li>Skating into the future. (pg.7)</li> <li>Research and speaking (pg.30)</li> </ul> <b>Unit-3 – MAKING A DIFFERENCE</b> <ul style="list-style-type: none"> <li>When can one individual make a difference?</li> <li>Build background (pg.168)</li> <li>Build background (pg.194)</li> <li>Build background (pg.212)</li> </ul>	<p>Students will develop skills in asking, answering and creating a questionnaire.</p> <p>Students will improve their interviewing skills.</p> <p>Students will do multimedia presentation, survey, complete various task and assignments related to the topics in unit 1 and unit 3.</p>		<p><i><b>*Differentiated activities provided as needed. Details found in course materials.</b></i></p> <p><b>Guiding Question:</b> When can one individual make a difference?</p> <p>Activity #1 – Demonstrate the importance of choosing a strategy: Have students choose one strategy and tell what they learned about the passage by using that strategy. Refer Teacher’s book (TB) for more information. (Look for SB - pg.07 in TB).</p> <p>Activity #2 – Research and Collect Data. Refer Teacher’s book (TB) for more information. (Look for SB - pg.30 in TB).</p> <p>Activity #3 – Multi-level strategies – Language support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.168 /194/ 212 in TB).</p>	<p><b>Formative:</b> Vocabulary review, Graphic organizer, Textbook exercises, Multimedia presentation, Research and collect activity, Multi-level strategies.</p> <p><b>Class Performance:</b> Participation, attendance, attitude</p> <p><b>Special Class Activities:</b> Speaking Club activities</p>

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							<p><b>Textbook Exercises:</b></p> <ul style="list-style-type: none"> <li>• Time to make a big change in your life (pg.7)</li> <li>• Research healthy foods (pg.30)</li> <li>• Discuss about how can one individual make a difference, describe the picture (pg.162,163)</li> <li>• Group discussion (pg.168)</li> <li>• Connect and discuss (pg.194)</li> <li>• Discussion – Analyze leadership in action (pg.212).</li> </ul>	
JAN.	8	SL.8.1 SL.8.1.c SL.8.2 SL.8.4 RL.8.1 L.8.1 RI.8.4	Speaking	<p><b>Unit-4 – A HOME IN THE WORLD</b></p> <ul style="list-style-type: none"> <li>○ How can your location affect the way you live? (pg.236-237)</li> <li>○ Make comparisons (pg.243,245)</li> <li>○ Build Background (pg.284)</li> <li>○ Clarify and Verify (pg.285)</li> </ul>	<p>Students will develop comparative skills and compare and contrast the events with their own lives.</p> <p>Students will develop skills on how to deliver a set of coherent instructions for their community to follow</p> <p>Students will improve their interviewing skills.</p> <p>Create comparative and contrasting graphic organizers.</p>		<p><b>*Differentiated activities provided as needed. Details found in course materials.</b></p> <p><b>Guiding Question:</b> How can your location affect the way you live?</p> <p>Activity #1 – Multi-level strategies – Mind Map Prompts. Refer Teacher’s book (TB) for more information. (Look for SB - pg.237 in TB).</p> <p>Activity #2 – Multi-level strategies – Language Support/Comparison Support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.242,243 in TB).</p> <p>Activity #3 – Multi-level</p>	<p><b>Summative Assessment:</b> Final Exam</p> <p><b>Formative:</b> Vocabulary review, Graphic organizer, Textbook exercises, Multimedia presentation, Compare and Contrast activity, Multi-level strategies.</p> <p><b>Class Performance:</b> Participation, attendance, attitude</p>

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							<p>strategies – Language Support/Role-Play Support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.284/285 in TB).</p> <p><b>Textbook Exercises:</b></p> <ul style="list-style-type: none"> <li>• Discuss the question and describe the picture (pg.236,237)</li> <li>• No place like home (pg.243)</li> <li>• Compare places to live (Take a survey) (pg.245)</li> <li>• How to make comparisons (pg.245)</li> <li>• Connect (pg.284)</li> <li>• Conversation (pg.285).</li> </ul>	<p><b>Special Class Activities:</b> Speaking Club activities</p>
FEB.	4	SL.8.1 SL.8.2 RI.8.1 L.8.1 L.8.4	Speaking	<p><b>Unit-5 - OUR PRECIOUS WORLD</b></p> <ul style="list-style-type: none"> <li>○ A Natural Balance. (pg.320)</li> <li>○ Build background. (pg.320)</li> <li>○ Rap (pg.321)</li> <li>○ Describe an endangered animal (pg.323)</li> <li>○ Build Background (pg.340)</li> </ul>	<p>Students will have practice with descriptor words and will be asked to describe ways in which the world can achieve a “natural balance”</p> <p>Students will improve their interviewing skills.</p> <p>Students will create graphic organizers or multimedia presentations to compare and contrast environmental issues of their home country with the issues of developed countries like</p>		<p><b>*Differentiated activities provided as needed. Details found in course materials.</b></p> <p><b>Guiding Question:</b> What makes the environment so valuable?</p> <p>Activity #1 – Multi-level strategies – Language Support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.320 in TB).</p> <p>Activity #2 – Multi-level strategies – Description Support. Refer Teacher’s book (TB) for more information.</p>	<p><b>Formative:</b> Vocabulary review, Graphic organizer, Textbook exercises, Multimedia presentation, Multi-level strategies.</p> <p><b>Class Performance:</b> Participation, attendance, attitude</p> <p><b>Special Class Activities:</b></p>

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					USA, UK, Australia etc.  Acquiring questioning and researching skills.		(Look for SB - pg.321 in TB).  Activity #3 – Multi-level strategies – Language Support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.340 in TB).  Activity #4 – Multi-level strategies – Comparison Support. Refer Teacher’s book (TB) for more information. Note: Change “about animals” to “environmental issues” (Look for SB - pg.341 in TB).  <b>Textbook Exercises:</b> <ul style="list-style-type: none"> <li>• Discuss and describe the picture (p.320)</li> <li>• Evaluate how humans affect the environment and Connect (pg.320)</li> <li>• Describe Animals and Things, (pg.321)</li> <li>• Use adjectives that describe (pg.322)</li> <li>• How to describe animals and things (pg.323)</li> <li>• Efforts to save our environment (pg.340).</li> </ul>	Speaking Club activities.
MAR.	8	SL.8.1 SL.8.1. a SL.8.1. b SL.8.2	Speaking	Unit-2 - STAND OR FALL ○ Retell a story	Students will improve their interviewing skills.  Acquiring questioning and		<b>*Differentiated activities provided as needed. Details found in course materials.</b>	<b>Formative:</b> Vocabulary review, Graphic organizer,

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		L.8.1 L.8.1.c RL.8.3		<p>(pg.129)</p> <ul style="list-style-type: none"> <li>○ <i>Build Background</i> (pg.130)</li> <li>○ <i>Talk with a partner</i> (pg.133)</li> <li>○ <i>Engage in conversation.</i> (pg.157)</li> </ul> <p><b>Unit-5 - OUR PRECIOUS WORLD</b></p> <ul style="list-style-type: none"> <li>○ Share – Elaborate – about a trip (pg.361)</li> <li>○ Elaborate (pg.373)</li> </ul>	<p>researching skills.</p> <p>Deliver ideas effectively.</p> <p>Identifying the sequence of events in spoken English.</p> <p>Students will practice making sequence chain to help them organize important events in chronological order.</p>		<p><b>Guiding Question:</b> What happens when people come face-to-face with a rival?</p> <p>Activity #1 – Engage in conversation Refer Teacher’s book (TB) for more information. (Look for SB - pg.133 in TB).</p> <p>Activity #2 – Engage in conversation – Role-play - Assess – Review How to Engage in Conversation on pg.133 Refer Teacher’s book (TB) for more information. (Look for SB - pg.157 in TB).</p> <p>Activity #3 – Elaborate – Role-play - Assess – Review How to Elaborate on pg.361 Refer Teacher’s book (TB) for more information. (Look for SB - pg.361,373 in TB).</p> <p><b>Textbook Exercises:</b></p> <ul style="list-style-type: none"> <li>● Group Talk – Make plans for retelling. (pg.129)</li> <li>● Discover dragons (pg.130)</li> <li>● Engage in conversation (pg.133)</li> <li>● Role play a conversation (pg.157)</li> <li>● Elaborate – Tell a partner about a hike or trip (pg.361)</li> </ul>	<p>Textbook exercises, Multimedia presentation, engage in and keep the conversation going activity</p> <p><b>Class Performance:</b> Participation, attendance, attitude</p> <p><b>Special Class Activities:</b> Speaking Club activities.</p>
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							<ul style="list-style-type: none"> <li>Role-play (pg.373).</li> </ul>	
APR. - MAY.	12	SL.8.1 SL.8.1. d SL.1.a SL.8.2 SL.8.3 SL.8.4 SL.8.5 LS.8.1.c RI.8.1 RI.8.4 RI.8.8 L.8.1 RI.8.4	Speaking	<b>Unit – 8 - FOOD FOR THOUGHT</b> ○ How can we provide for our communities? (pg.528,529). ○ Build Background (pg.534). ○ Persuade: How to persuade (pg. 535,537). ○ Analyse Argument and Support (pg.539) ○ Persuade – Group Debate. (pg.551) ○ Reach an Agreement (pg.555)	Students will improve their persuasive and negotiation skills. Identifying the sequence of events in a debate/negotiation Research about a topic from various sources Students will be encouraged to participate in the formation of topics An important focus of the speaking section is the presentation of academic face to face discussions, discussions in small groups, and whole-class settings. Respond to and interpret visuals Enhance vocabulary by including new words and synonyms in spoken English. Distinguishing different perspectives Students will take notes and develop note making skills. Students will learn how to		• Role-play (pg.373). <b>*Differentiated activities provided as needed. Details found in course materials.</b> <b>Guiding Question:</b> How can we provide for our communities? Activity #1 – Multi-level strategies – Mind Map Prompts. Refer Teacher’s book (TB) for more information. (Look for SB - pg.529 in TB). Activity #2 – Multi-level strategies – Language Support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.534 in TB). Activity #3 – Multi-level strategies – Role-Play Support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.535 in TB). Activity #4 – Persuade – Support an Argument. Refer Teacher’s book (TB) for more information. (Look for SB - pg.537 in TB). Activity #5 – Negotiate – Reach an Agreement – Create	<b>Summative Assessment:</b> Mid-term <b>Formative:</b> Vocabulary review, Graphic organizer, Textbook exercises, multimedia presentation, “Justify - Persuade – Negotiate” activity, Multi-level strategies. <b>Class Performance:</b> Participation, attendance, attitude <b>Special Class Activities:</b> Speaking Club activities
				<b>Unit – 6 – CONFLICT AND</b>				

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				<p><b>RESOLUTION</b></p> <ul style="list-style-type: none"> <li>○ Conflict and resolution (pg.378,379)</li> <li>○ What’s your position? (pg.433).</li> <li>○ Justify (pg.447)</li> </ul> <p><b>Unit – 7 – FAIR IS FAIR</b></p> <ul style="list-style-type: none"> <li>○ Build Background (pg.506)</li> <li>○ Give an informative speech (pg.522)</li> </ul> <p><b>Unit-4 – A HOME IN THE WORLD</b></p> <ul style="list-style-type: none"> <li>○ Tell about your world (pg.265)</li> <li>○ Choose Media Support (pg.282)</li> <li>○ Define and Explain (pg.283)</li> </ul>	<p>participate in discussions.</p>		<p>Statements and Questions. Refer Teacher’s book (TB) for more information. (Look for SB - pg.555 in TB).</p> <p>Activity #6 – Justify – What’s your position? Review/Make the chart. Refer Teacher’s book (TB) for more information. (Look for SB - pg.433/447 in TB).</p> <p>Activity #7 – Multi-level strategies – Language Support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.506 in TB).</p> <p>Activity #8 – Multi-level strategies – Language Support. Refer Teacher’s book (TB) for more information. (Look for SB - pg.265 in TB).</p> <p>Activity #9 – Present an Informative speech. Refer Teacher’s book (TB) for more information. (Look for SB - pg.522 in TB).</p> <p><b>Textbook Exercises:</b></p> <ul style="list-style-type: none"> <li>● Discuss the question and describe the picture (pg.528,529)</li> <li>● Give an informative speech –</li> </ul>	
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							<p>Organize, Prepare, Present (pg.522)</p> <ul style="list-style-type: none"> <li>• Connect, Explore an issue (pg.534)</li> <li>• Conversation – Help End Hunger (pg.535)</li> <li>• Feed the world – World hunger is a serious problem (pg.537)</li> <li>• What are Pro and Con Arguments? (pg.539)</li> <li>• Pros and cons of GM food. (pg.551)</li> <li>• Negotiate, how to negotiate (pg.555)</li> <li>• Conflict and resolution (pg.378,379)</li> <li>• Justify, how to justify (pg.433).</li> <li>• Justify – Group Talk (p.447)</li> <li>• Connect – Anticipation Guide: Agree/ Disagree (pg.506)</li> <li>• Define and Explain – Many inventions make our lives easier (pg.265).</li> <li>• Learn about media (p.282)</li> <li>• Role-Play – Act out a classroom visit by astronauts (pg.283)</li> </ul>	
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**Subject: Reading**

<b>AUG.</b>	<b>8</b>	SL.8.1 SL.8.2 RL.8.4 RL.8.10 RL.8.1 RL.8.3 RL.8.10 L.8.6 RI.8.1 RI.8.2	<b>Reading</b>	<b>Unit 1: Decision Point</b>  ○ <i>American Names</i> , Tony Johnston (pg.17-27)  ○ <i>A Lion Hunt</i> , Joseph Lemasolai Lekuton (pg.39-49)	The students will complete various task and assignments relating to their personal identity and lifestyle. As the unit title, <i>Decision Point</i> , suggests, students will reflect on their own lives and see how their daily decisions compare with the daily decisions of others individuals from the text.  Students will develop their understanding of various vocabulary words from the unit.  Students will have practice with descriptor words and will be asked to describe themselves, their favorite animals, etc.		<b>Guiding Question:</b> How do decisions affect your identity?  Activity #1 – Vocabulary Synonym List  Activity #2 – Compare and Contrast Daily Lives Chart  <b><u>Textbook Exercises:</u></b>  ○ Learn Key Vocabulary (pg.14) ○ Ask and Answer Questions (pg.31) ○ Tell About Your Favorite Animal (pg.35)	<b>Formative:</b> Vocabulary review, graphic organizer, textbook exercises, reading analysis, Compare and Contrast activity  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities:</b> Reading Club activities
<b>SEPT.</b>	<b>8</b>	SL.8.1 SL.8.2 W.8.9 RL.8.4 RI.8.3 RL.8.1 RL.8.10 L.8.6 RL.8.4 RI.8.1	<b>Reading</b>	<b>Unit 4: At Home in the World</b>  ○ <i>Indian Summer Sun</i> , Carmen T. Bernier-Grand (pg.291-301)  ○ <i>So, You're Going to Mars</i> , Arthur C. Clarke (pg.306-309)	Students will engage in activities and task that emphasize the values of home and family life.  Students will develop their understanding of various vocabulary words from the unit.  Reading for general idea and looking for connections between		<b>Guiding Question:</b> How can your location affect the way you live?  Activity #1 – Home Artifact Activity  Activity #2 – Moving to Mars  <b><u>Textbook Exercises:</u></b>	<b>Formative:</b> Vocabulary review, graphic organizer, textbook exercises, reading analysis, Home Artifact activity, Moving to Mars activity

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					related and unrelated topics.  Understanding words and phrases from context.		<ul style="list-style-type: none"> <li>○ Learn Key Vocabulary (pg.288)</li> <li>○ Clarify and Verify (pg.305)</li> <li>○ Follow the Rules (pg.287)</li> <li>○ Understanding Denotation and Connotation (pg.304)</li> </ul>	<p><b>Class Performance:</b> Participation, attendance, attitude</p> <p><b>Special Class Activities:</b> Reading Club activities</p>
OCT.	8	RI.8.4 L.8.4.b W.8.9 SL.8.1 SL.8.1.a RI.8.1 RI.8.5 RI.8.2 RI.8.3 RI.8.6	Reading	<p><b>Unit 3: Making a Difference</b></p> <ul style="list-style-type: none"> <li>○ <i>The Civil Rights Movement</i>, Kevin Supples (pg.175-189)</li> <li>○ <i>Martin’s Big Words, The Life of Dr. Martin Luther King, Jr.</i>, Doreen Rappaport (pg.201-207)</li> </ul>	Students will participate in activities and tasks related to social justice and forming an opinion regarding social issues.  Students will analyze a biography of their choice and learn structure of a biographical account.  Students will develop their understanding of various vocabulary words from the unit.  Scanning for specific details and identifying the sequence of events as they occur in the biography.  Students will create graphic organizers to compare and contrast social issues from their home country to issues with	<p><b>Guiding Question:</b> When can one individual make a difference?</p> <p>Activity #1 – Addressing the Prejudice</p> <p>Activity #2 – Biography</p> <p><b><u>Textbook Exercises:</u></b></p> <ul style="list-style-type: none"> <li>○ Learn Key Vocabulary (pg.172)</li> <li>○ Start a Timeline (pg.173)</li> <li>○ Evaluate the Informational Text (pg.192)</li> <li>○ Analyze Word Choice (pg.210)</li> </ul>	<p><b>Summative Assessment:</b> Mid-term exam</p> <p><b>Formative:</b> Vocabulary review, graphic organizer, textbook exercises, reading analysis, Addressing the Prejudice, Biography activity</p> <p><b>Class Performance:</b> Participation, attendance, attitude</p>	

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					issues from other countries  Analyze historical accounts and depict fact from fiction.			<b>Special Class Activities:</b> Reading Club activities
<b>NOV. – DEC.</b>	<b>12</b>	RI.8.2 RL.8.5 W.8.9 RI.8.10 RI.8.4 RI.8.3 L.8.6 RL.8.2 SL.8.4 SL.8.1	<b>Reading</b>	<b>Unit 7: Fair is Fair</b> <ul style="list-style-type: none"> <li><i>The Constitution</i>, Paul Finkleman (pg.478-500)</li> <li><i>Kids Take Action</i>, Ellen Keller (pg.513-520)</li> </ul>	The students will practice skimming and reading for the gist when reading <i>The Constitution</i> .  Practice comprehending and identifying uses of historical words from the provided text.  Guessing the meaning of a piece through from provided context.  Students will develop their understanding of various vocabulary words from the unit.  Reading for general idea and looking for connections between related and unrelated topics.	<b>Guiding Question:</b> What should you do when life is unfair?  Activity #1 – Does the Constitution Work?  Activity #2 – Create a Constitution  Activity #3 – Student Campaign  <b>Textbook Exercises:</b> <ul style="list-style-type: none"> <li>Learn Key Vocabulary (pg.482)</li> <li>Main-Idea Diagram (pg.483)</li> <li>Analyze Poetry: Symbols (pg.504)</li> <li>Create a Petition (pg.521)</li> </ul>	<b>Formative:</b> Vocabulary review, graphic organizer, textbook exercises, reading analysis, Create a Constitution activity  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities:</b> Reading Club activities	
<b>JAN.</b>	<b>8</b>	SL.8.1 SL.8.2 RL.8.1 RL.8.6 RL.8.2 RL.8.10 L.8.6	<b>Reading</b>	<b>Unit 6: Conflict Resolution</b> <ul style="list-style-type: none"> <li><i>Nadia the Wilful</i>, Sue Alexander (pg.390-400)</li> <li><i>Passage to</i></li> </ul>	Students will develop comparative skills as they read <i>Nadia the Wilful</i> and compare and contrast the events with their own lives  Students will develop their	<b>Guiding Question:</b> How should people overcome conflict?  Activity #1 – Differences and Comparing  Activity #2 – Character	<b>Summative Assessment:</b> Final Exam  <b>Formative:</b> Vocabulary review, graphic	

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		RI.8.4 RL.8.4 W.4		<i>Freedom</i> , Ken Mochizuki (pg.	understanding of various vocabulary words from the unit.  Students will look for connections between relevant topics .  Practice in ordering a sequence of events as they occur in the story.		Development Illustration  Activity #3 – <i>Passage to Freedom</i> Skit  <b><u>Textbook Exercises:</u></b>  ○ Learn Key Vocabulary (pg.388) ○ Reader’s Viewpoint Chart (pg.389) ○ Deliver an Oral Response to Literature (pg.428)	organizer, textbook exercises, reading analysis  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities:</b> Reading Club activities
FEB.	4	RI.8.1 RI.8.6 L.8.6 SL.8.2 RI.8.4 L.8.4 RI.8.2 RI.8.3 RI.8.10 RL.8.4	Reading	<b>Unit 5: Our Precious World</b>  ○ <i>A Natural Balance</i> , Nora L. Deans (pg.326-355)  ○ <i>Siberian Survivors</i> , Rene Ebersole (pg.346-353)	Students will develop skills on how to write a set of coherent instructions for their community to follow  Create comparative and contrasting graphic organizers.  Students will develop their understanding of various vocabulary words from the unit.  Students will have practice with descriptor words and will be asked to describe ways in which the world can achieve a “natural balance”		<b>Guiding Question:</b> What makes the environment so valuable?  Activity #1 – Writing Instructions for Your Community  Activity #2 – Compare and Contrast Graphic Organizer  <b><u>Textbook Exercises:</u></b>  ○ Learn Key Vocabulary (pg.324) ○ Analyze Imagery in Poetry (pg. 338) ○ Describe Animals and Thinking (pg.339) ○ Informative Report (pg.356)	<b>Formative:</b> Vocabulary review, graphic organizer, textbook exercises, reading analysis, Writing Instructions for Your Community activity, Graphic Organizer  <b>Class Performance:</b> Participation, attendance,

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								attitude  <b>Special Class Activities:</b> Reading Club activities
<b>MAR.</b>	<b>8</b>	RL.8.3 W.8.3.d L.8.1.c RL.8.4 RI.8.4 RL.8.1 RL.8.9 RL.8.2 RL.8.10 RL.8.3	<b>Reading</b>	<b>Unit 2: Stand or Fall</b>  ○ <i>The Three Chicharrones</i> , Patricia Santos Marcantonio (pg.144-126)  ○ <i>Dragon, Dragon</i> , John Gardner (pg.36-153)	Students will develop skills in reading different narratives and understand its distinctive characteristics.  Students will be encouraged to create their own narratives using the skills of story telling and illustrations.  Students will have practice with descriptor words and will be asked to describe different types of narrative readings.  Reading for general idea and looking for connections between related and unrelated topics.		<b>Guiding Question:</b> What happens when people come face-to-face with a rival?  Activity #1 – Narrative Comic Book  <b><u>Textbook Exercises:</u></b>  ○ Learn Key Vocabulary (pg.112) ○ Venn Diagram (pg.113) ○ Critical Thinking (pg.127) ○ Analyze Character Traits (pg.128)	<b>Formative:</b> Vocabulary review, graphic organizer, textbook exercises, reading analysis, Narrative Comic Book activity  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities:</b> Reading Club activities
<b>APR. - MAY.</b>	<b>12</b>	SL.8.1 SL.8.4 RI.8.1 RI.8.8	<b>Reading</b>	<b>Unit 8: Food for Thought</b>  ○ <i>Feeding the World</i> ,	Students will focus on analytical and research skills during the Global Food Project activity.		<b>Guiding Question:</b> How can we provide for our communities?  Activity #1 – Global Food	<b>Summative Assessment:</b> Mid-term



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		RI.8.2 RI.8.10 RI.8.4 SL.8.2 RI.8.9 RI.8.3		Peter Winkler (pg.540-548)  ○ <i>Soup for the Soul</i> , Kristin Donnelly (pg.558-563)	Students will develop their understanding of various vocabulary words from the unit.  Reading for general idea and looking for connections between related and unrelated topics.  Students will develop skills in creating a questionnaire.  Students will refine their professional interviewing skills.  Reading for general idea and looking for connections between related and unrelated topics.		Research Activity #2 – Interview/Questionnaire  <u><b>Textbook Exercises:</b></u>  ○ Learn Key Vocabulary (pg.538) ○ Pro Arguments Chart (pg.539) ○ Analyze Persuasive Dialogue (pg.568)	<b>Formative:</b> Vocabulary review, graphic organizer, textbook exercises, reading analysis, Global Food Research activity, Interview activity  <b>Class Performance:</b> Participation, attendance, attitude  <b>Special Class Activities:</b> Reading Club activities

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**Subject: Writing**

<b>AUG.</b>	8	<p>Use the Writing Process: W.8.5, W.8.10</p> <p>Prewrite – Choose Your Audience and Purpose: W.8.4, W.8.5</p> <p>Prewrite – Organize Your Ideas: W.8.5</p> <p>Draft: W.8.3, W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e, W.8.4, W.8.5, W.8.10</p> <p>Revise: W.8.3.a, W.8.3.c, W.8.3.d, W.8.4, W.8.5</p>	Writing	<b>Module1</b>	<p>Use the Writing Process: Personal Narrative</p> <p><b>Writing Strategy</b></p> <p>1. The Writing Process</p> <p>2. Edit and Proofread (Discussion of the editing and proofread – guidelines and marks)</p> <p>3. Writing Prompt: Write a Personal Narrative</p> <p>4. Prewrite: Collect Ideas a. Where to Keep Your Ideas b. Speak Your Truth</p> <p>5. Prewrite: a. Choose Your Topic b. Choose Your Audience c. Choose Your Purpose – Are Your Audience and Purpose Connected?</p>	<p>A. Students will understand and recall the steps in the writing process.</p> <p>B. Students will identify ways to come up with ideas, and they will know where to keep these ideas. They will also be able to choose their topics, audience and purpose.</p> <p>C. Students will organize their narratives based on what they want their readers to understand.</p> <p>D. Students will plan and prepare to start writing. They will be able to get help from the drafting</p>	<p>I. Introduction of the writing process – What are the steps of the Writing Process?</p> <p>II. Editing and Proofreading Guidelines and Marks Group activity – Name the given marks</p> <p>III. Discussion of the writing prompt – Write a personal narrative</p> <p>IV. Prewrite – a. Students will make sections in their Writer’s Notebook just for collecting ideas – they will create titles for these separate sections, e.g. “My collection of ideas”.</p> <p>b. In pairs,</p>	<p><b>Writing Project (suggested projects):</b> a. Writing Portfolio b. Writer’s Notebook – separate section for collecting ideas c. Presentation in class using multimedia</p> <p><b>Writing Strategy:</b> The writing process should be applied and followed in class. Students will do topic- related exercises for these steps: a. Prewrite b. Draft c. Revise d. Edit and Proofread e. Presentation</p> <p><b>Writing Task:</b> Write a personal narrative – Think about an important event</p>
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SEP.	8	<p>Draft:</p> <p>W.8.3, W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e, W.8.5, W.8.6, W.8.3.10</p> <p>Revise:</p> <p>W.8.3.a, W.8.3.c, W.8.3.d, W.8.4</p>	Writing	<p><b>Model Study</b></p> <p>1. Modern Fairy Tale</p> <p>a. A good modern fairy tale</p> <p>b. Model Fairy Tale</p> <p><b>Analysis</b></p> <p><b>Writing Trait</b></p> <p>1. Organization</p> <p>a. What’s it like?</p> <p>b. Why does Organization matter?</p> <p>c. Writing Rubric</p> <p>2. Raise the score:</p> <p>Overall Score 4 to Overall Score 1</p> <p><b>Writing Strategy</b></p> <p>1. How to Make Your Ideas Flow</p> <p>a. Use Transitions</p> <p>b. Choose the Right Transitions</p>	<p>A. Students will identify and discuss the content of every paragraph in the model story.</p> <p>B. Using the writing rubric for organization, students will tell the difference between the writing with a score of 2 and writing with a score of 4.</p> <p>C. Students will plan their characters, setting, and plot.</p> <p>D. Following their writing plans, the students will compose the first drafts of their stories. They will use their organizers then add details and dialogue.</p> <p>E. Keeping their audience and purpose in mind, the students will</p>	<p>I. Introduction of the topic, Modern Fairy Tale</p> <p>A. Group Activity: Using the feature checklist, students will decide if the model story follows the given criteria.</p> <p>II. Group Activity: Evaluate for organization – The students will use the writing rubric to score the model fairy tale, “Sleeping Beauty”.</p> <p>III. How to make ideas flow – Comparison of two model paragraphs, one with transitions and the other without.</p> <p>IV. Writing a Modern Fairy Tale – Class discussion of the writing prompt</p> <p>V. Prewrite – Plan your story:</p>	<p><b>Writing Project a.</b></p> <p>Presentation – Dramatic Reading</p> <p>b. Students’ modern fairy tales will be added in their writing portfolios</p> <p><b>Writing Strategy:</b> The writing process should be applied and followed in class. Students will do topic-related exercises for these steps:</p> <p>a. Prewrite</p> <p>b. Draft</p> <p>c. Revise</p> <p>d. Edit and Proofread</p> <p>e. Presentation</p> <p><b>Writing Task:</b> Students will think about the problems their characters might try to solve in their modern fairy tales. They should include main characters who must solve problems, details about the settings and other interesting characters, recognizable elements</p>
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Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
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					<p>8. Edit and Proofread a. Editing and Proofreading Marks</p> <p>9. Editing and proofreading of students' writing</p> <p>10. Reflect</p> <p><b>Presentation Manual</b></p> <p>1. How to do a Dramatic Reading</p> <p>2. Presentation practice</p> <p>3. Class Presentation: Dramatic Reading</p> <p>4. Giving feedback and sharing reflections</p>	<p>to solve in their modern fairy tales.</p> <p>H. Students will present their modern fairy tales in class using dramatic reading.</p> <p>I. Students will relate and give feedback about their classmates' stories. They will also reflect on:</p> <p>a. What did they learn about developing their plots?</p> <p>b. What was the hardest parts of creating characters?</p>	<p>revised draft will be discussed in class. The students will evaluate their work and mark their changes.</p> <p>VIII. Edit and Proofread –</p> <p>Group activity: The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.</p> <p>IX. Group</p>	<p><b>Reflect:</b></p> <p>Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
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OCT.	8	W.8.3.d, W.8.4, W.8.5  Edit and Proofread: W.8.5, L.8.1, L.8.2, L.8.2.c, L.8.3  Grammar Workout: L.8.1, L.8.3  Spelling Workout: L.8.2, L.8.2.c	Writing	<u>Module3</u>  Write as a Friend: Friendly Letter	<b>Model Study</b>  1. Friendly Letter  a. A good friendly letter  b. Model Letter Analysis  <b>Writing Application</b>  1. Writing Prompt: Write a Friendly Letter  2. Prewrite	A. Students will analyze the content of the model letter, such as the news which the sender tells in the body paragraph.  B. Students will plan and prepare before they write their letters. They will plan the experiences that	I. Introduction of the topic, Friendly Letter.  A. Group Activity – Students will analyze the model letter and decide in groups if it follows the feature checklist.  II. Class discussion of the writing prompt – Write a Friendly	<b>Writing Project</b>  a. Students' friendly letters will be added in their writing portfolios  <b>Writing Strategy:</b> The writing process should be applied and followed in class. Students will do topic-related exercises for these steps:

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
					<p>c. Use Your Own Voice</p> <p>3. Draft</p> <p>a. Use the Right Form b. Use Your Organizer c. Drafting Tips</p> <p>4. Guided Draft Writing</p> <p>5. Continuation of Draft Writing</p> <p>6. Revise</p> <p>a. Evaluate your work b. Mark your changes</p> <p>7. Revision in Action a. Revising Marks b. Model Draft / Model Revised Draft</p> <p>8. Draft Revision</p> <p>9. Edit and Proofread a. Editing and Proofreading Marks</p>	<p>flow. They will choose the voice to use in their letters – cheerful, informative or affectionate.</p> <p>C. Students will compose the first drafts of their letters. They will use “Ba-Da-Bing” to add more details.</p> <p>D. Students will evaluate their first drafts and mark their changes. They will keep in mind the person who will receive the letter and their purpose for writing.</p> <p>E. Students will examine their work and identify errors in grammar, spelling and mechanics.</p> <p>F. Reflection is part of the students’ tasks in the writing process. Students</p>	<p>prepare to write their letters.</p> <p>a. choose one experience to write about</p> <p>b. plan how their ideas will flow</p> <p>c. use their own voice</p> <p>IV. Draft</p> <p>Students will apply their plans in their first drafts. They will develop their ideas by using:</p> <p>* Ba (what you did or saw) – tell about something they have seen or experienced that they think their friends would find interesting</p> <p>* Da (what you thought of it) – tell what they thought about this experience</p> <p>* Bing (what you want to know) – they will ask what their friends have been up to</p>	<p><b>Writing Task:</b> Students will write friendly letters to tell someone close to them what has been happening in their lives. They will think about something interesting or exciting they’ve done lately, and they will pick topics.</p> <p><b>Writing activities and homework:</b></p> <p>a. Grammar Workout – Check Adverbs</p> <p>b. Spelling Workout – Check Adverbs Ending in -ly</p> <p>c. Mechanics Workout – Check Apostrophes in Contractions</p> <p><b>Reflect:</b></p> <p>Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>

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							grammar, spelling and mechanics. They will make corrections  using the editing and proofreading	
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NOV.	8				<p>Writing</p> <p><b>Module4</b></p> <p>Write as an Advocate: Public Service Announcement</p>	<p><b>Model Study</b></p> <p>1. Public Service Announcement</p> <p>a. A good Public Service Announcement</p> <p>2. Student Model Analysis</p> <p><b>Writing Strategy</b></p> <p>1. Write Effective Sentences</p> <p>a. Combine Sentences</p> <p>b. Vary Your Sentences</p> <p>2. Write Effective Sentences cont.</p> <p>a. Streamline Your Sentences</p> <p>b. Keep Your Sentences Parallel</p>	<p>A. Students will use the highlighted parts of the model public service announcement to identify its key features. These parts contain significant information, such as the writer’s opinion, evidence, the opposing view, etc. By analyzing the content of model public service announcement, they will determine if it follows the feature checklist.</p> <p>B. Students will apply ways to construct effective sentences: combining sentences and using varied sentences.</p> <p>C. Through the writing prompt, the students will understand the writing task, which is to write a public service</p>	<p>I. Introduction of the topic, Public Service Announcement. Introductory questions: <i>What causes do you care about? Healthier food? More school sports? Cleaner air?</i></p> <p>A. Model Essay analysis and discussion of the feature checklist</p> <p>II. Write Effective Sentences – In pairs, students will read the given examples and write their own examples of combined, varied, streamlined and parallel sentences.</p> <p>III. Class discussion of the writing prompt – Write a Public Service Announcement</p> <p>III. Prewrite Group activity – Students will brainstorm a list of issues that they</p>	<p><b>Writing Project</b></p> <p>a. The students will add their public service announcements in their writing portfolios.</p> <p><b>Writing Strategy:</b> The writing process should be applied and followed in class. Students will do topic-related exercises for these steps:</p> <p>a. Prewrite</p> <p>b. Draft</p> <p>c. Revise</p> <p>d. Edit and Proofread</p> <p>e. Presentation</p> <p><b>Writing Task:</b> Students will think about causes that they’ve recently supported or are currently supporting. They will write public service announcements.</p> <p><b>Writing activities and homework:</b></p>
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Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
					b. Model Draft / Model Revised Draft  8. Draft Revision  <b>Writing Strategy</b> 1. Edit and Proofread a. Editing and Proofreading Marks b. Grammar Workout c. Spelling Workout d. Mechanics Workout  2. Draft Proofreading and Editing  <b>Final Draft</b> 1. Submission and checking of the final draft  2. Sharing reflections	will also identify some important points and possible objections.  E. After planning and organizing their ideas, students will compose their first drafts, which include stating their position, proving their points, addressing opposing views and asking for agreement or action.  F. Students will revise their first drafts using these guide questions: 1. Will your writing do what you want it to do? 2. Will it connect with your audience?  G. Students will examine their work	IV. Draft – Students will write their first drafts.  V. Revise Comparison of the model draft and revised draft. Students will exchange work with their partners and revise their paragraphs by inserting the revising marks.  VI. Edit and Proofread  Group activity – The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.	their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.

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DEC. - JAN	8	Model Study and Writing Strategy – Appeal to Logic:  W.8.10	Writing	<u>Module5</u>	Write as a Citizen: Persuasive Essay	1. Persuasive Essay	A. Students will analyze the model persuasive essay and take note of the highlighted parts. These parts contain  I. Introduction of the topic, Persuasive Essay. Introductory question: <i>Are there issues that you care deeply about?</i>	<b>Writing Project</b>  a. The students will add their persuasive essays in their writing portfolios.

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						<p>1. Appeal to Logic a. Build Strong Arguments</p> <p>2. Appeal to Emotion a. Use Persuasive Language b. Use Personal Examples</p> <p><b>Writing Application</b></p> <p>1. Writing Prompt: Write a Persuasive Essay</p> <p>2. Prewrite a. Choose an Issue and a Position b. Gather Evidence to Support Your Position c. Organize Your Main Supporting Points</p> <p>3. Draft</p> <p>4. Drafting Tips</p> <p>5. Guided Draft Writing</p>	<p>significant information, such as background on the issue, the writer’s position, reasons, etc. By analyzing the content of model persuasive essay, they will determine if it follows the feature checklist.</p> <p>B. Students will use ways on how to create solid reasons and use convincing words.</p> <p>C. The writing task will be discussed to the students before they start their first drafts. Through the writing prompt, they will understand the writing task, which is to write a persuasive essay.</p> <p>D. Students will choose issues and their positions on</p>	<p>A. Persuasive essay model analysis and discussion of feature checklist</p> <p>II. Group activity – Each group will be assigned to give their own examples of a) <i>appeal to logic</i> b) <i>appeal to emotion</i> c) <i>support your arguments</i></p> <p>III. Class discussion of the writing prompt – Write a Persuasive Essay</p> <p>III. Prewrite Group activity – Students will choose that they care about and decide their positions on these issues. They will also gather evidence to support their arguments, and organize their supporting points.</p> <p>IV. Draft – Students will write</p>	<p>Persuasive Essay</p> <p><b>Writing Strategy:</b> The writing process should be applied and followed in class. Students will do topic-related exercises for these steps:</p> <p>a. Prewrite b. Draft c. Revise d. Edit and Proofread e. Presentation</p> <p><b>Writing Task:</b> Students will persuasive essays about food-related issues that they feel strongly about. They will choose forms that fit their purposes.</p> <p><b>Writing activities and homework:</b></p> <p>a. Grammar Workout – Check for Consistent Verb Voice and Mood b. Spelling Workout – Words ending with -q, ie and ei c. Mechanics Workout</p>
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						<p>2. Persuasive Essay Presentation Practice</p> <p>3. Persuasive Essay Class Presentation a. Reflect on your work</p> <p>4. Submission and Checking of the Final Draft</p>	<p>evaluate their work and mark their changes.</p> <p>G. Students will examine their work and fix their language errors as the last step in the writing process.</p> <p>H. Using the guides questions, students will reflect on some important aspects of the writing process. For example, <i>Do your arguments make</i></p>	<p>The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.</p> <p>VII. Group presentation – Applying the points in the presentation manual, students will</p>	
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FEB.	8	Model Study and Prewrite: W.8.3.d, W.8.5  Draft:  W.8.3, W.8.3.a, W.8.3.b, W.8.3.d, W.8.5, W.8.10  Revise:  W.8.3, W.8.3.c, W.8.3.d, W.8.4, W.8.5  Edit and Proofread: W.8.5, L.8.2, L.8.2.c, L.8.3  Grammar Workout:	Writing	<u>Module6</u>  Write to Describe: Story Scene	<b>Model Study</b>  1. Story Scene  2. Model Story Scene  Analysis  <b>Writing Application</b>  1. Writing Prompt: Write a Story Scene  2. Prewrite  a. Choose a Subject that Interests You  b. Complete Your Writing	A. Students will analyze the model story scene and take note of the highlighted parts. These parts contain significant information, such as central ideas, vivid and precise words, and sensory details. By analyzing the content of model story scene, they will determine if it follows the feature checklist.  B. Through the writing prompt, the students understand the	I. Introduction of the topic, Write a Story Scene.  A. Story scene model analysis and discussion of feature checklist  II. Thorough discussion of the writing prompt – Write a Story Scene  III. Prewrite  In groups, students will:  a. choose subjects that interest them and	<b>Writing Project</b>  a. The students will add their story scenes in their writing portfolios.  <b>Writing Strategy:</b> The writing process should be applied and followed in class. Students will do topic-related exercises for these steps:  a. Prewrite b. Draft c. Revise d. Edit and Proofread
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Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments	
						<p>5. Reflect:</p> <p>a. Does your first sentence hook the reader? b. Do you include enough details to make the scene come alive?</p> <p>6. Revise</p> <p>a. Evaluate Your Work b. Mark Your Changes</p> <p>7. Revision in Action</p> <p>a. Revising Marks b. Student's Draft / Sample Revised Draft</p> <p>8. Draft Revision</p> <p>9. Edit and Proofread</p> <p>a. Grammar Workout – Check for Complete Sentences b. Spelling Workout – Check Sound Alike Words</p>	<p>choose subjects that interest them. They will jot down several possible ideas and choose the best one.</p> <p>E. Using their plans, students will compose their first drafts. Their story scenes should grab their readers' interests and include a lot of details.</p> <p>F. Students will evaluate their work and mark their changes.</p> <p>G. Students will examine their work and fix their language errors as the last step in the writing process.</p> <p>H. Using the guides</p>	<p>gather ideas</p> <p>IV. Draft – Students will write their first drafts.</p> <p>V. Revise</p> <p>In pairs – Comparison of the model draft and revised draft. Students will exchange work with their partners and revise their paragraphs by inserting the revising marks.</p> <p>VI. Edit and Proofread</p> <p>Group activity – The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will</p>	<p>a. Grammar Workout – Check for complete sentences</p> <p>b. Spelling Workout – Check sound-alike words</p> <p>c. Mechanics Workout – Check commas in list</p> <p><b>Reflect:</b> Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>

# The Asian International School

# Curriculum Mapping

Grade: 8 (Pre-Intermediate)

School Year: 2018-2019

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
MAR.	8	Model Study and Writing  Trait:  W.8.4, W.8.5  Prewrite:	Writing	<u>Module7</u>	Write as a Reporter: Cause- and-Effect Essay	Model Study  1. Cause-and- Effect  Essay  2. Cause-and-Effect	A. Students will analyze the model essay and take note of the highlighted parts. These parts contain significant information, such as the central ideas, causes and effects  I. Introduction of the topic, Write a Cause-and-Effect Essay.  A. Analysis of the model essay, discussion of the feature checklist and essay structure	<b>Writing Project</b>  a. The students will add their essays in their writing portfolios.  b. Class Presentation – Cause-and-Effect

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments	
		<p>W.8.2.c, W.8.2.d, W.8.2.e</p> <p>Revise:</p> <p>W.8.2, W.8.2.a, W.8.2.b, W.8.2.c, W.8.2.d, W.8.4, W.8.5</p> <p>Proofread:</p> <p>W.8.5, L.8.1, L.8.2, L.8.2.a</p> <p>Presentation Manual: SL.8.1, SL.8.1.c, SL.8.4, SL.8.6</p>				<p>a. Make Your Writing Sound Like You b. Writing Rubric</p> <p>c. Compare Writing Samples</p> <p>d. Evaluate for Voice and Style</p> <p>2. Raise the score: Overall Score 4 to Overall Score 1</p> <p><b>Writing Application</b></p> <p>1. Writing Prompt: Write a Cause-and-Effect Essay</p> <p>2. Prewrite</p> <p>a. Choose a Topic</p> <p>b. Write Your Central Idea</p> <p>c. Organize Your Thoughts</p> <p>3. Draft</p>	<p>and signal words. By analyzing the content of model essay, they will determine if it follows the feature checklist and the essay structure.</p> <p>B. Students will differentiate the writing samples with the scores of 4 to 1 based on the voice and style writing rubric.</p> <p>C. Through the writing prompt, the students will understand the writing task, which is to write cause-and-effect essay.</p> <p>D. Students will choose topics or issues. Then, they will brainstorm ideas , create cause-and-effect questions, and write possible causes and effects.</p>	<p>II. Voice and Style Writing Rubric – In groups, students will understand the content of the writing rubric. They will compare the writing samples with the scores 4 to 1.</p> <p>III. Thorough discussion of the writing prompt – Write a Cause-and-Effect Essay</p> <p>IV. Prewrite</p> <p>In groups, students will choose topics or issues; then, brainstorm ideas, ask cause-and-effect questions, and identify the possible causes and effects. They will also write their central ideas and organize their thoughts by using a cause-and-effect chart.</p> <p>V. Draft –</p>	<p>The writing process should be applied and followed in class. Students will do topic-related exercises for these steps:</p> <p>a. Prewrite</p> <p>b. Draft</p> <p>c. Revise</p> <p>d. Edit and Proofread</p> <p><b>Writing Task:</b> Students will write cause-and-effect essays about important changes in their communities. They will explore what caused the change or consider something that causes a change and think of its effects.</p> <p><b>Writing activities and homework:</b></p> <p>a. Grammar Workout – Participial Phrases</p> <p>b. Spelling Workout – Check words with Greek and Latin roots</p>



Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
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						<p>examine their work and fix their language errors as the last step in the writing process.</p> <p>H. Using the guides questions, students will reflect on some important aspects of the writing process. For example, <i>Does your paragraph show at least one clear cause and effect?</i></p> <p>I. Students will write cause</p>	<p>The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.</p> <p>IX. Group Presentation – Students will present their essays in class.</p>	
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# The Asian International School

# Curriculum Mapping

Grade: 8 (Pre-Intermediate)

School Year: 2018-2019

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
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APR. – MAY	8	Model Study and Writing	Writing	<b>Module8</b>	Write as a Community Member: Problem-and-Solution Essay	<b>Model Study</b> 1. Problem-and-Solution Essay  2. Problem-and-Solution Model Essay Analysis  <b>Writing Trait</b> 1. Focus and Unity a. Writing Rubric  b. Compare Writing Samples  c. Evaluate for Focus and Unity	A. Students will analyze the model essay and take note of the highlighted parts. These parts contain significant information, such as the problem and solution, reasons why the problem needs to be solved, evidence that support the writer’s claims and counterclaim. By analyzing the content of model essay, they will determine if it follows the feature checklist and the essay structure.	I. Introduction of the topic, Write a Problem-and-Solution Essay.  A. Analysis of the model essay, discussion of the feature checklist and essay structure  II. Focus and Unity Writing Rubric – In groups, students will understand the content of the writing rubric. They will compare the writing samples with the scores 4 to 1.	<b>Writing Project</b> a. The students will add their essays in their writing portfolios.  b. Class Presentation – Problem-and-Solution Essay Presentation  <b>Writing Strategy:</b> The writing process should be applied and followed in class. Students will do topic-related exercises for these steps: a. Prewrite b. Draft c. Revise d. Edit and Proofread
		Trait:  W.8.1.a, W.8.1.b, W.8.1.c, W.8.4, W.8.5, W.8.10  Writing Strategy – State a Claim:  W.8.1.a, W.8.4, W.8.10  Writing Strategy – Stay in Control from Start to Finish:  W.8.1.a, W.8.1.c, W.8.1.e, W.8.10  Prewrite:							

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
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		<p>Presentation Manual: SL.8.1.c, SL.8.1.d, SL.8.4</p> <p>Edit and Proofread: W.8.5, L.8.1, L.8.2, L.8.2.c, L.8.3</p>				<p>Details</p> <p><b>Writing Application</b></p> <p>1. Writing Prompt: Write a Problem-and-Solution Essay</p> <p>2. Prewrite</p> <p>a. Choose a Topic b. Write Your Introduction</p> <p>c. Focus Your Ideas</p> <p>3. Draft</p> <p>4. Drafting Tips</p> <p>5. Guided Draft Writing</p> <p>6. Revise</p> <p>7. Revision in Action a. Sample Third Paragraph of a Student's Draft/ Sample Revised Draft</p> <p>8. Draft Revision</p>	<p>to 1 based on focus and unity writing rubric.</p> <p>C. Through the writing prompt, the students will understand the writing task, which is to write problem-and-solution essay.</p> <p>D. Students will choose topics or issues. Then, they will create a chart that presents the problems and their solutions. They will also write their introductions and map out their reasons why the problems need to be solved.</p> <p>E. Using their plans, students will compose their introductions and expand the ideas in their paragraphs.</p> <p>F. Students will evaluate their work and mark</p>	<p>In groups, students will choose topics or issues; then, they will record the problems and solutions in their charts. They will also map out their reasons and solutions.</p> <p>V. Draft –</p> <p>Students will write their first drafts.</p> <p>VII. Revise</p> <p>In pairs – Comparison of the model draft and revised draft. Students will exchange work with their partners</p> <p>and revise their paragraphs by inserting the revising marks.</p> <p>VIII. Edit and Proofread</p> <p>Group activity – The students will share their work with the other members of the group. They will</p>	<p>caused the change or consider something that causes a change and think of its effects.</p> <p><b>Writing activities and homework:</b></p> <p>a. Grammar Workout – Irregular Past Tense Verbs</p> <p>b. Spelling Workout – Check prefixes and suffixes</p> <p>c. Mechanics Workout – Check abbreviations</p> <p>d. Focus and Unity</p> <p><b>Reflect:</b></p> <p>Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
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Month	Periods	Core Standard	Strand	Content	Skills	Activities	Assessments
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						<p>For example, <i>Is your claim clear?</i></p> <p>I. Students will construct their problem-and-solution essays.</p> <p>J. Students will present their essays in class emphasizing their points and</p>	
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