

HPS Scope & Sequence
K-8 Grade Level Essential Skills
DRAFT
August 2009

Grade Level: 8
Subject: English Language Arts

Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district is undertaking the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).






During the 2008-09 school year, small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.

The essential skills found within this document will be piloted in the 2009-2010 school year. Our teaching staff will provide on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups will re-assemble under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps will culminate in revisions for a final document.

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

HPS Scope and Sequence
 DRAFT Aug. 2009
 Grade 8
 ELA/Quarterly

Quarter 1: Realistic Fiction






Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			41		
						

Essential Skills Taught throughout the Year






R.NT.08.01	investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.	Use stories to accept all people	Y		Propoganda poster displaying differing perspectives	Tolerance Multicultural race propaganda Simile metaphor idioms personify Context Clues
R.NT.08.02	analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.	Understand the characteristics of different types of literature	Y		Written or Oral response	Compare/contrast Tolerance Multicultural race propaganda
W.GN.08.01	write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).	Write a story with a plot	Y		Write short stories that qualify within a specific genre studied throughout the year	historical fiction science fiction realistic fiction assessment peer assessment

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	Students will			41		
						
Quarter 1						
R.WS.08.02	use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.	Use multiple strategies to improve vocabulary	1	10	Illustrate figurative language/create booklets	
R.WS.08.07	in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.	Use multiple strategies to improve reading	1	20	Multiple Choice test-demonstrating brand new words being used in context	
R.CS.08.01	evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	Be able to assess one's own writing as well as the writing of others	1	5	rubric, checklist, peer checklist	
W.PR.08.03	draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.	Write a story or essay following specific guidelines	1	6	Outline, rough draft	

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Quarter 2						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			41		
						
Essential Skills Taught throughout the Year						
R.NT.08.01	investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.	Use stories to accept all people	Y		Propoganda poster displaying differing perspectives	Tolerance Multicultural race propaganda historical fiction science fiction realistic fiction Plot plotoutline
R.NT.08.02	analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.	Understand the characteristics of different types of literature	Y		Written or Oral response	rising/falling action conflict climax transitions
W.GN.08.01	write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).	Write a story with a plot	Y		Write short stories that qualify within a specific genre studied throughout the year	imagery setting point of view 1st/3rd person
Quarter 2						
R.NT.08.04	analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling action, and minor characters.	Identify and analyze an author's use of different literary elements	2	16	Use literary devices in writing	

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Quarter 2

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
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W.PR.08.02	apply a variety of pre-writing strategies for both narrative (e.g. graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g. compare/contrast, cause/effect, or sequential text patterns).	Create a plan before beginning a piece of writing	2	16	Graphic organizers, outlines	
W.PR.08.04	revise drafts for coherence and consistency in word choice, structure, and style and read their own work from another readers's perspective.	Rewrite drafts to ensure improvement is made and all necessary elements are present	2	9	Rubric, checklist, rough draft	

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Quarter 3						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			41		
						
Essential Skills Taught throughout the Year						
R.NT.08.01	investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.	Use stories to accept all people	Y		Propoganda poster displaying differing perspectives	Tolerance Multicultural race propaganda historical fiction science fiction realistic fiction Plot
R.NT.08.02	analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.	Understand the characteristics of different types of literature	Y		Written or Oral response	plot outline rising/falling action conflict climax transitions imagery setting
W.GN.08.01	write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).	Write a story with a plot	Y		Write short stories that qualify within a specific genre studied throughout the year	point of view 1st/3rd person Historically accurate emulate journal biography

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Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
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Quarter 3						diary simulation Thesis bibliography Enunciate emphasize audience awareness effective
W.GN.08.02	write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.	Write as yourself in other peoples' shoes in history	3	15	Adapt to and study an era in history and use research to recreate a piece of writing from that era.	effective communication eye contact tone pacing
W.GN.08.03	formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counterarguments that culminate in a presented final project using the writing process.	Write and answer quality research questions	3	6	Research paper using all steps in the writing process	
S.CN.08.01	adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting	Give a clear speech	3	15	Small or large group discussions that contain all components of public speaking.	
S.CN.08.02	speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.	Give meaningful presentations through body language and speech	3	5	Narrative or informational presentation	

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Quarter 4

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	Students will			41		
						

Essential Skills Taught throughout the Year






R.NT.08.01	investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.	Use stories to accept all people	Y		Propoganda poster displaying differing perspectives	Tolerance Multicultural race propaganda historical fiction science fiction realistic fiction
R.NT.08.02	analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.	Understand the characteristics of different types of literature	Y		Written or Oral response	Plot plot outline rising/falling action conflict climax transitions
W.GN.08.01	write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).	Write a story with a plot	Y		Write short stories that qualify within a specific genre studied throughout the year	imagery setting, point of view, 1st/3rd person Thesis bibliography text structures genre infinitive gerund

Quarter 4

R.IT.08.01	analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.	Study informational writing	4	13	Create a newspaper	participal phrases, dashes ellipses vivid language non-verbal
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Quarter 4

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W.GR.08.01	correctly use style conventions in the context of writing (e.g. MLA Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.	Write effective sentences and paragraphs	4	18	Grammar worksheets, written responses	techniques rhetorical
S.DS.08.04	plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.	Give an informational speech or presentation	4	10	Graphic organizer; informational presentation	