

<p>August/September</p> <p>Reading/Literature: 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <p>How can we learn to understand and respect diverse cultures and traditions through reading? What role can wide reading play in encouraging us to reach out and serve those in need?</p> <p>Writing: 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> <p>Grammar/English: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or</p>	<p>Note: The Simple Solutions series for grammar will constantly revisit various writing, spelling, vocabulary concepts throughout the year, so while a focus of discussion will exist by portion of the school year, every day will have differently placed new concepts balanced with learned ones for review.</p> <p>In the eighth grade, students are generally assigned 20 vocabulary words per week. Often, these words come from a novel unit or particular area of study; however, these words can be chosen from lists of PSAT, SAT, or ACT recommended words. Students are required to know the spelling as well the definition of the assigned words, and they are tested on them at the end of the week Daily assignments both in the classroom and for homework are also included in the vocabulary packet.</p>	<p>Reading/Literature: Nonfiction: Racism, Civil Rights, Overview of Jim Crow Laws, Social Justice, Bio of Harper Lee</p> <p>Fiction: <i>To Kill a Mockingbird</i> Lee</p> <p>Poetry: "Growth" Dowson "Grown-Up Talk" Mansfield "If" Kipling</p> <p>Writing: Write descriptions of various chapters/scenes. Write letters to characters. Poems related to the themes of TKAM. Presentations about racism, civil rights, etc</p> <p>Grammar: Comma rules, Greek/Latin word parts, Four Sentence Types, Forms of Be/Linking Verbs, Proofreading/editing</p>
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<p>issue under discussion.</p>		
<p>October/November</p> <p>1.2 Students make sense of the variety of materials they read</p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Note: The Simple Solutions series for grammar will constantly revisit various writing, spelling, vocabulary concepts throughout the year, so while a focus of discussion will exist by portion of the school year, every day will have differently placed new concepts balanced with learned ones for review.</p> <p>In the eighth grade, students are generally assigned 20 vocabulary words per week. Often, these words come from a novel unit or particular area of study; however, these words can be chosen from lists of PSAT, SAT, or ACT recommended words. Students are required to know the spelling as well the definition of the assigned words, and they are tested on them at the end of the week Daily assignments both in the classroom and for homework are also included in the vocabulary packet.</p>	<p>Reading/Literature: Short Stories Unit:Poetry: “The Raven” Poe “The Tell Tale Heart” Poe “The Monkey’s Paw” Jacobs “The Ransom of Red Chief” O. Henry “Charles” Jackson “There Will Come Soft Rains” Bradbury “The Landlady” Dahl</p> <p><i>The Legend of Sleepy Hollow--Irving</i></p> <p>Focus: literary/poetic terms, inferences, author’s purpose and style, tone/mood, challenging the text, symbolism</p> <p>Writing: Write endings to various narrative prompts to encourage creativity and individual responses.</p> <p>Write symbolic poems. Patriotic writing for Veteran’s Day Responses to various quotes from the novels, poems, and writers highlighted in this unit.</p> <p>Grammar: Comma Rules, Subject-Verb Agreement, Prepositional Phrases as Modifiers, Parallel Structure, Active/Passive Verbs</p>

<p>December/ January Reading/Literature: 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> <p>Writing: 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources legally and ethically; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”). 9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing cla</p>	<p>Note: The Simple Solutions series for grammar will constantly revisit various writing, spelling, vocabulary concepts throughout the year, so while a focus of discussion will exist by portion of the school year, every day will have differently placed new concepts balanced with learned ones for review.</p> <p>In the eighth grade, students are generally assigned 20 vocabulary words per week. Often, these words come from a novel unit or particular area of study; however, these words can be chosen from lists of PSAT, SAT, or ACT recommended words. Students are required to know the spelling as well the definition of the assigned words, and they are tested on them at the end of the week Daily assignments both in the classroom and for homework are also included in the vocabulary packet.</p>	<p>Reading/Literature: <i>A Christmas Carol</i>--Dickens “The Gift of the Magi”--O’Henry <i>Fever 1793</i>--Anderson</p> <p>Nonfiction: Advertisements/Arguments Presidential Facts Catholic themes for Catholic Schools Week.</p> <p>Focus:Theme, Dramatic, Situational, and Verbal Irony--Reading comprehension, Fact vs Opinion, Faulty Logic</p> <p>Writing/Literature: Saint projects--collaborate with religion Science Fair Research--collaborate with science Journal entries, responses to quotes, persuasive essays Research on The Yellow Fever Epidemic 1793</p>
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<p>Grammar: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<p>Grammar: Apostrophe, Commonly confused words, Appositives/commas in appositives, indefinite pronouns, Participles, Correctly citing sources, Formal vs informal writing Identify sentence parts, colon/semicolon</p>
<p>February/March</p> <p>Literature/Reading 1.2 Students make sense of the variety of materials they read.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>Writing: 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> <p>Grammar: 1.4 Students make sense of the various messages to which they listen.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes</p>	<p>Note: The Simple Solutions series for grammar will constantly revisit various writing, spelling, vocabulary concepts throughout the year, so while a focus of discussion will exist by portion of the school year, every day will have differently placed new concepts balanced with learned ones for review.</p> <p>In the eighth grade, students are generally assigned 20 vocabulary words per week. Often, these words come from a novel unit or particular area of study; however, these words can be chosen from lists of PSAT, SAT, or ACT recommended words. Students are required to know the spelling as well the definition of the assigned words, and they are tested on them at the end of the week Daily assignments both in the classroom and for homework are also included in the vocabulary packet.</p>	<p>Literature/Reading Various poetry--Dickinson, Frost, Whitman, Okita, Hughes, Whittier, and Thayer</p> <p>Literature Circles: <i>The Adventures of Tom Sawyer</i>--Twain, <i>Little Women</i>--Alcott, <i>Wuthering Heights</i>--Bronte, <i>SeaBiscuit</i>--Hillenbrand.</p> <p>Writing: Group projects with literature circles. Responding to the texts. Journal entries. Transition essays. Expository essays.</p> <p>Grammar: Reflexive/Intensive Pronouns Comma rules Hyphens Semi-colons Identify: phrase, clause, sentence Correctly identify and edit sentences with errors mechanics, usage, and grammar.</p>
<p>April/May</p> <p>Reading/Literature 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or</p>	<p>Note: The Simple Solutions series for grammar will constantly revisit various writing, spelling, vocabulary concepts throughout the year, so while a focus of discussion will exist by portion of the school year, every day will have</p>	<p>Holocaust unit:</p> <ul style="list-style-type: none"> • A variety of non-fiction articles for background information on WWII, The Holocaust, Hitler, The Resistance, etc.

multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Writing:

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

Grammar

Write arguments to support claims with clear reasons and relevant evidence. 1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented.

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- Poetry pertaining to The Holocaust.
- *Night* Wiesel class read in drama form from the literature textbook.
- “The Sneeches” Seuss (Drama terms will be taught and students will compare the structure of the play to that of other forms of literature.)

Writing:

Introspective journals, letters, diaries, historical research, One Minute Memoirs, Goal writing etc.

Grammar:

- Proofreading and editing
- Infinitive and infinitive phrases
- Gerund
- Verb conjugations
- Comparative/Superlative
- Misplaced Modifiers
- Review of grammar items for final exam