Grade Level: 8

Month	IB Unit	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
	Topic			
September	Rites of	Activities:	Communication	Standards:
October	Passage	Close Read	I. Communication	 Read and analyze how authors express point of view in
November		Allusions	skills	nonfiction narrative.RL.8.6
	Essential	Tone	exchange thoughts,	 Expand Knowledge and use of academic and thematic
	Question	Setting	messages and	vocabulary. RL.8.4
		figurative language	information	 Write a nonfiction narrative in which you develop
	What are some	Word Choice	effectively through	experiences or events using effective technique W.8.2
	milestones on	Analyze the Text	interaction	 Conduct research projects of various lengths to explore
	the path to	Analyze Craft and Structure	Social	a topic and clarify meaning W.8.7
	growing up?	Symbolism	II. Collaboration skills	 Demonstrate command of the conventions of standard
		Tone	work effectively with	English grammar and usage, including the usage of the
		Poetry: Lyric, narrative	others	different moods of verb L.8.1, L.8.1.c
		Point of view in fiction	Self-management	 Collaborate with your team to build on the ideas of
		Concept Vocabulary and Word	III. Organization skills	others, develop consensus, and communicate SL.8.1
		Study	manage time and	Integrate audio, visuals, and text in presentations SL.8.7
		Context clues	tasks effectively	• By the end of the year, read and comprehend literature,
		Etymology	V. Reflection skills	including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and
		Latin Suffix -ous	(re)consider the	
		Conventions	process of learning;	proficiently. RL.8.10
		Verbs in Active	choose and use ATL	 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. RI.8 Gather relevant information from multiple print and
		and Passive Voice	skills	
		Verb Moods	Research	
		Retelling a story	VI. Information	
		Monologue	literacy skills	digital sources, using search terms effectively; assess the
		Analyze the Media	find, interpret, judge	credibility and accuracy of each source; and quote or
			and create	paraphrase the data and conclusions of others while
		Formative:	information	avoiding plagiarism and following a standard format for
		Connect: Ideas within selection	VII. Media literacy	citation. W.8.8
		to what you already know and	skills	• Draw evidence from literary or informational texts to
		have read	interact with media to	support analysis, reflection, and research. W.8.9
		Respond: Complete	use and create ideas	
		Comprehension check and	and information	

Grade Level: 8

SelectionCriterion A: AnalyzingInformational reporti. identify and explain the content, context, language, structure,Video Reviewi. identify and explain the content, context, language, structure,Summative:audiencePerformance-Basediii. justify opinions and ideas, using examples, explanations andAssessment Taskiv. interpret similarities and differences in features within andNorniction Narrativebetween genres and texts.Performance-Basedcriterion B: OrganizingAssessment Taskiv. interpret similarities and differences in features within andSpeaking and Listening Focus:ii. employ organizational structures that serve the context andPresent a Nonfiction Narrativeii. organize opinions and ideas in a coherent and logical mannerIii. organize opinions and ideas in a coherent and logical manneriii. organize context and intention.Objective C: Producing textDipective C: Producing textI. make stylistic choices in terms of linguistic, literary and visualdevices, demonstrate thought, imagination andsensitivity while exploring and considering new perspectives andideas arising from personal engagement with the creativeprocessII. make stylistic choices in terms of linguistic, literary and visualdevices, demonstrate thought, sentence structuresaudiect ceiver details and examples to develop ideas.Objective D: Using languageI. use appropriate and varied vocabulary, sentence structuresaudiect ceiver b: Using languageI. use appropriate and varied vocabulary, sentence structures<	Textbook/Ins	· · · · · ·	uage Arts © 2017. A list of novels which go along with the series is available upon request.
 Informational report Video Review i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts ii. identify and explain the effects of the creator's choices on an audience Performance-Based Narrative Task: Write A Nonfiction Narrative Performance-Based Nonfiction Narrative Performance-Based Speaking and Listening Focus: Present a Nonfiction Narrative Present a Nonfiction Narrative Present a Nonfiction Narrative Criterion B: Organizational structures that serve the context and intention. Objective C: Producing text i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating and audience iii. select relevant details and examples to develop ideas. Objective D: Using language i. weite and speak in an appropriate register and style 		write a brief summary of the	IB Criterion and Strands:
Video Reviewtechnique and style of text(s) and the relationships among texts ii. identify and explain the effects of the creator's choices on an audienceSummative: Performance-Basediii. justify opinions and ideas, using examples, explanations and terminologyNarrative Task: Write A Nonfiction Narrativeiv. interpret similarities and differences in features within and between genres and texts.Performance-Based Assessment Taskcriterion B: Organizing i. employ organizational structures that serve the context and intentionSpeaking and Listening Focus: Present a Nonfiction Narrativeii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. Objective C: Producing text i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating and examples to develop ideas. Objective D: Using language ii. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style		selection	
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devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas. Objective D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style			process
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and forms of expression ii. write and speak in an appropriate register and style			Objective D: Using language
ii. write and speak in an appropriate register and style			i. use appropriate and varied vocabulary, sentence structures
			and forms of expression
iii use correct grammar, syntax and nunctuation			ii. write and speak in an appropriate register and style
			iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and			iv. spell (alphabetic languages), write (character languages) and
pronounce with accuracy			pronounce with accuracy

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Month	IB	Assessments and Activities		Curriculum Standards and IB Criterion and Strands
	Unit/Topic			
November	The	Activities:	Communication	Standards:
December	Holocaust	Close Read	I. Communication	• Read and analyze how authors discuss a cause, event, or
January		ellipses	skills	condition that produces a specific result RI.8.8
	Essential	details	exchange thoughts,	• Expand Knowledge and use of academic and thematic
	Question	sensory language	messages and	vocabulary. RI.8.4
	How do we	repetition	information	Write an explanatory essay in which you effectively
	remember	Analyzing visual metaphors	effectively through	incorporate the key elements of an argument W.8.2
	the past?	Analyzing art	interaction	• Conduct research projects of various lengths to explore
		Analyze the Text	Social	a topic and clarify meaning. W.8.7
		Analyze Craft and Structure	II. Collaboration skills	• Demonstrate command of the conventions of standard
		Analyze Text Structures in	work effectively with	English grammar and usage of verbs and conjunctions L.8.1
		Drama	others	Collaborate with your team to build on the ideas of
		Character Motivation	Self-management	others, develop consensus, and communicate SL.8.1
		Central Idea and Supporting	III. Organization skills	• Integrate audio, visuals, and text in presentations SL.8.5
		Details	manage time and	
		Author's Style: Word Choice	tasks effectively	IB Criterion and Strands:
		Author's Purpose and Point of	IV. Affective skills	Criterion A: Analyzing
		View	manage state of mind	i. identify and explain the content, context, language, structure,
		Concept Vocabulary and Word	V. Reflection skills	technique and style of text(s) and the relationships among texts
		Study	(re)consider the	ii. identify and explain the effects of the creator's choices on an
		Latin Suffix: - ion	process of learning;	audience
		Latin Suffix: -ent	choose and use ATL	iii. justify opinions and ideas, using examples, explanations and
		Latin suffix: -strict	skills	terminology
		Greek Root: trauma-	Research	iv. interpret similarities and differences in features within and
		Conventions	VI. Information	between genres and texts.
		The Principal Parts of Verbs	literacy skills	Criterion B: Organizing
		Simple Tenses of Verbs	find, interpret, judge	i. employ organizational structures that serve the context and
		Perfect Tenses of Verbs	and create	intention
		Analyze the Media	information	ii. organize opinions and ideas in a coherent and logical manner
			VII. Media literacy	iii. use referencing and formatting tools to create a presentation
		Formative:	skills	style suitable to the context and intention.
			interact with media to	Objective C: Producing text
			use and create ideas	ii. make stylistic choices in terms of linguistic, literary and visual

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

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	-	i novels which go along with the series is available upon request.
Persuasive Techniques / Word	organizing complex	IB Criterion and Strands:
Choice	information	Criterion A: Analyzing
Descriptive Writing	Research	ii. identify and explain the effects of the creator's choices on an
Concept Vocabulary and Word	VI. Information	audience
Study	literacy skills	iii. justify opinions and ideas, using examples, explanations and
Old English: Suffix -ful	collect and analyse	terminology
Latin root: -just-	data to identify	Criterion B: Organizing
Latin Prefix: ex-	solutions and make	i. employ organizational structures that serve the context and
Old English prefix: mis-	informed decisions	intention
Old English Suffix: -ly	VII. Media literacy	ii. organize opinions and ideas in a coherent and logical manner
Conventions	skills	iii. use referencing and formatting tools to create a presentation
Nouns and Pronouns	communicate	style suitable to the context and intention.
Clauses	information and ideas	Objective C: Producing text
Adjectives and adverbs	effectively to multiple	ii. make stylistic choices in terms of linguistic, literary and visual
Analyze the Media	audiences using a	devices, demonstrating awareness of impact on an audience
	variety of media and	iii. select relevant details and examples to develop ideas.
Formative:	formats	Objective D: Using language
Support an argument	Thinking	i. use appropriate and varied vocabulary, sentence structures
Persuasive presentation	VIII. Critical-thinking	and forms of expression
Argumentative essay	skills	ii. write and speak in an appropriate register and style
Research Report	make unexpected or	iii. use correct grammar, syntax and punctuation
First-Person Account	unusual connections	iv. spell (alphabetic languages), write (character languages) and
Group discussion	between objects	pronounce with accuracy
	and/or ideas	v. use appropriate nonverbal communication techniques
Summative:	X. Transfer skills	
Performance-Based	apply skills and	
Assessment Task	knowledge in	
Write an Argument	unfamiliar situations	
Performance-Based		
Assessment Task		
Speaking and Listening Focus:		
Present an Argument		
Deliver an Oral Presentation		

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Month	IB	Assessments and Activities		Curriculum Standards and IB Criterion and Strands
	Unit/Topic			
April	Human	Activities:	Communication	Standards:
May	Intelligence	Close Read	I. Communication	• Gather information and ideas from a variety of texts.
June		perspective	skills	RI.8.10
	Essential	italics	Use a variety of media	• Expand Knowledge and use of academic and thematic
	Questions	parenthesis	to communicate with	vocabulary RI.8.4
		similes	a range of audiences	• Write an informative essay in which you examine a topic
	In what	details	Use a variety of	and covey ideas, concepts, and information W.8.2
	different	infographic	speaking techniques	Conduct research projects of various lengths to explore
	ways can	Sound devices	to communicate with	a topic and clarify meaning. W.8.7
	people be	Analyze the Text	a variety of audiences	Demonstrate command of the conventions of standard
	different?	Analyze Craft and Structure	Interpret and use	English grammar and usage, including correct agreement of
		Development of Themes	effectively modes of	nouns and verbs L.8.1
	In what	Memoir and Reflective Writing	non-verbal	Collaborate with your team to build on the ideas of
	different	Poetic Structures	communication	others, develop consensus, and communicate SL.8.1
	ways can	Concept Vocabulary and Word	Use and interpret a	• Integrate audio, visuals, and text in presentations SL.8.5
	people be	Study	range of	
	intelligent?	Latin Prefix:-sub	discipline-specific	IB Criterion and Strands:
		Multiple-Meaning Words	terms and symbols	Criterion A: Analyzing
		Conventions	Social	i. identify and explain the content, context, language, structure,
		Direct and Indirect Objects	II. Collaboration skills	technique and style of text(s) and the relationships among texts
		Pronoun Case	Give and receive	ii. identify and explain the effects of the creator's choices on an
		Participial and Infinitive	meaningful feedback	audience
		Phrases	Self-management	Criterion B: Organizing
		Analyze the Media	V. Reflection skills	i. employ organizational structures that serve the context and
			Keep a journal to	intention
		Formative:	record reflections	ii. organize opinions and ideas in a coherent and logical manner
		Group discussion	Research	iii. use referencing and formatting tools to create a presentation
		Comparison-and-contrast	VI. Information	style suitable to the context and intention.
		essay	literacy skills	Objective C: Producing text
		Informational report	Make connections	i. produce texts that demonstrate thought, imagination and
			between various	sensitivity while exploring and considering new perspectives and
		Summative:	sources of information	ideas arising from personal engagement with the creative
				process

Grade Level: 8

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