

The Connected Curriculum

GRADE 8

Curriculum Map

*Standards-Based Scope and Sequence for Teaching and Assessment
with integrated principles and strategies of special education.*

*This guide was prepared by the DePaul Center for Urban Education
through support from the Polk Bros. Foundation Teacher Leadership Network.*

*Relevant resources for instruction, independent learning, and assessment:
<http://teacher.depaul.edu>.*

Eighth Grade Mid- and End-of Quarter Competencies to Assess First Semester

This chart provides assessment priorities for every five or four weeks.

	Week 5	Week 9	Week 14	Week 19
Word Knowledge 1A	Identify and give examples of root, prefix, suffix, compound Make own word meaning guide	Explain and give examples: homonyms, antonyms, synonyms; multiple meaning words	Explain literal, figurative; paraphrase text	Make explanation/guide to how to use structures to figure out word meaning when reading. (Root, prefix, suffix)
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Read and respond to new selection with short answers, graphic organizers. Identify and infer main idea, traits, motive, sequence, cause-effect with evidence Explain how to survey	Complete and explain story map Explain how to infer from context	Explain how to re-read to find information; Interpret use of words and techniques Explain and give example of theme	Locate and classify information; evaluate information; relate to main idea Ask/answer analytic and inferential evaluative questions and explain how. Write about what you think based on what you read and what you knew.
Fluency ILS1B,4AB	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
Writing and Illustrating Goals 3, 4	Write, edit sentence with components from weeks 1-4	Write, edit essay	Edit/write expository essay Write own guide to writing an expository essay.	Write expository essay Write guide to writing an expository essay
Content	GEOGRAPHY Write/illustrate booklet or display. Explain features and relationships of world geography. Use terms correctly.	ECOLOGY List, illustrate, describe features and explain relationships use terms correctly. Write or prepare display or presentation on environment or environmental issue.	CULTURE List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions	PHYSICS/TECHNOLOGY List, give examples of key terms/concepts; make a guide to physics and technology and how they affect the way people live, work, and travel based on what you have learned and what you knew
MATH <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

Eighth Grade Mid- and End-of Quarter Competencies to Assess Second Semester

This chart provides assessment priorities for every five or four weeks.

	Week 24	Week 29	Week 34	Weeks 37-38
Word Knowledge 1A	Explain and demonstrate how to paraphrase. Use words of the week in sentences.	Explain and demonstrate how to analyze word structure.	Make a guide to figure out unfamiliar words when reading.	Make a diagram/display of words of the year.
<i>Reading Strategies:</i> <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Simulate ISAT Analyze the questions. Write test-taking guide	Explain how to answer questions: literal, analytic, inferential, evaluative	High School Prep: Identify learning strategies needed for high school. Choose topic for next 5 weeks of reading.	What have I learned about reading to learn? ILS 5A, 1B
Fluency ILS1B,4AB	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
Writing and Illustrating Goals 3, 4	Write guide to writing essays	Make a writer's guide to different formats.	Make your own guide to note-taking	Write a poem
Content	ECONOMICS Use numerical data and current or historical information to write about how economies work.	SCIENCE SYSTEMS Write and illustrate a guide to systems of science.	GOVERNMENT Write and give examples of kinds and systems of government.	DISCOVERIES What have I learned that will help me succeed in high school?
MATH <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

Eighth Grade: Weeks 1-5 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5 assess, clarify, expand
Word Knowledge 1A	<i>Assess student abilities</i>	Identify root word Use dictionary	Analyze prefix and suffix Use glossary	Construct compound words	<i>Identify and give examples of root, prefix, suffix, compound Make own word meaning guide</i>
Reading Strategies: <i>I CAN . . . with a variety of texts</i> <i>Goals 1, 2</i>	Read/listen to identify/infer traits of person/character 1B Identify structure of text Follow 2-4 step directions (4A)	Read/listen to identify/infer motive 1B,C Use structure of text to locate information (5A) <i>Take reading interest inventory.</i>	Survey, question, make, confirm predictions 1B Read/listen to identify main idea 1B restate/illustrate	Relate setting to characters, plot development, cause-effect, motive 2A	<i>Read and respond to new selection with short answers, graphic organizers. Identify and infer main idea, traits, motive, sequence, cause-effect with evidence Explain how to survey</i>
Fluency ILS1B,4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
Writing and Illustrating Goals 3, 4	Write complete sentences with a variety of punctuation. Recommended: Diagram sentence	Expand sentence: Adjective and adverb Recommended: diagram sentence	Expand sentence: Compound, complex Recommended: diagram sentence	Write paragraph with clear focus and support	<i>Write, edit sentence with components from weeks 1-4</i>
Content US/World Geography Goal 17A,B,C Research Goal 5	<i>Location: What do maps show about the world?</i> arable diversity <i>Also use 4th-7th grade geography terms</i>	<i>Place: What do maps show about continents?</i> characteristics contour relative size <i>Also use 4th-7th grade geography terms</i>	<i>Region: What do maps show about countries?</i> boundaries conflict nationalism <i>Also use 4th-7th grade geography terms</i>	<i>Place: What do maps show about changes?</i> development desertification historic <i>Also use 4th-7th grade geography terms</i>	<i>Write/illustrate booklet or display. Explain features and relationships of world geography. Use terms correctly.</i>
MATH <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Eighth Grade: Weeks 6-9 Curriculum Map

	Week 6	Week 7	Week 8	Week 9 assess, clarify, expand
Word Knowledge 1A	Identify, use multiple-meaning words	Identify, use multiple-meaning words	Identify/use homonyms, synonyms, antonyms	<i>Explain and give examples: homonyms, antonyms, synonyms; multiple meaning words</i>
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Analyze choice of words, infer meaning from context 1B	Analyze sequence —use diagram or time-line to show sequence 1B	Map story: characters, events, setting/place 1B	Complete and explain story map <i>Explain how to infer from context</i>
Fluency ILS1B,4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
Writing To Inform Goals 3 and 4	Paragraphs focus—main idea and details	Paragraphs --support/elaboration	Essay --organization	<i>Write, edit essay</i>
Content Ecology Research Goal 5	Features of an American environment: biome characteristics coniferous desert ECOLOGY ecosystem 12A Survey to identify theme/idea summarize	How plants live there: chloroplast cross pollination diversity photosynthesis pistil pollination self-pollination stamen 12A,B Make/use chart summarize	How animals live there: carrying capacity conservation domesticated homeostasis larva metamorphosis classification endangered species extinction renewable resources taxonomy 12A,B; 13B Make/use diagrams, summarize	List, illustrate, describe features and explain relationships use terms correctly. Write or prepare display or presentation on environment or environmental issue.
MATH <i>Insert the math skills and strategies from the program you use.</i>				Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>				Make a Math Glossary

Eighth Grade: Weeks 10-14 Curriculum Map

	Week 10	Week 11	Week 12	Week 13	Week 14 assess, clarify, expand
Word Knowledge ILS 1A	Distinguish literal, figurative	Paraphrase 4A	Construct Vocabulary questions	Construct/answer vocabulary questions	<i>Explain literal, figurative; paraphrase text</i>
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Re-read to locate information to support an idea or theme. Write summary 1B	interpret author's choice of words; analyze author's techniques Write what you think about what you read and what you knew 1B, 2A	Infer meaning of words in context Explain how words help communicate theme/idea Interpret non-literal language Write what you think about what you read 1B,C, 2A	Compare theme across stories/ authors analyze the representation of a culture 1B,C, 2A, B	<i>Explain how to re-read to find information; Interpret use of words and techniques Explain and give example of theme Explain and give examples of metaphors, similes, symbols I</i>
Fluency ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read with increased expression. Students explain how to read with expression.</i>
Writing and Illustrating emphasis: narrative	<i>Outline expository essay; write with clear focus 3B</i>	<i>Edit expository essay for transitions 3B</i>	<i>Organize/Write narrative essay with focus, support, organization and clear introduction 3B</i>	<i>Organize/Write narrative essay with focus, support, organization, clear introduction and conclusion 3B</i>	<i>Edit/write essay Write own guide to writing an essay.</i>
Content: Culture	Read and report Choices of cultures: where and how to live. 16A,,D, 18A, 5A	Read and identify Patterns: how people live(d) 16A,D, 18A 5A	Read and infer Priorities: choices about what's important 16A,D, 18A 5A	Read and infer: How values influence traditions; how a culture changes 18AC 5A	List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions
MATH <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Eighth Grade: Weeks 15-19 Curriculum Map

	Week 15	Week 16	Week 17	Week 18	Week 19 assess, clarify, expand
Word Knowledge ILS 1A Apply Word and vocabulary skills to comprehend selections	Use structure (root) to determine word meaning in text.	Use structure (prefix) to determine word meaning in text.	Use structure (suffix) to determine word meaning in text.	Use structure (root-prefix-suffix) to determine word meaning in text.	<i>Make guide to how to use structures to figure out word meaning when reading. (Root, prefix, suffix)</i>
<i>Reading Strategies: I CAN . . . with a variety of texts</i> Goals 1, 2	Identify and organize information in charts, diagrams Ask/answer analytic questions <i>Write about what you think based on what you read and what you knew.</i> 1B,C, 5A	Identify concept/idea in non-fiction text find evidence Ask/answer analytic questions <i>Write about what you think based on what you read and what you knew.</i> 1C,5A	Identify concept/idea in non-fiction text find evidence Ask/answer analytic and inferential questions <i>Write about what you think based on what you read and what you knew.</i> 1C,5A	Ask/answer evaluative questions evaluate or construct a debate <i>Write about what you think based on what you read and what you knew.</i> 1B,C; 2A, 5A	<i>Locate and classify information; evaluate information; relate to main idea</i> Ask/answer analytic and inferential evaluative questions and explain how.
Fluency ILS 1B, 4AB	This week's read aloud: Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
Writing and Illustrating emphasis: narrative	<i>Outline, write expository essay with emphasis on focus and support</i> 3B,C	<i>Outline and Write expository essay with emphasis on focus, support, transitions</i> 3B,C	<i>Outline and Write narrative essay with emphasis on focus, support, transitions</i> 3B,C	<i>Outline, write narrative report with emphasis on focus, support and coherence</i> 3B, C	<i>Write essay</i> <i>Write guide to writing an essay</i>
Content: Technology/ Physics	Simple machines-how they get work done. Read/experience/ write/illustrate about: effort, focus, horsepower, inertia, momentum, thrust, work 11, 12D, 5A	Simple machines-how they get work done. Read/experience/ write/illustrate about: effort, focus, horsepower, inertia, momentum, thrust, work 11, 12D, 5A	Energy and simple machines: Read/experience/ write/illustrate about: acceleration, deceleration, kinetic, momentum, potential, terminal velocity, universal gravitation 11, 12D, 5A	Energy and simple machines: Read/experience/ write/illustrate about: drag, efficiency, friction, resistance, work 11, 12D, 5A	List, give examples of key terms/concepts; make a guide to physics and technology
MATH <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Eighth Grade: Weeks 20-24 Curriculum Map

	Week 20	Week 21	Week 22	Week 23	Week 24 assess, clarify, expand
Word Knowledge ILS 1A	Infer the meaning of a word in a sentence. Test-Prep words:	Infer the meaning of a word in a paragraph. Test-Prep words:	Construct/answer vocabulary questions Test Prep Words:	Construct/answer vocabulary questions Test Prep Words:	<i>Explain how to infer the meaning of a word from context.</i>
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Students identify/make/answer literal and inferential questions fiction and non-fiction skim to preview 1B, 1C	Identify main idea, details 1B, 1C scan to find information Simulate ISAT Discuss challenging items.	Students identify/make/answer analytic questions fiction and nonfiction 1B, 1C	Students identify/make/answer evaluative questions fiction and nonfiction 1B, 1C	<i>Write guide to reading non-fiction.</i> <i>Make test-taking guide</i>
Fluency <i>ILS 1B, 4AB</i>	This week's read aloud: Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i> <i>Students explain how to adjust rate to succeed on ISAT reading test.</i>
Writing	<i>EXTENDED RESPONSE: write about what you are reading 3B</i>	<i>EXTENDED RESPONSE: write about what you are reading 3B</i>	<i>EXTENDED RESPONSE: write about what you are reading 3B</i>	<i>EXTENDED RESPONSE: write about what you are reading 3B</i>	Write guide to writing an extended response 3 B
Content ISAT Prep: Reading and "mathing" in the Content Areas—economics ILS 5A and 10A ILS15ABCD	Read, illustrate, use data and write about the economy. This week's topic: <hr/> ILS15ABCD	Read, illustrate, use data and write about the economy. This week's topic: <hr/> ILS15ABCD	Read, illustrate, use data and write about the economy. This week's topic: <hr/> ILS15ABCD	Read, illustrate, use data and write about the economy. This week's topic: <hr/> ILS15ABCD	Use numerical data and current or historical information to write about how economies work.
MATH <i>Insert the math skills and strategies from the program you use.</i>	ISAT Prep Priorities:	ISAT Prep Priorities:	ISAT Prep Priorities:	ISAT Prep Priorities:	Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Eighth Grade: Weeks 25-29 Curriculum Map

	Week 25	Week 26 ISAT	Week 27 ISAT	Week 28	Week 29
Word Knowledge ILS 1A	Make up vocabulary questions	Words of Inspiration	Words of Promise	Words of Persistence	Use your words to write a poem.
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Make ISAT Reading Guide—How to Think Well on ISAT	Analyze questions 1B	Analyze questions 1B	Ask/identify and respond to relevant questions at all levels with evidence, different kinds of texts 1B	<i>Explain how to answer questions: literal, analytic, inferential, evaluative</i>
Fluency ILS 1B, 4AB	This week's read aloud: Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:
Writing Persuasive	Make ISAT Writing Guide—How to Write Well on ISAT	Write about an inspiring person 3B, C	Write about what you're reading. 3B, C	Write about what you're reading. 3B, C	Write about what you're reading.
Content Reading in the Content Areas—SYSTEMS of science ILS 5A plus content goals	Read, illustrate, write about the _____ system	Read, illustrate, write about the _____ system	Read, illustrate, write about the _____ system	Read, illustrate, write about the _____ system	Write and illustrate a guide to systems of science.
MATH <i>Insert the math skills and strategies from the program you use.</i>	Make ISAT Math Test Success Guide—How to Solve Problems Well				Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>	Use test-taking terms as this week's math words				Make a Math Glossary

Eighth Grade: Weeks 30-34 Curriculum Map

	Week 30	Week 31	Week 32	Week 33	Week 34 assess, clarify, expand
Word Knowledge ILS 1A	<i>I can infer from context. 1A</i>	<i>I can use root words. 1A</i> <i>Words about Thinking</i>	<i>I can figure out unfamiliar words with different strategies. 1A</i> <i>Words about Courage</i>	<i>Words of the Week:</i>	<i>Make a guide to figure out unfamiliar words when reading.</i>
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	<i>I can ask and answer different kinds of questions.</i> <i>Write a guide to reading a story.</i> <i>ILS 1B,C;</i>	<i>I can ask and answer different kinds of questions.</i> <i>Write a guide to reading non-fiction—how do you use key words, headings</i> <i>ILS 1B,C;</i>	<i>I can ask and answer different kinds of questions.</i> Write a guide to taking a test. <i>ILS 1B,C</i>	<i>Use full repertoire with a variety of texts</i>	High School Prep: Identify learning strategies needed for high school. Choose topic for next 5 weeks of reading.
Fluency ILS 1B, 4AB	This week's read aloud: Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i> <i>Students explain how to adjust rate to maintain fluency and comprehension.</i>
Writing emphasis: creative	<i>High school prep: take notes</i> <i>ILS 3B, 5A</i>	<i>High school prep: take notes</i> <i>ILS 3B, 5A</i>	<i>High school prep: take notes; summarize notes</i> <i>ILS 3B, 5A</i>	<i>High school prep: paraphrase</i> <i>ILS 3B, 5A</i>	Make your own guide to note-taking
Content: Government	What is a nation? 14A,D	What kinds of governments are there? 14D	What economic choices does a government make? ILS 15 D,E	How have governments changed? ILS 15 D,E	Write and give examples of kinds and systems of government.
MATH <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Eighth Grade: Fourth Quarter, Weeks 35-38 Curriculum Map

	Week 35	Week 36	Weeks 37-8
Word Knowledge ILS 1A	<i>Classify the words of the year in different ways.</i>	<i>Make a glossary of words you'll need in high school.</i>	Synthesis: What words and word patterns have we learned? Diagram them.
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	My favorite books—what I read that I like. ILS 2A,B; 1C	My favorite poem ILS 1B, 2B	Read Poems Synthesis: How do you read a story, a history, a poem, a textbook?
Fluency ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
Writing emphasis: creative	<i>Write about you next year</i> ILS3A	<i>Write a letter</i> ILS 3A,B,C	<i>Synthesis: How do you write well?</i> ILS 3C
Content: Discoveries	What have people discovered? ILS 11 A,B, C	What do I want to learn about-invent-discover? How will I do it? ILS 11 A,B, C	Write an illustrate and exhibit science discoveries—including your own invention.
MATH <i>Insert the math skills and strategies from the program you use.</i>			Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>			Make a Math Glossary