



Curriculum Map- Scope and Sequence: 8th Grade English/Language Arts

Saddlebrook Preparatory School

Purpose of Planning	Unit One *Quarter 1/Weeks 1-3	Unit Two *Quarter 2/Weeks 4-7	Unit Three *Quarter 1/Weeks 8-9	Unit Four *Quarter 2/Weeks 10-12	Unit Five *Quarter 2/Weeks 13-15
Unit Topic and Overview:	<p>Composition: Personal Writing: Students will express ideas that are of personal importance in a variety of writing forms.</p> <p>Grammar, Usage and Mechanics: Students will learn how to identify subjects and predicates in sentences</p>	<p>Composition: The Writing Process: Students will learn to develop and organize written work through a series of steps.</p> <p>Grammar Usage and Mechanics: Students will identify the different kinds of nouns.</p> <p>Resources and Skills: students will learn valuable study skills.</p>	<p>Grammar Usage and Mechanics: Students will identify and properly use the various types of verbs in their writing.</p> <p>Resources and Skills: Students will examine spelling rules, language families, roots, prefixes, and suffixes.</p>	<p>Composition: Descriptive Writing: Students will develop an understanding of the use of sensory details.</p> <p>Grammar Usage and Mechanics: Students will understand the correct use of pronouns, adjectives and adverbs.</p>	<p>Grammar, Usage, and Mechanics: Students will learn to use prepositions, conjunctions, and interjections in their writing.</p> <p>Resources and Skills: Students will learn how to effectively use the library and other reference resources.</p>
<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>*Students should have previously written personal essays. *Students should have experience with peer editing.</p>	<p>Students should have familiarity with the stages of the writing process.</p>	<p>Students should be familiar with some spelling rules.</p>	<p>Students should have previously used description in their writing.</p>	<p>Students should have a basic understanding of the library and its uses.</p>



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<p style="text-align: center;">Essential Knowledge & Student Expectations</p> <p style="text-align: center;">*What are the anticipated learning outcomes for students?</p>	<p>*To demonstrate an understanding of the various ways and means of expressing feelings and ideas through personal writing.</p> <p>*To use the stages of the writing process to create and present a finished piece of personal writing.</p> <p>*To learn how to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording</p> <p>*To write in complete sentences, varying the kinds of sentences.</p> <p>Essential Concepts and Question:</p> <ol style="list-style-type: none"> 1. Assess the importance of character to you. Write an essay explaining your beliefs. 	<p>*To demonstrate control over brainstorming, interviewing, organizing, and synthesizing by employing theme in the writing process.</p> <p>*To develop an understanding of the various forms of nouns including common, proper, abstract, concrete, compound, collective, and possessive.</p> <p>*To assess and apply various study skills and research techniques.</p> <p>Essential Concepts and Question:</p> <ol style="list-style-type: none"> 1. Using all of the steps of the writing process, write a one paragraph essay about an abstract noun of your choice. 	<p>*To identify action, transitive, intransitive, main verbs, helping verbs, and the four principal parts of a verb and use them in writing.</p> <p>*To identify direct and indirect objects, predicate nouns, and predicate adjectives and to use them in writing.</p> <p>*To learn about linking verbs, and to use them in writing.</p> <p>*To develop an understanding of the many sources of English words and to apply that understanding to determine the meaning of new words and to strengthen vocabulary.</p> <p>Essential Concepts and Question:</p> <ol style="list-style-type: none"> 1. Choose an important event in your life and write an essay using as many types of verbs as you can. 	<p>*To understand and use effective descriptive writing techniques to describe a setting.</p> <p>*To develop an understanding of personal pronouns, pronoun antecedents, subject, object, possessive pronouns, indefinite, reflexive, intensive, interrogative, and demonstrative pronouns and to use them in writing.</p> <p>*To develop an understanding of the kinds and forms of adjectives and adverbs and to use them in writing.</p> <p>Essential Concepts and Question:</p> <ol style="list-style-type: none"> 1. Describe the setting of this school in an essay. Use as many adjectives and adverbs as you can. 	<p>*To develop an understanding of prepositions, prepositional phrases, conjunctions, and interjections and to use them in writing.</p> <p>*To develop an understanding of interjections and other parts of speech and to use them in writing.</p> <p>*To learn how to identify and use the sections of the library.</p> <p>*To identify and use basic reference resources such as encyclopedias, atlases, and online databases.</p> <p>Essential Concepts and Question:</p> <ol style="list-style-type: none"> 1. Compare the setting of this school to another school you have attended, using prepositional phrases properly.
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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Holt McDougal <i>Literature grade 8</i></p> <p>Supplemental Texts:</p> <p>Glencoe <i>Writer's Choice Grade 8</i> McDougal, Littell <i>Wordskills Green Level</i> Glencoe <i>Spelling Power Workbook Grade 8</i></p>	<p>Holt McDougal <i>Literature grade 8</i></p> <p>Supplemental Texts:</p> <p>Glencoe <i>Writer's Choice Grade 8</i> McDougal, Littell <i>Wordskills Green Level</i> Glencoe <i>Spelling Power Workbook Grade 8</i></p>	<p>Holt McDougal <i>Literature grade 8</i></p> <p>Supplemental Texts:</p> <p>Glencoe <i>Writer's Choice Grade 8</i> McDougal, Littell <i>Wordskills Green Level</i> Glencoe <i>Spelling Power Workbook Grade 8</i></p>	<p>Holt McDougal <i>Literature grade 8</i></p> <p>Supplemental Texts:</p> <p>Glencoe <i>Writer's Choice Grade 8</i> McDougal, Littell <i>Wordskills Green Level</i> Glencoe <i>Spelling Power Workbook Grade 8</i></p>	<p>Holt McDougal <i>Literature grade 8</i></p> <p>Supplemental Texts:</p> <p>Glencoe <i>Writer's Choice Grade 8</i> McDougal, Littell <i>Wordskills Green Level</i> Glencoe <i>Spelling Power Workbook Grade 8</i></p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>



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Assessments: *Types and Measurements of Mastery	<p>Informal: *Daily discussion *Class practice *Daily writing</p> <p>Formal: *Weekly vocabulary and spelling tests *Grammar unit tests *Long term writing assignments.</p>	<p>Informal: *Daily discussion *Class practice *Daily writing</p> <p>Formal: *Weekly vocabulary and spelling tests *Grammar unit tests *Long term writing assignments.</p>	<p>Informal: *Daily discussion *Class practice *Daily writing</p> <p>Formal: *Weekly vocabulary and spelling tests *Grammar unit tests *Long term writing assignments.</p>	<p>Informal: *Daily discussion *Class practice *Daily writing</p> <p>Formal: *Weekly vocabulary and spelling tests *Grammar unit tests *Long term writing assignments.</p>	<p>Informal: *Daily discussion *Class practice *Daily writing</p> <p>Formal: *Weekly vocabulary and spelling tests *Grammar unit tests *Long term writing assignments.</p>
Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	<p>Language Arts/Social Studies</p> <p>Students will research, write, and present a PowerPoint lesson on their culture's holidays.</p>	<p>Language Arts/ Science</p> <p>Students will use the steps of the writing process to write an abstract of their science fair projects</p>	<p>Language Arts/History</p> <p>Students will research and present findings on word roots, prefixes, and suffixes</p>	<p>*Beatles pronoun lesson: Students review the parts of speech through analyzing Beatles songs.</p> <p>http://thoreau.library.ucsb.edu/thoreau_walden.html</p> <p>Descriptive Writing Project: Students will complete several writing assignments using descriptive details (poetry, essay). Students will use the work of Henry David Thoreau as a model</p>	<p>Language Arts/Technology</p> <p>After learning all of the parts of speech, students create their own <i>Schoolhouse Rock</i> presentation on their assigned part.</p>
Honors Course Differentiation(s):	N/A	N/A	N/A	N/A	N/A



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Integrated Common Core or NGSSS Standards (List): *See Below for Links	CCSS.ELA-LITERACY.L.8.1 CCSS.ELA-LITERACY.L.8.2 CCSS.ELA-LITERACY.L.8.2A CCSS.ELA-LITERACY.L.8.2C CCSS.ELA-LITERACY.L.8.3	CCSS.ELA-LITERACY.L.8.1 CCSS.ELA-LITERACY.L.8.2 CCSS.ELA-LITERACY.L.8.2A CCSS.ELA-LITERACY.L.8.2C CCSS.ELA-LITERACY.L.8.3	CCSS.ELA-LITERACY.L.8.1 CCSS.ELA-LITERACY.L.8.1A-D CCSS.ELA-LITERACY.L.8.2 CCSS.ELA-LITERACY.L.8.2A CCSS.ELA-LITERACY.L.8.2C CCSS.ELA-LITERACY.L.8.3 CCSS.ELA-LITERACY.L.8.3A CCSS.ELA-LITERACY.L.8.4 CCSS.ELA-LITERACY.L.8.4A-B	CCSS.ELA-LITERACY.L.8.1 CCSS.ELA-LITERACY.L.8.2 CCSS.ELA-LITERACY.L.8.2A CCSS.ELA-LITERACY.L.8.2C CCSS.ELA-LITERACY.L.8.3	CCSS.ELA-LITERACY.L.8.1 CCSS.ELA-LITERACY.L.8.2 CCSS.ELA-LITERACY.L.8.2A CCSS.ELA-LITERACY.L.8.2C CCSS.ELA-LITERACY.L.8.3 CCSS.ELA-LITERACY.L.8.4C CCSS.ELA-LITERACY.L.8.4D
Integrated CCSS Writing Standards (List): *See Below for Links	CCSS.ELA-LiteracyW.8.1A-E CCSS.ELA-LiteracyW.8.4 CCSS.ELA-LiteracyW.8.5 CCSS.ELA-LiteracyW.8.10	CCSS.ELA-LiteracyW.8.1A-E CCSS.ELA-LiteracyW.8.5 CCSS.ELA-LiteracyW.8.CC.SS. ELA-LiteracyW.8.10	CCSS.ELA-LiteracyW.8.4 CCSS.ELA-LiteracyW.8.5 CCSS.ELA-LiteracyW.8.10	CCSS.ELA-LiteracyW.8.1A-E CCSS.ELA-LiteracyW.8.4 CCSS.ELA-LiteracyW.8.5 CCSS.ELA-LiteracyW.8.10	CCSS.ELA-LiteracyW.8.1A-E CCSS.ELA-LiteracyW.8.4 CCSS.ELA-LiteracyW.8.5 CCSS.ELA-LiteracyW.8.10
Links to CCSS/NGSSS Curriculum Standards:	The following links will be used to incorporate the CCSS and other applicable standards: <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 8, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				
Purpose of Planning	Unit Six *Quarter 2 /Weeks 16-18	Unit Seven *Quarter 3/Weeks 19-22	Unit Eight *Quarter 3/Weeks 23-27	Unit Nine *Quarter 4/Weeks 28-31	Unit Ten *Quarter 4/Weeks 32-36



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Unit Topic and Overview:	<p>Composition: Narrative Writing: Students will learn about elements of storytelling, such as character, dialogue, setting, and plot.</p> <p>Grammar, Usage, and Mechanics: Students will learn how to write using clauses and complex sentences in order to make their writing more interesting</p>	<p>Composition: Expository Writing: Students will understand and use the techniques of expository writing.</p> <p>Grammar, Usage, and Mechanics: students will learn how to properly identify and use verbals.</p> <p>Electronic Resources: Students will learn about proper use of the internet.</p>	<p>Grammar, usage, and mechanics: Students will learn about subject-verb agreement.</p> <p>Resources and Skills: Students will improve their listening and speaking skills.</p>	<p>Composition: Persuasive Writing: Students will learn the elements of persuasive writing and use them to draft persuasive arguments.</p> <p>Grammar, Usage, and Mechanics: Students will learn vocabulary words that cause readers and writers difficulty. Students will diagram sentences.</p>	<p>Composition: Business and Technical Writing: Students will learn about the different types, styles, and parts of a business letter.</p> <p>Grammar, Usage, and Mechanics: Students will learn how to properly use capitalization.</p>
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should be more familiar with narrative writing than any of the other writing forms.	Students should have experience with writing directions or explaining a process.	Students should have a basic understanding of subject-verb agreement.	Students should be familiar with persuasive writing.	Students should understand that business and technical writing require a more formal style.



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<p style="text-align: center;">Essential Knowledge & Student Expectations</p> <p style="text-align: center;">*What are the anticipated learning outcomes for students?</p>	<p>*To understand and use effective narrative writing techniques to tell a story that has happened in the past.</p> <p>*To learn that writing an effective narrative requires a careful choice of storytelling details.</p> <p>*To understand and distinguish between the various kinds of sentences.</p> <p>*To learn how to identify and distinguish between the various subordinate clauses and their applications in writing.</p> <p>Essential Concepts and Question:</p> <p style="text-align: center;">1. Choose an important event in your life and write an essay about it, using the various kinds of sentences, and clauses.</p>	<p>*To understand and use the techniques of expository writing.</p> <p>*To use the stages of the writing process such as prewriting, drafting, revising, editing, and proofreading to create and present a finished piece of expository writing.</p> <p>*To identify present participles, past participles, participial phrases, gerunds, gerund phrases, infinitives, infinitive phrases, and to use them in writing.</p> <p>Essential Concepts and Questions:</p> <p style="text-align: center;">1. Explain a process of your choice using verbals in your writing.</p>	<p>*To demonstrate an understanding and control of the various types of subject-verb agreement and to use subject-verb agreement in written sentences.</p> <p>*To learn how to identify the subject in various sentences and to determine its number.</p> <p>*To understand and discuss techniques for locating the subject and to use those techniques for ensuring subject-verb agreement.</p> <p>Essential Concepts and Questions:</p> <p style="text-align: center;">1. Recommend a book to your classmates, making sure all sentences demonstrate proper subject-verb agreement.</p>	<p>*To learn the elements of persuasive writing and to use them to draft persuasive arguments.</p> <p>*To understand how to support a position with evidence and to combine evidence in support of a position.</p> <p>*To learn effective ways to get a reader's attention and to apply them.</p> <p>*To distinguish between words commonly confused or misused because they sound alike or have similar meanings.</p> <p>Essential Concepts and Questions:</p> <p style="text-align: center;">1. Select five of the most commonly confused words in the English language. Determine a way that you can remember them and write a paragraph about your method.</p>	<p>*To understand the types, styles, and parts of a business letter.</p> <p>*To learn how to write an effective business letter.</p> <p>*To understand the purpose and format of memos, work plans, and contracts, and to use them effectively.</p> <p>*To learn how to use the computer as a writing tool to create appropriate tables, graphs, and charts.</p> <p>*To learn how to create effective public service announcements.</p> <p>*To learn how to create an effective newsletter.</p> <p>*To develop an understanding of the rules for capitalization, and apply them in writing.</p> <p>Essential Concepts and Questions:</p> <p style="text-align: center;">1. Write a memo advertising an upcoming event. Be sure to use proper capitalization.</p>
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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p> <p>http://www.sharemylesson.com/ResourceDetail.aspx?storyCode=50028188&</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p> <p>WWW.yahadinunum.org www.flholocaustmuseum.org/fieldwork/?lang=en</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p>	<p>http://www.eduplace.com/kids/hme/6_8/grammar/</p> <p>www.Thinkcental.com</p> <p>http://www.slideshare.net/DBlackley/technical-writing</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>	<p>*Bell work and discussion, either reviewing a previously learned concept, or introducing a new one *Teacher lecture with PowerPoint presentation. *in-class practice *assignment of homework</p>



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Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	Language Arts/Reading/History Storytelling Unit http://www.sharemylesson.com/ResourceDetail.aspx?storyCode=50028188& How Can Narrative Be Used to Communicate Real Events?	Language Arts/Reading/History/Science Famous speeches Research Paper Writing	Language Arts/History/Reading "How Does War Affect Individuals and Societies?" Language Arts/Reading/History Holocaust by Bullets: By reading and listening to eyewitness accounts, students will learn about the criminal process of the Holocaust, from the arrival of the assassins in a village until their departure at night. WWW.yahadinunum.org www.flholocaustmuseum.org/fieldwork/?lang=en	Language Arts/Reading/History Debates: Students will explore both sides of a controversial topic; choose a side and present it in writing and during a class debate.	Language Arts/Reading/Social Studies Language Arts/Technology What is Technical Writing? http://www.slideshare.net/DBlackley/technical-writing Public Service Announcement: Students will explore contemporary issues and choose a topic on which to create a public service announcement



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