

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	8
<b>Course Name</b>	Reading 8		

<b>Unit / Concept</b>	<b>Unit 1: Gadgets and Glitches</b>					
<b>Big Ideas</b>	Technology and its impact on our lives, when does technology go too far, society's reliance on technology, government control, reliable sources,					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Does technology improve or control our lives?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze stories</li> <li>Analyze science fiction</li> <li>Identify main idea and details</li> <li>Analyze organization</li> <li>Analyze structure</li> <li>Analyze irony</li> <li>Analyze claim and evidence</li> <li>Analyze graphic features</li> <li>Evaluate evidence</li> <li>Analyze rhetoric and reasoning</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 1</b>
<b>September</b>	<p><b><i>The Brave Little Toaster</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of science fiction</li> <li>Analyze plot and plot structures</li> <li>Design a toaster of the future</li> </ul> <p><b><i>Interflora</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of sonnets</li> <li>Analyze poetic structure</li> <li>Analyze irony</li> <li>Conduct research about the changes in technology over time</li> </ul>	<p><b><i>The Brave Little Toaster</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical Vocabulary</li> <li>Think-Pair-Share</li> <li>Check your understanding</li> <li>Analyze the text</li> </ul> <p><b><i>Interflora</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Think-Pair-Share</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research changes in technology</li> </ul>	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 CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.J CC.1.3.8.K CC.1.4.8.B CC.1.4.8.C	E08.A-C.2 E08.A-K.1 E08.A-V.4 E08.B-C.2 E08.B-C.3 E08.B-K.1 E08.B-V.4 E08.E.1	E08.A-C.2.1.1 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.A-V.4.1.2a 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 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.4.1.2a E08.E.1.1.1	<ol style="list-style-type: none"> <li>Commentary</li> <li>Occupation</li> <li>Option</li> <li>Speculate</li> <li>Technology</li> </ol>

	<p><b>The Automation Paradox</b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of arguments</li> <li>Analyze claim and evidence</li> <li>Analyze graphic features</li> </ul> <p><b>Heads Up, Humans</b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of an argument</li> <li>Analyze and evaluate evidence</li> <li>Analyze rhetoric and reasoning</li> </ul>	<p><b>The Automation Paradox</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Restate and Respond</li> <li>Check your understanding</li> <li>Analyze the text</li> </ul> <p><b>Heads Up, Humans</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Triple-Entry Journal</li> <li>Check your understanding</li> <li>Analyze the text</li> </ul>	<p>CC.1.4.8.D  CC.1.4.8.E.1  CC.1.4.8.I  CC.1.4.8.K.1  CC.1.4.8.Q.2  CC.1.4.8.S  CC.1.4.8.V  CC.1.4.8.W  CC.1.4.8.X  CC.1.5.8.D  CC.1.5.8.E</p>		<p>E08.E.1.1.2  E08.E.1.1.4  E08.E.1.1.6</p>	
<b>Resources</b>	<p><a href="#">Ed: My Friend in Learning (HMH)</a>, Schoology, Google Applications</p>					
<b>Formative Assessments</b>	<p>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</p>					
<b>Summative Assessments</b>	<p>Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, research projects</p>					
<b>Strategies for ELL and IEP Support</b>	<p>1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL &amp; special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel</p>					

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<b>Content Area</b>	English Language Arts	<b>Grade</b>	8
<b>Course Name</b>	Reading 8		

<b>Unit / Concept</b>	<b>Unit 2: The Thrill of Horror</b>					
<b>Big Ideas</b>	Horror as a concept, good v. evil, what defines horror, what makes a monster					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Why do we sometimes like to feel frightened?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze literary criticisms</li> <li>Analyze point of view</li> <li>Analyze suspense</li> <li>Make connections</li> <li>Analyze rhyme schemes</li> <li>Analyze theme</li> <li>Analyze foreshadowing</li> <li>Analyze film</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 2</b>
<b>October 2021</b>	<p><b><i>The Tell-Tale Heart</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of an informational text</li> <li>Identify and analyze point of view</li> <li>Analyze suspense</li> </ul> <p><b><i>The Hollow</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of lyric poetry</li> <li>Make Connections</li> <li>Analyze rhyme scheme</li> </ul> <p><b><i>The Monkey's Paw</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of short stories</li> </ul>	<p><b><i>The Tell-Tale Heart</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Experts in the Field</li> <li>Check your understanding</li> <li>Analyze the text</li> </ul> <p><b><i>The Hollow</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Think-Pair-Share</li> <li>Check your understanding</li> <li>Analyze the text</li> </ul>	CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.2.8.D CC.1.2.8.F CC.1.2.8.J CC.1.2.8.L CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F CC.1.3.8.H CC.1.3.8.K CC.1.3.8.J CC.1.4.8.C	E08.A-C.2 E08.A-C.3 E08.A-K.1 E08.A-V.4 E08.B-C.2 E08.B-K.1 E08.B-V.4 E08.E.1	E08.A-C.2.1.1 E08.A-C.2.1.2 E08.A-C.2.1.3 E08.A-C.3.1.1 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-V.4.1.2c E08.B-C.2.1.1 E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-K.1.1.3 E08.B-V.4.1.2c E08.E.1.1.2	<ol style="list-style-type: none"> <li>Convention</li> <li>Predict</li> <li>Psychology</li> <li>Summary</li> <li>Technique</li> </ol>

	<ul style="list-style-type: none"> <li>Analyze theme</li> <li>Analyze foreshadowing</li> <li>Conduct research on the historical relationship between Britain and India</li> </ul> <p><b>The Monkey's Paw (film)</b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of film</li> <li>Analyze film</li> </ul>	<p><b>The Monkey's Paw</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Double-Entry Journal</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research the relationship between Britain and India</li> </ul> <p><b>The Monkey's Paw (film)</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Roles and Tasks</li> <li>Check your understanding</li> <li>Analyze the text</li> </ul>	<p>CC.1.4.8.E.1  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.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.E</p>			
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	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					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, research projects					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened 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, flash cards, numbered heads, carousel					

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<b>Content Area</b>	English Language Arts	<b>Grade</b>	8
<b>Course Name</b>	Reading 8		

<b>Unit / Concept</b>	<b>Unit 3: Places We Call Home</b>					
<b>Big Ideas</b>	What defines home, identity, family, adjusting to a new environment, culture clash, how our culture and heritage defines us, how can our differences bring us together					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What are the places that shape who you are?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze plot</li> <li>Analyze character</li> <li>Analyze narrative structure</li> <li>Analyze theme</li> <li>Analyze line length</li> <li>Analyze literary devices</li> <li>Analyze a documentary</li> <li>Analyze text elements</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 3</b>
January 2022	<p><b><i>My Favorite Chaperone</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of realistic fiction</li> <li>Analyze plot and plot structures</li> <li>Analyze characterization</li> <li>Conduct research about Kazakhstani culture</li> <li>Use context clues to identify the meanings of unfamiliar words or phrases</li> </ul> <p><b><i>Spirit Walking in the Tundra</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of poetry</li> <li>Analyze line length</li> </ul>	<p><b><i>My Favorite Chaperone</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical Vocabulary</li> <li>Think-Pair-Share</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research Kazakhstani culture</li> </ul> <p><b><i>Spirit Walking in the Tundra</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>KWL Chart</li> <li>Check your understanding</li> <li>Analyze the text</li> </ul>	CC.1.2.8.D CC.1.2.8.F CC.1.2.8.G CC.1.2.8.J CC.1.2.8.L CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.F CC.1.3.8.H CC.1.3.8.J CC.1.3.8.K CC.1.4.8.N CC.1.4.8.O CC.1.4.8.S CC.1.4.8.U	E08.A-C.2 E08.A-C.3 E08.A-K.1 E08.A-V.4 E08.B-C.2 E08.B-K.1 E08.-V.4	E08.A-C.2.1.1 E08.A-C.2.1.3 E08.A-C.3.1.1 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-V.4.1.2a E08.B-C.2.1.1 E08.B-C.2.1.2 E08.B-K.1.1.1 E08.B-K.1.1.3 E08.-V.4.1.2a	1. Contribute 2. Immigrate 3. Reaction 4. Relocate 5. Shifting

	<ul style="list-style-type: none"> <li>Analyze literary devices</li> <li>Research Alaska's Native people</li> </ul> <p><b><i>New Immigrants Share Their Stories/A Common Bond</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of documentaries and informational texts</li> <li>Analyze a documentary</li> <li>Analyze informational text elements</li> <li>Conduct research on high schools that specifically serve recent immigrants</li> </ul>	<ul style="list-style-type: none"> <li>Research Alaska's Native people</li> </ul> <p><b><i>New Immigrants Share Their Stories/A Common Bond</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Reciprocal Teaching</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research on high schools that specifically serve recent immigrants</li> </ul>	<p>CC.1.4.8.V  CC.1.4.8.W  CC.1.4.8.X  CC.1.5.8.C  CC.1.5.8.D  CC.1.5.8.E</p>			
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	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					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, research projects					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened 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, flash cards, numbered heads, carousel					

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<b>Content Area</b>	English Language Arts	<b>Grade</b>	8
<b>Course Name</b>	Reading 8		

<b>Unit / Concept</b>	<b>Unit 4: The Fight for Freedom</b>					
<b>Big Ideas</b>	Slavery, the value of freedom, risk v. reward, how struggles shape our identity, expectations v. reality, oppression, humanity, personhood, bodily autonomy, fear, bravery, race					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What will people risk to be free</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze autobiography</li> <li>Analyze structure</li> <li>Analyze characterization</li> <li>Analyze author's craft</li> <li>Analyze setting</li> <li>Analyze mood</li> <li>Analyze figurative language</li> <li>Analyze poetry</li> <li>Paraphrase poetry</li> <li>Analyze chronological structure</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 4</b>
February 2022	<p><b>from Harriet Tubman: Conductor on the Underground Railroad</b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of a biography</li> <li>Analyze characterization</li> <li>Analyze author's craft</li> <li>Research Harriet Tubman and Frederick Douglass</li> </ul> <p><b>The Drummer Boy of Shiloh</b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of historical fiction</li> <li>Analyze setting</li> <li>Analyze mood</li> </ul>	<p><b>from Harriet Tubman: Conductor on the Underground Railroad</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Double-Entry Journal</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research Harriet Tubman and Frederick Douglass</li> </ul> <p><b>The Drummer Boy of Shiloh</b></p>	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.F CC.1.2.8.J CC.1.2.8.L CC.1.3.8.B CC.1.3.8.C CC.1.3.8.E CC.1.3.8.F	E08.A-C.2 E08.A-C.3 E08.A-K.1 E08.A-V.4 E08.B-C.2 E08.B-K.1 E08.B-V.4 E08.E.1	E08.A-C.2.1.2 E08.A-C.2.1.3 E08.A-C.3.1.1 E08.A-K.1.1.1 E08.A-K.1.1.3 E08.A-V.4.1.1a 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-K.1.1.1 E08.B-K.1.1.2 E08.B-K.1.1.3 E08.B-V.4.1.1a	<ol style="list-style-type: none"> <li>Access</li> <li>Civil</li> <li>Demonstrate</li> <li>Document</li> <li>Symbolize</li> </ol>

	<ul style="list-style-type: none"> <li>Research the historical events that inspired the short story</li> </ul> <p><b>O Captain! My Captain!</b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of lyric poetry</li> <li>Analyze figurative language</li> <li>Analyze poetry as a genre</li> <li>Research the year Lincoln was assassinated</li> </ul> <p><b>Not My Bones/from Fortune's Bones</b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of poetry and history writing</li> <li>Paraphrase poetry</li> <li>Analyze chronological structure</li> <li>Conduct research on slavery in the northern states</li> </ul>	<ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Pinwheel Discussion</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research the historical events that inspired the short story</li> </ul> <p><b>O Captain! My Captain!</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Pinwheel Discussion</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research the year Lincoln was assassinated</li> </ul> <p><b>Not My Bones/from Fortune's Bones</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Pinwheel/Jigsaw</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research on slavery in the northern states</li> </ul>	<p>CC.1.3.8.H  CC.1.3.8.J  CC.1.3.8.K  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.H  CC.1.4.8.I  CC.1.4.8.K.1  CC.1.4.8.Q.2  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.D  CC.1.5.8.E  CC.1.5.8.F</p>		<p>E08.B-V.4.1.2a  E08.E.1.1.1  E08.E.1.1.2  E08.E.1.1.4</p>	
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	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					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, research projects					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened 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, flash cards, numbered heads, carousel					



# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	8
<b>Course Name</b>	Reading 8		

<b>Unit / Concept</b>	<b>Unit 5: Finding Your Path</b>					
<b>Big Ideas</b>	Adolescence, growing up, parent/child relationships, navigating technology, identity, changes, society, belonging, finding your own voice, adulthood, what defines you as a person, what shapes us as we grow					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do your teenage years prepare you for adulthood?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze structure</li> <li>Analyze author's purpose</li> <li>Analyze characterization</li> <li>Analyze free verse poetry</li> <li>Make inferences</li> <li>Analyze Claims and Evidence</li> <li>Identify counter arguments</li> <li>Analyze rhetorical devices</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 5</b>
May 2022	<p><b><i>The Debt We Owe to the Adolescent Brain</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of informational texts</li> <li>Analyze structure</li> <li>Analyze author's purpose</li> <li>Conduct research about the adolescent brain's structure and characteristics</li> </ul> <p><b>from <i>Bronx Masquerade</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of a novel</li> <li>Analyze characterization</li> <li>Analyze structure</li> </ul>	<p><b><i>The Debt We Owe to the Adolescent Brain</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical Vocabulary</li> <li>Assigned roles</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research the adolescent brain's structure and characteristics</li> </ul> <p><b>from <i>Bronx Masquerade</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Three-Minute Review</li> </ul>	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.F CC.1.2.8.H CC.1.2.8.I CC.1.2.8.J CC.1.2.8.L CC.1.3.8.B CC.1.3.8.D CC.1.3.8.E CC.1.3.8.F CC.1.3.8.J CC.1.3.8.K	E08.A-C.2 E08.A-K.1 E08.A-V.4 E08.B-C.2 E08.B-C.3 E08.B-K.1 E08.B-V.4 E08.E.1	E08.A-C.2.1.1 E08.A-C.2.1.2 E08.A-C.2.1.3 E08.A-K.1.1.1 E08.A-V.4.1.2a 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 E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-K.1.1.3 E08.B-V.4.1.2a E08.E.1.1.2 E08.E.1.1.4	<ol style="list-style-type: none"> <li>Debate</li> <li>Deduce</li> <li>License</li> <li>Sufficient</li> <li>Trend</li> </ol>

	<ul style="list-style-type: none"> <li>Research expressive writing's impact on mental health</li> </ul> <p><b><i>Hanging Fire/Summer of His Fourteenth Year</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of free verse poetry</li> <li>Analyze free verse poetry</li> <li>Make inferences</li> <li>Research the causes of teenage mood swings and ways to cope with them</li> </ul> <p><b><i>Outsmart Your Smartphone</i></b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of arguments</li> <li>Analyze structure</li> <li>Analyze rhetorical devices</li> <li>Conduct research on one of the topics discussed in the article</li> </ul>	<ul style="list-style-type: none"> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research expressive writing's impact on mental health</li> </ul> <p><b><i>Hanging Fire/Summer of His Fourteenth Year</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Double-Entry Journal</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research the causes of teenage mood swings and ways to cope with them</li> </ul> <p><b><i>Outsmart Your Smartphone</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Reciprocal Teaching</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research on one of the topics discussed in the article</li> </ul>	<p>CC.1.4.8.C  CC.1.4.8.D  CC.1.4.8.E.1  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.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.B  CC.1.5.8.D  CC.1.5.8.E  CC.1.5.8.F</p>		E08.E.1.1.6	
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	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					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, research projects					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened 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, flash cards, numbered heads, carousel					

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	8
<b>Course Name</b>	Reading 8		

<b>Unit / Concept</b>	<b>Unit 6: The Legacy of Anne Frank</b>					
<b>Big Ideas</b>	The Holocaust, Anne Frank, what it means to be a witness, the value of every human life, racism, antisemitism, personhood, humanity, war, loss, grief, hope, recovery					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can we learn from Anne Frank?</li> <li>• What does it mean to be a witness?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Analyze drama</li> <li>• Analyze plot development</li> <li>• Analyze a primary source</li> <li>• Make inferences</li> <li>• Analyze appeals</li> <li>• Analyze rhetorical devices</li> <li>• Analyze sound devices</li> <li>• Analyze figurative language</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 6</b>
<b>April 2022</b>	<p><b><i>The Diary of Anne Frank (play)</i></b></p> <ul style="list-style-type: none"> <li>• Analyze characteristics of dramas</li> <li>• Analyze drama</li> <li>• Analyze plot development</li> <li>• Conduct research about the Nazi's rise to power and the effect it had on Jewish people</li> </ul> <p><b>from <i>The Diary of a Young Girl</i></b></p> <ul style="list-style-type: none"> <li>• Analyze characteristics of a diary</li> <li>• Analyze a primary source</li> <li>• Make inferences</li> <li>• Research how Anne's diary</li> </ul>	<p><b><i>The Diary of Anne Frank (play)</i></b></p> <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Critical Vocabulary</li> <li>• Reader's Theatre</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research about the Nazi's rise to power and the effect it had on Jewish people</li> </ul> <p><b>from <i>The Diary of a Young Girl</i></b></p> <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Critical vocabulary</li> <li>• Repeat it</li> <li>• Check your understanding</li> <li>• Analyze the text</li> </ul>	<p>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.F CC.1.2.8.J CC.1.2.8.L CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.E CC.1.3.8.F CC.1.3.8.J CC.1.3.8.K CC.1.4.8.S</p>	<p>E08.A-C.2 E08.A-K.1 E08.A-V.4 E08.B-C.2 E08.B-K.1 E08.B-V.4</p>	<p>E08.A-C.2.1.2 E08.A-C.2.1.3 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-V.4.1.2a E08.B-C.2.1.1 E08.B-C.2.1.2 E08.B-C.2.1.3 E08.B-K.1.1.1 E08.B-K.1.1.2 E08.B-V.4.1.2a</p>	<ol style="list-style-type: none"> <li>1. Communicate</li> <li>2. Draft</li> <li>3. Liberation</li> <li>4. Philosophy</li> <li>5. Publish</li> </ol>

	<p>was found and published</p> <p><b>After Auschwitz</b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of speeches</li> <li>Analyze appeals</li> <li>Analyze rhetorical devices</li> <li>Research Elie Wiesel's work as a humanitarian and activist</li> </ul> <p><b>There But for the Grace/Days</b></p> <ul style="list-style-type: none"> <li>Analyze characteristics of poetry</li> <li>Analyze sound devices</li> <li>Analyze figurative language</li> <li>Conduct research on ways in which people remember the Holocaust, and the similarities and impacts of these memorials.</li> </ul>	<ul style="list-style-type: none"> <li>Research how Anne's diary was found and published</li> </ul> <p><b>After Auschwitz</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Reciprocal Teaching</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research Elie Wiesel's work as a humanitarian and activist</li> </ul> <p><b>There But for the Grace/Days</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Critical vocabulary</li> <li>Think-Pair-Share</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research on ways in which people remember the Holocaust, and the similarities and impacts of these memorials.</li> </ul>	<p>CC.1.4.8.V CC.1.4.8.W CC.1.5.8.D CC.1.5.8.E CC.1.5.8.F</p>			
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	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					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, research projects					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened 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, flash cards, numbered heads, carousel					

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	8
<b>Course Name</b>	Reading 8		

<b>Unit / Concept</b>	<b>Unit:</b> Bearing Witness					
<b>Big Ideas</b>	The Holocaust, what it means to be a witness, the value of every human life, racism, antisemitism, personhood, humanity, war, loss, grief, hope, recovery					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What does it mean to be a witness?</li> <li>• How did the events of the Holocaust and World War II affect the lives of the survivors?</li> <li>• What can we learn from literature written about the Holocaust?</li> <li>• Can we evaluate Holocaust literature as historical sources?</li> <li>• In what ways can young people today document modern life for future historians?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Analyze a primary source</li> <li>• Make inferences</li> <li>• Think critically about diaries as historical sources</li> <li>• Analyze historical sources for context</li> <li>• Recognize that as individuals and members of communities, their voices matter; they too are historical actors</li> <li>• Have a nuanced understanding of the Holocaust as an event that affected individuals differently</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 6</b>
March 2022	<p><b>After Auschwitz</b></p> <ul style="list-style-type: none"> <li>• Cite evidence to support analysis of persuasive appeals</li> <li>• Analyze rhetorical devices</li> <li>• Discuss efforts to fight religious fanaticism and racial hate</li> <li>• Research Elie Wiesel's work as a humanitarian and activist</li> <li>• Create a poster depicting a quotation</li> </ul> <p><b>Remarks at the Dedication Ceremonies for the United States</b></p>	<p><b>After Auschwitz</b></p> <ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Check Your Understanding</li> <li>• Guided Reading</li> <li>• Analyze the Text</li> <li>• Research Elie Wiesel's work as a humanitarian and activist</li> </ul> <p><b>Remarks at the Dedication Ceremonies for the United States</b></p>	CC.1.2.8.B CC.1.2.8.C CC.1.2.8.F CC.1.2.8.J CC.1.2.8.L CC.1.3.8.A CC.1.3.8.B CC.1.3.8.F CC.1.3.8.J CC.1.4.8.S CC.1.4.8.V CC.1.4.8.W CC.1.4.8.X	E08.A-C.2 E08.A-K.1 E08.A-V.4 E08.B-C.2 E08.B-K.1	E08.A-C.2.1.3 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-V.4.1.1a E08.B-C.2.1.3 E08.B-K.1.1.1 E08.B-K.1.1.3	1. Melancholy 2. Capitulation 3. Ardent 4. Somber 5. Chattels 6. Scullery 7. Oppressive 8. Monotonous 9. Obstinate 10. Surreptitiously 11. Row 12. Saboteur 13. Pious 14. Congenial 15. Fortnight 16. Rucksack

	<p><b>Holocaust Memorial Museum, April 22, 1993</b></p> <ul style="list-style-type: none"> <li>● Cite evidence to support analysis of persuasive appeals</li> <li>● Analyze rhetorical devices</li> <li>● Discuss efforts to fight religious fanaticism and racial hate</li> </ul> <p><b>There But for the Grace/Days</b></p> <ul style="list-style-type: none"> <li>● Analyze sound devices and figurative language</li> <li>● Compare and contrast poems</li> <li>● Recite a poem</li> <li>● Research Holocaust memorials and sites devoted to tolerance</li> <li>● Create a drawing or other artwork to represent figurative language</li> </ul> <p><b>The Devil's Arithmetic (NOVEL)</b></p> <ul style="list-style-type: none"> <li>● Discuss the significance of Hannah Stern becoming Aunt Eva's friend Chaya Abramowicz, as opposed to Hannah becoming anyone else in the story.</li> <li>● Identify the roles humor, song, and prayer play in The Devil's Arithmetic.</li> <li>● Compare and contrast Hannah before she is transported into the past with Hannah after she returns from her life as Chaya.</li> <li>● Write detailed character sketches of Hannah, Aunt Eva, and Grandpa Will.</li> <li>● Describe the significance of the number tattoos applied to prisoners in the concentration camps.</li> </ul>	<p><b>Holocaust Memorial Museum, April 22, 1993</b></p> <ul style="list-style-type: none"> <li>● Guided Notes</li> <li>● Check Your Understanding</li> <li>● Guided Reading</li> <li>● Analyze the Text</li> </ul> <p><b>There But for the Grace/Days</b></p> <ul style="list-style-type: none"> <li>● Guided Notes</li> <li>● Guided Reading</li> <li>● Check Your Understanding</li> <li>● Analyze the Text</li> </ul> <p><b>The Devil's Arithmetic (NOVEL)</b></p> <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Essay Questions</li> <li>● Discussion Questions</li> <li>● Multiple-choice questions</li> <li>● Free-response essay questions</li> <li>● Study guide</li> </ul>	<p>CC.1.5.8.E</p>			<ol style="list-style-type: none"> <li>17. Dejected</li> <li>18. Disdainful</li> <li>19. Emancipation</li> <li>20. Aloof</li> <li>21. Banished</li> <li>22. Wanton</li> <li>23. Pedantic</li> <li>24. Subsided</li> <li>25. Coquetry</li> <li>26. Ado</li> <li>27. Irrevocable</li> <li>28. Incessantly</li> <li>29. Virtuous</li> <li>30. Resounding</li> <li>31. Prospectus</li> <li>32. Reproachfully</li> <li>33. Morale</li> <li>34. Subjectively</li> <li>35. Earnest</li> <li>36. Manifest</li> <li>37. Underhanded</li> <li>38. Witticisms</li> <li>39. Stagnant</li> <li>40. Hoity-toity</li> <li>41. Intuition</li> <li>42. Solace</li> <li>43. Tiresome</li> <li>44. Scoffingly</li> <li>45. Impertinent</li> <li>46. Nonchalance</li> <li>47. Din</li> <li>48. Adroit</li> <li>49. Diligently</li> <li>50. Disparaging</li> <li>51. Salvos</li> <li>52. Precarious</li> <li>53. Perplexed</li> <li>54. Variegated</li> <li>55. Livid</li> <li>56. Tranquility</li> <li>57. Pseudonym</li> <li>58. Jocular</li> <li>59. Succulent</li> <li>60. Privations</li> <li>61. Epistle</li> <li>62. Wheedle</li> </ol>
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	<ul style="list-style-type: none"> <li>Define the vocabulary words from each chapter of <i>The Devil's Arithmetic</i>.</li> <li>Identify and discuss the ways in which the Nazis gradually stripped the Jews of their power and individual identities, and attempted to dehumanize them.</li> <li>Discuss how Yolen combines fictional characters with historical fact to create <i>The Devil's Arithmetic</i>, and how this proves effective in lending verisimilitude.</li> <li>Identify and discuss the ways in which Hannah's character serves as a hero, not merely a protagonist in Yolen's novel.</li> <li>Define round/dynamic and flat/static character types, and identify them in the novel.</li> </ul>					<ul style="list-style-type: none"> <li>63. Grousing</li> <li>64. Explicitly</li> <li>65. Recoil</li> <li>66. Peninsular</li> <li>67. Redoubt</li> <li>68. Cynical</li> <li>69. Inferior</li> <li>70. Orthodox</li> <li>71. Repose</li> <li>72. Absurd</li> <li>73. Tarried</li> <li>74. Predominates</li> <li>75. Supercilious</li> </ul>
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications, Novel ( <i>The Diary of a Young Girl</i> ), <a href="#">USHMM</a> , <a href="#">USHMM</a> Timeline cards					
<b>Formative Assessments</b>	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					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, research projects					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened 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, flash cards, numbered heads, carousel					