Sept.: Grade 8: Begin Sept.

Content Area: **English**
Course(s): **Language Arts**
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Introduction to Grade 8 Language Arts.

Enduring Understandings

Learning procedures helps us manage classroom learning and instruction.

Vocabulary and word analysis is a skill to help us engage in reading and writing.

Essential Questions

What are the procedures in the Grade 8 language arts classroom?

How do we best analyze and use words in context?

Instructional Strategies & Learning Activities

Introduction to Classroom and Wordly Wise Workbook

- Introduce classroom procedures and disperse materials
- Gage reading interest
- Introduce vocabulary

Materials: Prentice Hall Literature textbook, Wordly Wise, classroom novels

Students practices to:

- Determine the meaning of words as they are used in a text
- Analyze the impact of specific word choices on meaning
- Verify the preliminary determination of the meaning of a word

- Use the relationship between particular words to better understand each of the words
- Determine the meaning of words and phrases as they are used in informational text
- Verify the preliminary determination of the meaning of a word
- Use the relationship between particular words to better understand each of the words
- Analyze the impact of specific word choices on meaning tone, specifically analogies
- Verify the preliminary determination of the meaning of a word or determine by checking the inferred meaning in informational text
- Assess knowledge of vocabulary words:
- Analyze the impact of specific word choices on meaning and tone, including understanding relationships of word analogies

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology and Design Integration

Students will inteact with the unit using the Smartboard, Google Classroom, document camera and Chromebooks for reading and writing. During this month, procedures and expectations using technology will be specifically instructed.

	Troubleshooting a problem is more effective when knowledge of the specific device along

	with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Interdisciplinary Connections

Language skills are inherent in all disciplines.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be offered opportunities to differentiate their learning through support and challenges.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

- **Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Students will demonstrate proper use of materials and technology and demonstrate an understanding of the expected behaviors.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussions

Quizzes

Teacher observation

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

Teacher made tests

Instructional Materials

See lessons above.

Standards

LA.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.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.L.8.4.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 phrase.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.