

IAA Curriculum

Content Area	English Language Arts	Grade	8
Course Name	ELA 8		

Unit / Concept	Unit 1 - Gadgets and Glitches IXL: Writing Strategies: Organizing Writing, Grammar and Mechanics: Sentences, Fragments, and Run-Ons, Phrases and Clauses, Nouns					
Big Ideas	Evaluate each step of the writing process, including grammar and mechanics, to create an overarching meaning of the text.					
Essential Questions	Are Bionic Superhumans on the Horizon? Does technology improve or control our lives? If a scientist could implant a device inside you that made you smarter, faster, or stronger, would you have the surgery? What if the procedure were risky or expensive?					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Guided Notes • Language Conventions • Check Your Understanding + Analysis • Write an informational essay explaining a piece of technology that has improved your life. • Describe the piece of technology, how the technology has benefitted you, and how to use the technology. • Compare Arguments • Debate • Writing: Write an informative essay about bionic technology. • Vocabulary: Use synonyms and antonyms to determine technical vocabulary. • Grammar: Correctly use commonly confused words. 					
	Smart Objectives (SWBAT):	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
September	<p><i>Are Bionic Superhumans on the Horizon</i></p> <ul style="list-style-type: none"> • Analyze characteristics of an informational text • Identify and analyze main ideas and details • Identify and analyze the organization of informational texts 	<p><i>Are Bionic Superhumans on the Horizon</i></p> <ul style="list-style-type: none"> • Guided notes • Critical vocabulary • Double-Entry Journal • Check your understanding • Analyze the text 	<p>CC.1.2.11-12.A CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.2.8.D CC.1.2.8.E CC.1.2.8.H CC.1.2.8.J CC.1.2.8.K CC.1.2.8.L CC.1.2.9-10.A CC.1.3.8.I</p>	<p>E06.B-K.1 E07.B-K.1 E08.A-V.4 E08.B-C.2 E08.B-C.3 E08.B-K.1 E08.B-V.4 E08.D.1 E08.E.1</p>	<p>E06.B-K.1.1.2 E07.B-K.1.1.2 E08.A-V.4.1.1a E08.A-V.4.1.1b E08.A-V.4.1.2b E08.A-V.4.1.2c E08.B-C.2.1.1 E08.B-C.2.1.2 E08.B-C.2.1.3 E08.B-C.3.1.1 E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-K.1.1.3 E08.B-V.4.1.1a</p>	<p>Implant, Inert, Integrity, Enhancements, Main idea, thesis, supporting details, Sentences, Fragments, and Run-Ons, Phrases and Clauses, Nouns</p>

			CC.1.3.8.J CC.1.4.8.A CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E.1 CC.1.4.8.F CC.1.4.8.K.1 CC.1.4.8.L CC.1.4.8.R CC.1.4.8.S CC.1.4.8.V CC.1.4.8.W CC.1.4.8.X CC.1.5.8.A CC.1.5.8.E CC.1.5.8.G		E08.B-V.4.1.1b E08.B-V.4.1.2b E08.B-V.4.1.2c E08.D.1.2.3 E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.4 E08.E.1.1.6	
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications, IXL					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations of chapters					

IAA Curriculum

Content Area	English Language Arts	Grade	8
Course Name	ELA 8		

Unit / Concept	Unit 2 - The Thrill of Horror IXL: Writing Strategies: Developing and Supporting Arguments; Grammar & Mechanics: Pronouns and Antecedents, Pronoun Types, Verb Types					
Big Ideas	Evaluate each step of the writing process, including grammar and mechanics, to create an overarching meaning of the text.					
Essential Questions	What is the Horror Genre? Why do we sometimes like to feel frightened?					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Guided Notes + Language Conventions • Check Your Understanding + Analysis • Write a literary analysis of one of the stories (Blood, The Outsider) that explain how that text fits into the horror genre based on the criteria given in the mentor text • Differentiate Paraphrasing & Summarizing • Identify literary Criticism • Write personal responses • Write literary analyses • Cite evidence to support analysis of literary criticism and paraphrase and summarize text • Write about horror story elements • Create different verb tenses using suffixes • Analyze how writers use commas • Writing: Write a letter to express a complaint. • Vocabulary: Create different verb tenses using suffixes. • Grammar: Analyze how writers use commas. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	<p>What Is The Horror Genre?</p> <ul style="list-style-type: none"> • Analyze characteristics of literary crit • Analyze plot and plot structures • Use context clues to identify the meanings of unfamiliar words or phrases 	<p>What Is The Horror Genre?</p> <ul style="list-style-type: none"> • Guided notes • Critical Vocabulary • Double-Entry Journal • Check your understanding • Analyze the text 	<p>CC.1.2.11-12.H CC.1.2.6.H CC.1.2.7.H CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.2.8.D CC.1.2.8.E CC.1.2.8.H CC.1.2.8.J CC.1.2.8.L</p>	<p>E06.A-V.4 E06.B-C.3 E06.B-V.4 E07.A-V.4 E07.B-C.3 E07.B-V.4 E08.A-V.4 E08.B-C.2 E08.B-C.3 E08.B-K.1 E08.B-V.4</p>	<p>E06.A-V.4.1.1b E06.B-C.3.1.1 E06.B-V.4.1.1b E07.A-V.4.1.1b E07.B-C.3.1.1 E07.B-V.4.1.1b E08.A-V.4.1.1b E08.A-V.4.1.2c E08.B-C.2.1.1 E08.B-C.2.1.2 E08.B-C.3.1.1</p>	<p>Convention, predict, psychology, summary, technique, criticism, horror, analysis, Pronouns and Antecedents, Pronoun Types, Verb Types</p>

			CC.1.2.9-10.H CC.1.3.8.J CC.1.4.8.F CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J CC.1.4.8.L CC.1.4.8.R CC.1.4.8.S CC.1.4.8.V CC.1.4.8.W CC.1.4.8.X CC.1.5.8.A CC.1.5.8.E CC.1.5.8.G	E08.D.1	E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-K.1.1.3 E08.B-V.4.1.1b E08.B-V.4.1.2c E08.D.1.2.1	
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications, IXL					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations of chapters					

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Unit / Concept	Unit 3 - Places We Call Home, from <i>The Book of Unknown Americans</i> IXL: Writing Strategies: Persuasive Strategies; Grammar & Mechanics: Verb Tense & Mood, Adjectives and Adverbs, Prepositions					
Big Ideas	Evaluate each step of the writing process, including grammar and mechanics, to create an overarching meaning of the text.					
Essential Questions	What are the places that shape who you are?					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Guided Notes + Language Conventions • Check Your Understanding + Analysis • Write a short story of your own choosing. • Write narratives • Speaking & Listening: Write and perform a literary text to demonstrate understanding. • Research: Conduct and discuss research about the history of Panama. • Writing: Write a literary response to a realistic fiction text. • Vocabulary: Use a dictionary to identify part of speech and usage/meaning. • Grammar: Use pronouns in prepositional phrases. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	from <i>The Book of Unknown Americans</i> <ul style="list-style-type: none"> • Analyze characteristics of a novel • Identify and analyze narrative structure • Analyze theme • Research Panama's history 	from <i>The Book of Unknown Americans</i> <ul style="list-style-type: none"> • Guided notes • Critical vocabulary • Numbered Heads Together • Check your understanding • Analyze the text • Research Panama's history 	CC.1.2.11-12.A CC.1.2.11-12.C CC.1.2.6.A CC.1.2.6.C CC.1.2.7.A CC.1.2.7.C CC.1.2.8.A CC.1.2.8.C CC.1.2.8.J CC.1.2.9-10.A CC.1.2.9-10.C CC.1.3.11-12.A CC.1.3.6.A CC.1.3.6.B CC.1.3.7.A CC.1.3.7.B CC.1.3.8.A	E06.A-K.1 E06.B-K.1 E07.A-K.1 E07.B-K.1 E08.A-K.1 E08.A-V.4 E08.B-K.1 E08.B-V.4 E08.E.1	E06.A-K.1.1.1 E06.A-K.1.1.2 E06.B-K.1.1.2 E06.B-K.1.1.3 E07.A-K.1.1.1 E07.A-K.1.1.2 E07.B-K.1.1.2 E07.B-K.1.1.3 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-V.4.1.1a E08.B-K.1.1.2 E08.B-K.1.1.3 E08.B-V.4.1.1a E08.E.1.1.5	Verb Tense, Mood, Adjectives Adverbs, Prepositions

			CC.1.3.8.B CC.1.3.8.C CC.1.3.8.J CC.1.3.8.K CC.1.3.9-10.A CC.1.3.9-10.B CC.1.4.8.E.4 CC.1.4.8.J CC.1.4.8.M CC.1.4.8.N CC.1.4.8.O CC.1.4.8.S CC.1.4.8.U CC.1.4.8.V CC.1.4.8.W CC.1.4.8.X CC.1.5.8.A CC.1.5.8.E CC.1.5.8.G			
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications, IXL					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations of chapters					

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Unit / Concept	Unit 4 - The Fight for Freedom, from <i>Narrative of the Life of Frederick Douglass, an American Slave</i> IXL: Writing Strategies: Persuasive Strategies, Creative techniques; Grammar & Mechanics: Direct & Indirect Objects, Conjunctions, Misplaced Modifiers, Restrictive and nonrestrictive elements					
Big Ideas	Evaluate each step of the writing process, including grammar and mechanics, to create an overarching meaning of the text.					
Essential Questions	What will people risk to be free? How did you learn to read? In what ways would your life be different if you couldn't read?					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Guided Notes + Language Conventions • Check Your Understanding + Analysis • Write a Personal Narrative (See Unit 6 writing task in HMH) • Speaking & Listening: Discuss Douglass's assertion that learning to read has disadvantages. • Research: Conduct research about Frederick Douglass's life. • Writing: Write a literary analysis. • Vocabulary: Use Latin roots to help define words. • Grammar: Identify pronoun-antecedent agreement. • Analyze autobiography and cite evidence to support ideas. • Understand cause-and-effect structure. • Conduct research about Frederick Douglass's life. • Discuss Douglass's assertion that learning to read has disadvantages. • Language: Discuss Frederick Douglass's life and feelings using the word frustrated. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	<p><i>from Narrative of the Life of Frederick Douglass, an American Slave</i></p> <ul style="list-style-type: none"> • Analyze characteristics of autobiography • Analyze autobiographies • Analyze structure • Conduct research about significant events in Frederick Douglass's life 	<p><i>from Narrative of the Life of Frederick Douglass, an American Slave</i></p> <ul style="list-style-type: none"> • Guided notes • Critical Vocabulary • Think-Pair-Share • Check your understanding • Analyze the text • Research Frederick Douglass's life 	<p>CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.6.D CC.1.2.6.E CC.1.2.7.D CC.1.2.7.E CC.1.2.8.A CC.1.2.8.B CC.1.2.8.D CC.1.2.8.E</p>	<p>E06.B-C.2 E07.B-C.2 E08.A-V.4 E08.B-C.2 E08.B-K.1 E08.B-V.4 E08.E.1</p>	<p>E06.B-C.2.1.1 E06.B-C.2.1.2 E07.B-C.2.1.1 E07.B-C.2.1.2 E08.A-V.4.1.1a E08.A-V.4.1.1b E08.A-V.4.1.2c E08.B-C.2.1.1 E08.B-C.2.1.2 E08.B-C.2.1.3</p>	<p>Autobiography, nonfiction, pertinent, purpose, cause and effect, commence prudence denunciation apprehension unabated</p>

			CC.1.2.8.J CC.1.2.8.L CC.1.2.9-10.D CC.1.2.9-10.E CC.1.3.6.D CC.1.3.8.J CC.1.3.9-10.D CC.1.4.8.A CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E.1 CC.1.4.8.K.1 CC.1.4.8.S CC.1.4.8.U CC.1.4.8.V CC.1.4.8.W CC.1.4.8.X CC.1.5.8.A CC.1.5.8.E CC.1.5.8.G		E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-V.4.1.1a E08.B-V.4.1.1b E08.B-V.4.1.2c E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.4	Vindication, Direct & Indirect Objects, Conjunctions, Misplaced Modifiers, Restrictive and nonrestrictive elements
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications, IXL					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations of chapters					

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Unit / Concept	Unit 5 - Bearing Witness IXL: Writing Strategies: Editing and Revising, Research Skills; Grammar and Mechanics: Capitalization, Formatting					
Big Ideas	from <i>The Diary of a Young Girl</i>					
Essential Questions	What can we learn from Anne Frank? What questions do you have about Anne's diary?					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Guided Notes • Language Conventions • Check Your Understanding + Analysis • Write a Research Report on some topic in the Holocaust (See Unit 4 Writing task in HMH) • Reading: Analyze elements of a diary entry. • Reading: Make and support inferences about a text. • Speaking & Listening: Discuss the value and characteristics of primary sources. • Research: Conduct research about Anne Frank's diary. • Writing: Illustrate an event in Anne Frank's life. • Vocabulary: Distinguish between connotative and denotative text. • Grammar: Analyze how writers use parentheses. • Language Discuss with a partner how first-person narrative differs from third-person narrative using Academic Vocabulary 					
	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
March	from <i>The Diary of a Young Girl</i> <ul style="list-style-type: none"> • Analyze elements of a diary entry • Make and support inferences about a text • Discuss the value and characteristics of primary sources • Conduct research about Anne Frank's diary • Distinguish between connotative and denotative text 	from <i>The Diary of a Young Girl</i> <ul style="list-style-type: none"> • Guided Notes • Language Conventions • Check Your Understanding • Analysis questions • Write a research report on a Holocaust topic 	CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.2.8.J CC.1.2.8.L CC.1.3.6.B CC.1.3.7.B CC.1.3.8.B CC.1.3.8.J CC.1.3.8-10.B CC.1.4.8.S CC.1.4.8.V CC.1.4.8.W	E06.A-K.1 E08.A-V.4 E08.B-C.2 E08.B-K.1 E08.B-V.4	E06.A-K.1.1.1 E07.A-K.1.1.1 E08.A-K.1.1.1 E08.A-V.4.1.1a E08.A-V.4.1.2b E08.A-V.4.1.2c E08.B-C.2.1.3 E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-K.1.1.3 E08.B-V.4.1.1a E08.B-V.4.1.2b E08.B-V.4.1.2c	Primary versus secondary sources, diary, inferences, implore, splendid, Conjecture, Capitalization, Formatting

	<ul style="list-style-type: none"> Analyze how writers use parentheses 		CC.1.5.8.A CC.1.5.8.E			
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications, IXL					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations of chapters					

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Unit / Concept	Unit 6 - Finding Your Path IXL: Writing Strategies: Active & Passive Voices; Grammar and Mechanics: Commas, Semicolons, Colons, and Commas, Dashes, hyphens, and ellipses					
Big Ideas	from <i>It's Complicated: The Social Lives of Networked Teens</i> / <i>Outsmart Your Smartphone</i>					
Essential Questions	How do your teenage years prepare you for adulthood?					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Guided Notes + Language Conventions • Check Your Understanding + Analysis • Research: Conduct research about the number of time teens and adults spend online and any resulting effects. • Write an argument about whether or not technology and social media are obstacles to friendship • Writing: Write an opinion piece about social media use at school. • Vocabulary: Use context clues to define unfamiliar words. • Grammar: Form compound sentences and avoid run-on sentences. • Reading: Analyze and use evidence to explain the structure and rhetorical devices used to develop an argument. • Reading: Compare the characteristics and strength of two arguments. • Speaking & Listening: Collaboratively develop and present an argument and counterargument through role-playing. • Research: Conduct research about smartphones and social media. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	<p><i>from It's Complicated: The Social Lives of Networked Teens</i></p> <ul style="list-style-type: none"> • Analyze characteristics of arguments • Analyze claims and evidence • Identify counter arguments • Conduct research on social media use 	<p><i>from It's Complicated: The Social Lives of Networked Teens</i></p> <ul style="list-style-type: none"> • Guided notes • Critical vocabulary • Sustained Silent Reading • Check your understanding • Analyze the text • Research on social media use 	CC.1.2.11-12.H CC.1.2.6.F CC.1.2.6.H CC.1.2.7.F CC.1.2.7.H CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.2.8.D CC.1.2.8.E CC.1.2.8.H CC.1.2.8.I CC.1.2.8.J CC.1.2.8.L	E06.B-C.2 E06.B-C.3 E06.B-V.4 E07.B-C.2 E07.B-C.3 E07.B-V.4 E08.A-V.4 E08.A-B.4 E08.B-C.2 E08.B-C.3 E08.B-K.1 E08.B-V.4 E08.E.1	E06.B-C.2.1.3 E06.B-C.3.1.1 E06.B-V.4.1.1c E07.B-C.2.1.3 E07.B-C.3.1.1 E07.B-V.4.1.1c E08.A-V.4.1.1a E08.A-V.4.1.1b E08.A-B.4.1.2b E08.B-C.2.1.1 E08.B-C.2.1.2 E08.B-C.2.1.3 E08.B-C.3.1.1 E08.B-C.3.1.2	Argument, claim, evidence, relevant, opinions, counterargument, relish, dynamic, appease, Intimacy, Commas, Semicolons, Colons, and Commas, Dashes,

			CC.1.2.9-10.F CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E.1 CC.1.4.8.F CC.1.4.8.G CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J CC.1.4.8.K.1 CC.1.4.8.K.2 CC.1.4.8.L CC.1.4.8.R CC.1.4.8.S CC.1.4.8.U CC.1.4.8.V CC.1.4.8.W CC.1.4.8.X CC.1.5.8.A CC.1.5.8.B CC.1.5.8.C CC.1.5.8.D CC.1.5.8.E CC.1.5.8.F CC.1.5.8.G		E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-K.1.1.3 E08.B-V.4.1.1a E08.B-V.4.1.1b E08.B-V.4.1.2b E08.E.1.1.2 E08.E.1.1.4 E08.E.1.1.6	hyphens, and ellipses
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications, IXL					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations of chapters					