







MS 8 English

Maine Virtual Academy

School Year 2024-2025 (Aug 26, 2024 - Jun 13, 2025)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Beginning of the Year: Dedication	3 teaching days	Aug 28 - Aug 30, 2024
 Unit 1: Beginning of the Year: Book Recommendation	2 teaching days	Aug 29 - Aug 30, 2024
 Unit 1: Beginning of the Year: NWEA Song	3 teaching days	Sep 3 - Sep 5, 2024
 Unit 2: Free Read/Free Write: Free Read	144 teaching days	Sep 20, 2024 - Jun 13, 2025
 Unit 2: Free Read/Free Write: Free Write	139 teaching days	Sep 27, 2024 - Jun 13, 2025
 Unit 3: The Art of Suspense: Nonfiction	10 teaching days	Sep 16 - Sep 27, 2024
 Unit 3: The Art of Suspense: Fiction	9 teaching days	Sep 30 - Oct 16, 2024
 Unit 3: The Art of Suspense: Poetry	14 teaching days	Oct 16 - Nov 4, 2024
 Unit 3: The Art of Suspense: Narrative Fiction Project	12 teaching days	Nov 4 - Nov 20, 2024
 Unit 4: Novel Study: Lord of the Flies	27 teaching days	Nov 20, 2024 - Jan 10, 2025
 Unit 5: Education and Knowledge: Nonfiction	6 teaching days	Jan 20 - Jan 28, 2025
 Unit 5: Education and Knowledge: Fiction	7 teaching days	Jan 29 - Feb 6, 2025
 Unit 5: Education and Knowledge: Poetry	7 teaching days	Feb 10 - Feb 25, 2025
 Unit 5: Education and Knowledge: Essay: Persuasive	12 teaching days	Feb 26 - Mar 13, 2025
 Unit 6: Novel Study: Choose One Novel from the List	48 teaching days	Mar 10 - Jun 13, 2025

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 Unit 1: Beginning...	29 Unit 1: Beginning... Unit 1: Beginning...	30 Unit 1: Beginning... Unit 1: Beginning...	31

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day	3 Unit 1: Beginning...	4 Unit 1: Beginning...	5 Unit 1: Beginning...	6	7
8	9	10 Fall NWEA Testing	11 Fall NWEA Testing	12 Fall NWEA Testing	13	14
15	16 Unit 3: The Art of ...	17 Unit 3: The Art of ...	18 Unit 3: The Art of ...	19 Unit 3: The Art of ...	20 Unit 2: Free Rea... Unit 3: The Art of ...	21
22	23 Unit 2: Free Rea... Unit 3: The Art of ...	24 Unit 2: Free Rea... Unit 3: The Art of ...	25 Unit 2: Free Rea... Unit 3: The Art of ...	26 Unit 2: Free Rea... Unit 3: The Art of ...	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	28
29	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	5

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	5
6	7 Maine Through Year (Tentative)	8 Maine Through Year (Tentative)	9 Maine Through Year (Tentative)	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	11 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	12
13	14 Indigenous Peoples' Day	15 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	16 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The A... +1	17 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	18 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	19
20	21 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	22 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	23 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	26
27	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	29 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	2

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	29 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	2
3	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The A... +1	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	7 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	8 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	9
10	11 Veterans Day	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	14 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	15 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	16
17	18 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	19 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The Art of ...	20 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: The A... +1	21 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	22 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	23
24	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	26 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	27 Thanksgiving	28 Thanksgiving	29 Thanksgiving	30

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	7
8	9 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	11 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	14
15	16 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	17 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	18 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	19 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	20 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	4

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	4
5	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	7 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	8 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	9 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	11
12	13 Unit 2: Free Rea... Unit 2: Free Rea...	14 Winter NWEA Testing	15 Winter NWEA Testing	16 Winter NWEA Testing	17 Unit 2: Free Rea... Unit 2: Free Rea...	18
19	20 Martin Luther King, Jr. Day	21 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	22 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	23 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	25
26	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	29 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	1

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	29 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	1
2	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	7 Unit 2: Free Rea... Unit 2: Free Rea...	8
9	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	11 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	14 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	15
16	17 Presidents' Day	18 February Break	19 February Break	20 February Break	21 February Break	22
23	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	26 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	1

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	26 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	1
2	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	7 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	8
9	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Educa... +1	11 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Educa... +1	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Educa... +1	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Educa... +1	14 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	15
16	17 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	18 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	19 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	20 March Break	21 March Break	22
23	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	26 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	29
30	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	5

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	5
6	7 MEA Science (HS)	8 MEA Science (HS)	9 MEA Science (HS)	10 MEA Science (HS)	11 MEA Science (HS)	12
13	14 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	15 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	16 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	17 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	18 April Vacation	19 April Vacation
20 April Vacation	21 April Vacation	22 April Vacation	23 April Vacation	24 April Vacation	25 April Vacation	26
27	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	3
4	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	7 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	8 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	9 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	10
11	12 MEA (ELA & Math)	13 MEA (ELA & Math)	14 MEA (ELA & Math)	15 MEA (ELA & Math)	16 MEA (ELA & Math)	17
18	19 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	20 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	21 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	22 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	23 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	24
25	26 Memorial Day	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	29 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	31

June















SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	7
8	9 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	11 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

MS 8 English

Maine Virtual Academy

UNITS (15/15 SELECTED)

SUGGESTED DURATION

 Unit 1: Beginning of the Year: Dedication	<i>3 teaching days</i>
 Unit 1: Beginning of the Year: Book Recommendation	<i>2 teaching days</i>
 Unit 1: Beginning of the Year: NWEA Song	<i>3 teaching days</i>
 Unit 2: Free Read/Free Write: Free Read	<i>144 teaching days</i>
 Unit 2: Free Read/Free Write: Free Write	<i>139 teaching days</i>
 Unit 3: The Art of Suspense: Nonfiction	<i>10 teaching days</i>
 Unit 3: The Art of Suspense: Fiction	<i>9 teaching days</i>
 Unit 3: The Art of Suspense: Poetry	<i>14 teaching days</i>
 Unit 3: The Art of Suspense: Narrative Fiction Project	<i>12 teaching days</i>
 Unit 4: Novel Study: Lord of the Flies	<i>27 teaching days</i>
 Unit 5: Education and Knowledge: Nonfiction	<i>6 teaching days</i>
 Unit 5: Education and Knowledge: Fiction	<i>7 teaching days</i>
 Unit 5: Education and Knowledge: Poetry	<i>7 teaching days</i>
 Unit 5: Education and Knowledge: Essay: Persuasive	<i>12 teaching days</i>
 Unit 6: Novel Study: Choose One Novel from the List	<i>48 teaching days</i>

Unit 1: Beginning of the Year: Dedication

MS 8 English

UNIT SUMMARY

Introduce students to the online learning environment by creating norms and establishing expectations. Dedicate their learning experience to someone important to them.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
	L.2.6-8.a
Spell correctly.	
	L.3.6-8.b
Maintain consistency in style and tone.	
	SL.1.6-8
Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.	
	SL.1.6-8.b
Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.	
	R.1.6-8
Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should	
<ul style="list-style-type: none">• assess where students are,• determine what they need to learn to master the skills appropriate to their grade level or grade span, and• access district resources to help students move toward proficiency.	
	W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.	

Unit 1: Beginning of the Year: Dedication

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Dedication

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students create a dedication file (Google Docs/slides or Microsoft Word/PowerPoint)

We are going to create a daily dedication for the lessons we are working on during the school year.

Dedicating a day of learning to someone you know or someone you know knows (?☺) will help you to invest your time and energy into the tasks of that day.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
W.3.6-8.e
Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
W.3.6-8.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

Unit 1: Beginning of the Year: Book Recommendation

MS 8 English

UNIT SUMMARY

Explain the importance of literacy skills and how they are needed throughout a lifetime.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.3.6-8

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.a

Provide an accurate summary of various texts;

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

Unit 1: Beginning of the Year: Book Recommendation

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Think about the last good book you read or a book you think is so good that everyone should read it at least once in their life. Write a recommendation for that book that tells about the book, why you liked it, and what type of reader would enjoy this book.

Your recommendation should have:

The book cover image

The title and author

A short summary of the book (don't give away the ending)

A good comparison book

Example:

The book, [The Dragonfly Pool](#), by Eva Ibbotson, is about a girl named Tally getting shipped off to a boarding school because her father is afraid of the war getting closer. Then one night there is a dance and the king gets assassinated. Tally and Professor Matteo went looking for the prince to make a grand escape. If you are into historical fiction books, you would like this one too.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
	R.5.6-8.a
Provide an accurate summary of various texts;	
	W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.	
	W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.	

Unit 1: Beginning of the Year: NWEA Song

MS 8 English

UNIT SUMMARY

Identify testing conditions and address the social-emotional state the students experience before, during, and after testing. Write about how testing impacts their emotional state, using textual evidence from a song.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
SL.1.6-8
Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
R.8.6-8
Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 1: Beginning of the Year: NWEA Song

MS 8 English

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 1: Beginning of the Year: NWEA Song

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

NWEA Song Assignment

The purpose of this assignment is to develop your analytical and creative thinking skills by comparing and contrasting the experience of listening to a song with the experience of taking a test. This exercise will help you explore different perspectives and understand the emotions and processes involved in both activities.

Think about your experience during a typical testing session, such as a quiz, exam, or standardized test. Consider the emotions you feel before, during, and after the test, as well as the atmosphere of the testing environment. Select a song that you enjoy or that you think has interesting lyrics, rhythm, or mood. It can be any genre—pop, rock, classical, hip-hop, etc. Listen to the song carefully and pay attention to how it makes you feel, the imagery it evokes, and the overall experience it provides.

Write a paragraph that clearly explains:

1. Your feelings about testing
2. The song you chose
3. How the two are connected

Be sure to follow the writing format used during our live sessions.

Begin writing here:

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 2: Free Read/Free Write: Free Read

MS 8 English

UNIT SUMMARY

Students use peer recommended books to experience the wide world of reading genres. Book recommendations range from classics to contemporary titles from all different genres. Every other Friday throughout the school year, they have time to "free read."

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.1.6-8

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

R.12.6-8.a

Read with sufficient accuracy and fluency to support comprehension.

R.12.6-8.b

Read various on-level texts with purpose and understanding.

Unit 2: Free Read/Free Write: Free Read

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Read Aloud Assignments (5)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Record your reading fluency for 60 seconds from a grade-level-appropriate book.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.1.6-8

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

R.12.6-8.a

Read with sufficient accuracy and fluency to support comprehension.

R.12.6-8.b

Read various on-level texts with purpose and understanding.

Unit 2: Free Read/Free Write: Free Write

MS 8 English

UNIT SUMMARY

Students are given a prompt from NoRedInk and a focused writing skill to practice the grade level standards. Every other Friday throughout the school year, students are provided a "free write" opportunity.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.1.6-8

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

W.3.6-8.a

Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

Unit 2: Free Read/Free Write: Free Write

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

NoRedInk Assignments

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Complete the grammar and language review assignment posted in the app.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.1.6-8

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

W.3.6-8.a

Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

NoRedInk Quickwrite

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Use the quickwrite feature in NoRedInk to practice your writing skills about the selected topic. Quickwrites are usually about 150 words and based on student interest.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

Unit 2: Free Read/Free Write: Free Write

MS 8 English

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.3.6-8.a

Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

Unit 3: The Art of Suspense: Nonfiction

MS 8 English

UNIT SUMMARY

Explore nonfiction reading using a research article about suspense and why we are drawn to it. Using vocabulary strategies, identifying text structures, understanding main ideas and details, and synthesizing their new understanding of the topic.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
	L.2.6-8.a
Spell correctly.	
	L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
	L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
	L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
	L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.	
	L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	SL.2.6-8.a
Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.	
	SL.2.6-8.b
Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.	

Unit 3: The Art of Suspense: Nonfiction

MS 8 English

SL.3.6-8.a
Present claims and findings, emphasizing salient points in a sequenced, focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details.
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.10.6-8.a
Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
R.11.6-8.a
Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.
W.3.6-8.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

Unit 3: The Art of Suspense: Nonfiction

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
R.8.6-8
Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

Vocabulary Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the synonym context clue structure.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.2.6-8.a

Unit 3: The Art of Suspense: Nonfiction

MS 8 English

Spell correctly.

L.4.6-8.a

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4.6-8.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.4.6-8.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P)/ Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the nonfiction text.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.8.6-8

Unit 3: The Art of Suspense: Nonfiction

MS 8 English

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

Discussion Reflection

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Respond to 4 discussion questions that reflect on the experiences of learning through the article.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.9.6-8
Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.
R.11.6-8.b
Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
W.1.6-8.a
Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 3: The Art of Suspense: Fiction

MS 8 English

UNIT SUMMARY

Explore the story of how a seemingly meek and innocent woman can get away with murder. Use vocabulary strategies, fiction reading strategies, and writing skills to show new perspectives gained through this literacy experience.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
L.2.6-8.a	
	Spell correctly.
L.4.6-8.a	
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c	
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d	
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b	
	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.5.6-8.d	
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8	
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

Unit 3: The Art of Suspense: Fiction

MS 8 English

R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.a
Provide an accurate summary of various texts;
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
R.8.6-8
Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
R.11.6-8.a
Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.
W.1.6-8.c
Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 3: The Art of Suspense: Fiction

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
R.10.6-8.b
Evaluate the effectiveness of how an author or character develops the argument.

Vocabulary Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the synonym context clue structure.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.2.6-8.d
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Unit 3: The Art of Suspense: Fiction

MS 8 English

L.4.6-8.a

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4.6-8.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.4.6-8.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the fiction text.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

R.9.6-8

Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.

Unit 3: The Art of Suspense: Fiction

MS 8 English

Reflection Discussion

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Respond to 4 discussion questions that reflect on the experiences of learning through the fiction story.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.9.6-8
Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.
R.11.6-8.b
Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
W.1.6-8.a
Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 3: The Art of Suspense: Poetry

MS 8 English

UNIT SUMMARY

Explore the theme of suspense by analyzing the language of poetic devices, figurative language, and vocabulary.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.2.6-8.a
Spell correctly.
L.5.6-8.a
Interpret figures of speech (e.g. personification in 6th grade; allusions in 7th grade; verbal irony, puns in 8th grade) in context.
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8
Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.a
Provide an accurate summary of various texts;
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in

Unit 3: The Art of Suspense: Poetry

MS 8 English

various texts; analyze the impact of specific word choices and techniques on meaning and tone.

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

R.9.6-8

Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 3: The Art of Suspense: Poetry

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice quiz

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
R.8.6-8
Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
R.9.6-8
Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.
R.12.6-8.a
Read with sufficient accuracy and fluency to support comprehension.

Unit 3: The Art of Suspense: Poetry

MS 8 English

Vocabulary Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the synonym context clue structure.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.2.6-8.d
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the poetry text.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts,

Unit 3: The Art of Suspense: Poetry

MS 8 English

including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

R.9.6-8

Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.

Discussion Reflection

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Respond to 4 discussion questions that reflect on the experiences of learning through the fiction story.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.9.6-8

Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.

R.11.6-8.b

Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

W.1.6-8.b

Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

Unit 3: The Art of Suspense: Poetry

MS 8 English

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 3: The Art of Suspense: Narrative Fiction Project

MS 8 English

UNIT SUMMARY

Create an original fiction story that demonstrates suspense in tone and shows understanding of creative writing strategies as well as short story organization.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
L.1.6-8.e	
	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
L.2.6-8.a	
	Spell correctly.
L.3.6-8.b	
	Maintain consistency in style and tone.
L.3.6-8.c	
	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.6.6-8	
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
W.2.6-8.a	
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.2.6-8.b	
	Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c	
	Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
W.3.6-8.a	
	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and

Unit 3: The Art of Suspense: Narrative Fiction Project

MS 8 English

purpose.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.3.6-8.d

Effectively use increasingly complex and precise language to establish an appropriate voice and tone.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 3: The Art of Suspense: Narrative Fiction Project

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Suspense Fiction Narrative

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description:

Craft an imaginative and engaging fiction narrative that incorporates essential storytelling elements, encourages creativity, and showcases writing skills. Be sure your writing has clarity(organized plot), consistency(same narrative perspective), and creative language (dialogue and descriptive language). Review the Fiction Narrative Rubric to meet all the assignment expectations.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.1.6-8.e
Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
L.2.6-8.a
Spell correctly.
L.3.6-8.b
Maintain consistency in style and tone.
W.3.6-8.a
Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.
W.3.6-8.d
Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
W.3.6-8.e
Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 3: The Art of Suspense: Narrative Fiction Project

MS 8 English

Fiction Graphic Organizer

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Use this table to plan out some notes about your story. Be sure to include enough details for you to refer back to in case you get stuck in your writing process.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.3.6-8.c
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.

Unit 4: Novel Study: Lord of the Flies

MS 8 English

UNIT SUMMARY

Use the novel to gain experience interacting with a longer text and applying skills in character analysis, plot organization, conflict-resolution, and themes within the historical fiction genre.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
L.1.6-8.g	
	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.2.6-8.a	
	Spell correctly.
L.3.6-8.a	
	Vary sentence patterns for meaning, reader/listener interest, and style.
L.3.6-8.b	
	Maintain consistency in style and tone.
L.3.6-8.c	
	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.4.6-8.a	
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c	
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d	
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8	
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

Unit 4: Novel Study: Lord of the Flies

MS 8 English

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.1.6-8

Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

SL.1.6-8.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.1.6-8.c

Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

Unit 4: Novel Study: Lord of the Flies

MS 8 English

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 4: Novel Study: Lord of the Flies

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Vocabulary, Question, and Analysis

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3 / DOK4

Description: Choose 5 words from your reading this week that challenge your language knowledge.

Create five (5) questions about your reading for this week.

Respond to **one** (1) of the questions based on the reading you did this week. Your response should show the key points from the novel and illustrate the importance you find.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8.c
Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.
W.3.6-8.c

Unit 4: Novel Study: Lord of the Flies

MS 8 English

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 5: Education and Knowledge: Nonfiction

MS 8 English

UNIT SUMMARY

Explore informational texts to identify the importance of education and knowledge in the world and how it affects each individual student. Using analysis of text structure, central idea, specific details, and vocabulary skills, students will gain a new perspective on how education and knowledge add to their lives.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.5.6-8.c
Distinguish among the connotations of words with similar denotations (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i> in 6th grade; <i>refined, respectful, polite, diplomatic, condescending</i> in 7th grade; <i>bullheaded, willful, firm, persistent, resolute</i> in 8th grade).
L.5.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8

Unit 5: Education and Knowledge: Nonfiction

MS 8 English

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

R.11.6-8.a

Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

R.11.6-8.b

Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

R.12.6-8.b

Read various on-level texts with purpose and understanding.

R.12.6-8.c

Use context to confirm or self-correct word recognition.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

Unit 5: Education and Knowledge: Nonfiction

MS 8 English

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.3.6-8.a

Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 5: Education and Knowledge: Nonfiction

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.8.6-8
Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

Vocabulary Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the inference context clue structure.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a

Unit 5: Education and Knowledge: Nonfiction

MS 8 English

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4.6-8.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).

L.4.6-8.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.4.6-8.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the nonfiction text.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as

Unit 5: Education and Knowledge: Nonfiction

MS 8 English

well as inferences drawn from the text.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

Discussion Reflection

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Respond to 4 discussion questions that reflect on the experiences of learning through the article.

Unit 5: Education and Knowledge: Fiction

MS 8 English

UNIT SUMMARY

Use fictional texts to evaluate a character's understanding of navigating their world and opening up to other perspectives. Practice skills in organizing plot, character analysis, and theme to increase experiences in topics on education and knowledge.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.5.6-8.c
Distinguish among the connotations of words with similar denotations (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i> in 6th grade; <i>refined, respectful, polite, diplomatic, condescending</i> in 7th grade; <i>bullheaded, willful, firm, persistent, resolute</i> in 8th grade).
L.5.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8

Unit 5: Education and Knowledge: Fiction

MS 8 English

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.1.6-8

Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.a

Provide an accurate summary of various texts;

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.7.6-8

Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

R.11.6-8.a

Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

Unit 5: Education and Knowledge: Fiction

MS 8 English

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 5: Education and Knowledge: Fiction

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
R.8.6-8
Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

Vocabulary Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the inference context clue structure.


STANDARDS

Unit 5: Education and Knowledge: Fiction

MS 8 English

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ATTACHMENTS

 Education and Knowledge Vocabulary 8

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the fiction text.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and

Unit 5: Education and Knowledge: Fiction

MS 8 English

audience have been addressed.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

W.3.6-8.a

Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

Reflection Discussion

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Respond to 4 discussion questions that reflect on the experiences of learning through the fiction story.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

Unit 5: Education and Knowledge: Poetry

MS 8 English

UNIT SUMMARY

Use poetic forms to explore themes of where education and knowledge are gained in life by studying narrative poems and the poets use of a variety of poetic devices and figurative language.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.5.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8
Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on

Unit 5: Education and Knowledge: Poetry

MS 8 English

grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.a

Provide an accurate summary of various texts;

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.7.6-8

Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

R.11.6-8.a

Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

Unit 5: Education and Knowledge: Poetry

MS 8 English

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 5: Education and Knowledge: Poetry

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

Vocabulary Assignment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the inference context clue structure.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Unit 5: Education and Knowledge: Poetry

MS 8 English

L.4.6-8.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.6-8

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Analysis Assignment

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the inference context clue structure.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.3.6-8.a

Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 5: Education and Knowledge: Poetry

MS 8 English

Discussion Reflection

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK):DOK2 / DOK3

Description: Respond to 4 discussion questions that reflect on the experiences of learning through the poem.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
SL.1.6-8.c	
	Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.1.6-8.a	
	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
R.6.6-8	
	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.8.6-8	
	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

Unit 5: Education and Knowledge: Essay: Persuasive

MS 8 English

UNIT SUMMARY

Write a 5 paragraph persuasive essay that answers the Big Question using the three texts in the unit to support your ideas. Utilize persuasive techniques, research, and 1 of the texts used in the unit to convince the audience your claim is correct.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
W.1.6-8.c
Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
W.1.6-8.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
W.3.6-8.a
Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.
W.3.6-8.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
W.3.6-8.d

Unit 5: Education and Knowledge: Essay: Persuasive

MS 8 English

Effectively use increasingly complex and precise language to establish an appropriate voice and tone.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 5: Education and Knowledge: Essay: Persuasive

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Persuasive Claim

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description:

Craft a strong claim (thesis statement) that clearly states your position on the topic. Your thesis should be specific, debatable, and compelling. It serves as the central argument of your essay and guides the direction of your outline.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.3.6-8.d
Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
W.3.6-8.a
Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

Persuasive Essay Outline

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The purpose of this assignment is to guide you in creating an outline for a persuasive essay. An outline serves as a roadmap for your essay, helping you organize your thoughts, structure your arguments, and ensure coherence and flow in your writing

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
W.1.6-8.c
Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding

Unit 5: Education and Knowledge: Essay: Persuasive

MS 8 English

plagiarism.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

Work Cited Page

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The goal of this assignment is to help you practice properly citing sources in MLA format (or the designated format your instructor provides). A well-organized Works Cited page is an essential part of academic research, demonstrating ethical scholarship and ensuring proper credit to original authors.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

W.1.6-8.d

Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

Final Draft Persuasive Essay

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description:

The goal of this assignment is to guide you in writing a persuasive essay that explores the question, "What is the best way to make sense of the world around us?" This task will help you develop your research skills, organize your thoughts, and express your ideas clearly. Refer to the rubric to ensure you are meeting all the requirements of this assignment.

STANDARDS

Unit 5: Education and Knowledge: Essay: Persuasive

MS 8 English

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
W.2.6-8.a	
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.2.6-8.c	
	Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
W.3.6-8.a	
	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
W.3.6-8.b	
	Develop and support the topic with relevant techniques and logically ordered details.
W.3.6-8.c	
	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
W.3.6-8.d	
	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
W.3.6-8.e	
	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 6: Novel Study: Choose One Novel from the List

MS 8 English

UNIT SUMMARY

Use the novel to gain experience interacting with a longer text and applying skills in character analysis, plot organization, conflict resolution, themes over the course of the mystery genre.

Book Choices

Among the Hidden

Life of Pi

Independent Choice

Wonder

Code Talker

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
L.1.6-8.g	
	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.2.6-8.a	
	Spell correctly.
L.3.6-8.a	
	Vary sentence patterns for meaning, reader/listener interest, and style.
L.3.6-8.b	
	Maintain consistency in style and tone.
L.3.6-8.c	
	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.4.6-8.a	
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c	
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the

Unit 6: Novel Study: Choose One Novel from the List

MS 8 English

pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8
Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.
SL.1.6-8.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.1.6-8.c
Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
W.1.6-8.c
Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

Unit 6: Novel Study: Choose One Novel from the List

MS 8 English

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 6: Novel Study: Choose One Novel from the List

MS 8 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Vocabulary, Question, and Analysis

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3 / DOK4

Description: Choose 5 words from your reading this week that challenge your language knowledge.

Create five (5) questions about your reading for this week.

Respond to **one** (1) of the questions based on the reading you did this week. Your response should show the key points from the novel and illustrate the importance you find.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8.c
Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.
W.3.6-8.c

Unit 6: Novel Study: Choose One Novel from the List

MS 8 English

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Choice Board Project

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Choose a project from the choice board to demonstrate an understanding of the themes of the genre.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

SL.1.6-8

Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.















W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

MS 8 Math

Maine Virtual Academy

School Year 2024-2025 (Aug 26, 2024 - Jun 13, 2025)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Review Integers	11 teaching days	Aug 26 - Sep 13, 2024
 Unit 2: Review Decimals	7 teaching days	Sep 16 - Sep 24, 2024
 Unit 3: Review Fractions	10 teaching days	Sep 25 - Oct 11, 2024
 Unit 4: Exponents and Scientific Notation	13 teaching days	Oct 11 - Oct 30, 2024
 Unit 5: Real Numbers	12 teaching days	Oct 31 - Nov 18, 2024
 Unit 6: Unit 6: Transformations	15 teaching days	Nov 19 - Dec 12, 2024
 Unit 7: Pythagorean Theorem	9 teaching days	Dec 19, 2024 - Jan 10, 2025
 Unit 8: Semester 2: Algebraic Expressions and Equations	16 teaching days	Jan 21 - Feb 11, 2025
 Unit 9: Semester 2: Basic Linear Functions & Slope	12 teaching days	Feb 13 - Mar 7, 2025
 Unit 10: Semester 2: More Linear Equations and Systems	18 teaching days	Mar 10 - Apr 4, 2025
 Unit 11: Semester 2: Angles	4 teaching days	Apr 7 - Apr 17, 2025
 Unit 12: Semester 2: Geometric Measures	10 teaching days	May 5 - May 23, 2025
 Unit 13: Semester 2: Unit 7: Scatter Plots	5 teaching days	May 23 - May 30, 2025
 Unit 14: Semester 2: Project- Math in the Real World	7 teaching days	Jun 2 - Jun 10, 2025

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Unit 1: Review Int...	27 Unit 1: Review Int...	28 Unit 1: Review Int...	29 Unit 1: Review Int...	30 Unit 1: Review Int...	31

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day	3 Unit 1: Review Int...	4 Unit 1: Review Int...	5 Unit 1: Review Int...	6 Unit 1: Review Int...	7
8	9 Unit 1: Review Int...	10 Fall NWEA Testing	11 Fall NWEA Testing	12 Fall NWEA Testing	13 Unit 1: Review Int...	14
15	16 Unit 2: Review D...	17 Unit 2: Review D...	18 Unit 2: Review D...	19 Unit 2: Review D...	20 Unit 2: Review D...	21
22	23 Unit 2: Review D...	24 Unit 2: Review D...	25 Unit 3: Review Fr...	26 Unit 3: Review Fr...	27 Unit 3: Review Fr...	28
29	30 Unit 3: Review Fr...	1 Unit 3: Review Fr...	2 Unit 3: Review Fr...	3 Unit 3: Review Fr...	4 Unit 3: Review Fr...	5

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 3: Review Fr...	1 Unit 3: Review Fr...	2 Unit 3: Review Fr...	3 Unit 3: Review Fr...	4 Unit 3: Review Fr...	5
6	7 Maine Through Year (Tentative)	8 Maine Through Year (Tentative)	9 Maine Through Year (Tentative)	10 Unit 3: Review Fr...	11 Unit 3: Review Fr... Unit 4: Exponent...	12
13	14 Indigenous Peoples' Day	15 Unit 4: Exponent...	16 Unit 4: Exponent...	17 Unit 4: Exponent...	18 Unit 4: Exponent...	19
20	21 Unit 4: Exponent...	22 Unit 4: Exponent...	23 Unit 4: Exponent...	24 Unit 4: Exponent...	25 Unit 4: Exponent...	26
27	28 Unit 4: Exponent...	29 Unit 4: Exponent...	30 Unit 4: Exponent...	31 Unit 5: Real Num...	1 Unit 5: Real Num...	2

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 4: Exponent...	29 Unit 4: Exponent...	30 Unit 4: Exponent...	31 Unit 5: Real Num...	1 Unit 5: Real Num...	2
3	4 Unit 5: Real Num...	5 Unit 5: Real Num...	6 Unit 5: Real Num...	7 Unit 5: Real Num...	8 Unit 5: Real Num...	9
10	11 Veterans Day	12 Unit 5: Real Num...	13 Unit 5: Real Num...	14 Unit 5: Real Num...	15 Unit 5: Real Num...	16
17	18 Unit 5: Real Num...	19 Unit 6: Unit 6: Tra...	20 Unit 6: Unit 6: Tra...	21 Unit 6: Unit 6: Tra...	22 Unit 6: Unit 6: Tra...	23
24	25 Unit 6: Unit 6: Tra...	26 Unit 6: Unit 6: Tra...	27 Thanksgiving	28 Thanksgiving	29 Thanksgiving	30

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 6: Unit 6: Tra...	3 Unit 6: Unit 6: Tra...	4 Unit 6: Unit 6: Tra...	5 Unit 6: Unit 6: Tra...	6 Unit 6: Unit 6: Tra...	7
8	9 Unit 6: Unit 6: Tra...	10 Unit 6: Unit 6: Tra...	11 Unit 6: Unit 6: Tra...	12 Unit 6: Unit 6: Tra...	13	14
15	16	17	18	19 Unit 7: Pythagore...	20 Unit 7: Pythagore...	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 7: Pythagore...	3 Unit 7: Pythagore...	4

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 7: Pythagore...	3 Unit 7: Pythagore...	4
5	6 Unit 7: Pythagore...	7 Unit 7: Pythagore...	8 Unit 7: Pythagore...	9 Unit 7: Pythagore...	10 Unit 7: Pythagore...	11
12	13	14 Winter NWEA Testing	15 Winter NWEA Testing	16 Winter NWEA Testing	17	18
19	20 Martin Luther King, Jr. Day	21 Unit 8: Semester ...	22 Unit 8: Semester ...	23 Unit 8: Semester ...	24 Unit 8: Semester ...	25
26	27 Unit 8: Semester ...	28 Unit 8: Semester ...	29 Unit 8: Semester ...	30 Unit 8: Semester ...	31 Unit 8: Semester ...	1

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 8: Semester ...	28 Unit 8: Semester ...	29 Unit 8: Semester ...	30 Unit 8: Semester ...	31 Unit 8: Semester ...	1
2	3 Unit 8: Semester ...	4 Unit 8: Semester ...	5 Unit 8: Semester ...	6 Unit 8: Semester ...	7 Unit 8: Semester ...	8
9	10 Unit 8: Semester ...	11 Unit 8: Semester ...	12	13 Unit 9: Semester ...	14 Unit 9: Semester ...	15
16	17 Presidents' Day	18 February Break	19 February Break	20 February Break	21 February Break	22
23	24 Unit 9: Semester ...	25 Unit 9: Semester ...	26 Unit 9: Semester ...	27 Unit 9: Semester ...	28 Unit 9: Semester ...	1

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Unit 9: Semester ...	25 Unit 9: Semester ...	26 Unit 9: Semester ...	27 Unit 9: Semester ...	28 Unit 9: Semester ...	1
2	3 Unit 9: Semester ...	4 Unit 9: Semester ...	5 Unit 9: Semester ...	6 Unit 9: Semester ...	7 Unit 9: Semester ...	8
9	10 Unit 10: Semeste...	11 Unit 10: Semeste...	12 Unit 10: Semeste...	13 Unit 10: Semeste...	14 Unit 10: Semeste...	15
16	17 Unit 10: Semeste...	18 Unit 10: Semeste...	19 Unit 10: Semeste...	20 March Break	21 March Break	22
23	24 Unit 10: Semeste...	25 Unit 10: Semeste...	26 Unit 10: Semeste...	27 Unit 10: Semeste...	28 Unit 10: Semeste...	29
30	31 Unit 10: Semeste...	1 Unit 10: Semeste...	2 Unit 10: Semeste...	3 Unit 10: Semeste...	4 Unit 10: Semeste...	5

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 10: Semeste...	1 Unit 10: Semeste...	2 Unit 10: Semeste...	3 Unit 10: Semeste...	4 Unit 10: Semeste...	5
6	7 MEA Science (HS)	8 MEA Science (HS)	9 MEA Science (HS)	10 MEA Science (HS)	11 MEA Science (HS)	12
13	14 Unit 11: Semeste...	15 Unit 11: Semeste...	16 Unit 11: Semeste...	17 Unit 11: Semeste...	18 April Vacation	19 April Vacation
20 April Vacation	21 April Vacation	22 April Vacation	23 April Vacation	24 April Vacation	25 April Vacation	26
27	28	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2	3
4	5 Unit 12: Semeste...	6 Unit 12: Semeste...	7 Unit 12: Semeste...	8 Unit 12: Semeste...	9 Unit 12: Semeste...	10
11	12 MEA (ELA & Math)	13 MEA (ELA & Math)	14 MEA (ELA & Math)	15 MEA (ELA & Math)	16 MEA (ELA & Math)	17
18	19 Unit 12: Semeste...	20 Unit 12: Semeste...	21 Unit 12: Semeste...	22 Unit 12: Semeste...	23 Unit 12: Semeste... Unit 13: Semeste...	24
25	26 Memorial Day	27 Unit 13: Semeste...	28 Unit 13: Semeste...	29 Unit 13: Semeste...	30 Unit 13: Semeste...	31

June















SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 14: Semeste...	3 Unit 14: Semeste...	4 Unit 14: Semeste...	5 Unit 14: Semeste...	6 Unit 14: Semeste...	7
8	9 Unit 14: Semeste...	10 Unit 14: Semeste...	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

MS 8 Math

Maine Virtual Academy

UNITS (14/14 SELECTED)

SUGGESTED DURATION

 Unit 1: Review Integers	<i>11 teaching days</i>
 Unit 2: Review Decimals	<i>7 teaching days</i>
 Unit 3: Review Fractions	<i>10 teaching days</i>
 Unit 4: Exponents and Scientific Notation	<i>13 teaching days</i>
 Unit 5: Real Numbers	<i>12 teaching days</i>
 Unit 6: Unit 6: Transformations	<i>15 teaching days</i>
 Unit 7: Pythagorean Theorem	<i>9 teaching days</i>
 Unit 8: Semester 2: Algebraic Expressions and Equations	<i>16 teaching days</i>
 Unit 9: Semester 2: Basic Linear Functions & Slope	<i>12 teaching days</i>
 Unit 10: Semester 2: More Linear Equations and Systems	<i>18 teaching days</i>
 Unit 11: Semester 2: Angles	<i>4 teaching days</i>
 Unit 12: Semester 2: Geometric Measures	<i>10 teaching days</i>
 Unit 13: Semester 2: Unit 7: Scatter Plots	<i>5 teaching days</i>
 Unit 14: Semester 2: Project- Math in the Real World	<i>7 teaching days</i>

Unit 1: Review Integers

MS 8 Math

UNIT SUMMARY

In this unit, students will deepen their understanding of integers and develop fluency in performing operations with positive and negative numbers. They will review key concepts such as the number line, absolute value, and opposites, as well as addition, subtraction, multiplication, and division of integers. The unit includes practice with evaluating expressions and solving problems that involve integers, emphasizing accuracy and a strong grasp of integer rules. This foundation is essential for success in real-life applications, algebra, and other advanced mathematical topics.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.NS.A.3
Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.
7.NS.A.1a
Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has a zero charge because its two constituents are oppositely charged.
7.NS.A.2
Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
7.EE.B.3
Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
7.NS.A.1d
Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.A.1c

Unit 1: Review Integers

MS 8 Math

Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.

Unit 1: Review Integers

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Opposite Integers and Absolute Value

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **NSB, Absolute value and opposite integers**

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1a

Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has a zero charge because its two constituents are oppositely charged.

Multiply and Divide Integers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **MDA, multiply and divide integers**

Add Integers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **QFU, add integers**

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1d

Apply properties of operations as strategies to add and subtract rational numbers.

Subtracting Integers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **HEU, subtract integers**

STANDARDS

Unit 1: Review Integers

MS 8 Math

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1d

Apply properties of operations as strategies to add and subtract rational numbers.

Unit 2: Review Decimals

MS 8 Math

UNIT SUMMARY

In this unit, students will reinforce their understanding of decimals, focusing on operations with decimal numbers to ensure a solid foundation for future mathematical concepts. Students will review place value, rounding, and comparing decimals, as well as addition, subtraction, multiplication, and division of decimal numbers. Through practical applications and word problems, they will develop fluency in performing these operations and understanding when to use each.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.NS.A.1d
Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.A.2c
Apply properties of operations as strategies to multiply and divide rational numbers.
Maine - Grade 6 - Mathematics (2020)
6.NS.B.3
Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Unit 2: Review Decimals

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Decimal Places, Rounding and Converting Fractions to Decimals

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **R5J**, round decimals

Add and Subtract Decimals

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **WCZ**, add and subtract positive and negative decimals

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.NS.A.1d
Apply properties of operations as strategies to add and subtract rational numbers.

Multiplying Decimals

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **TCU**, multiply decimals

STANDARDS

Maine - Grade 6 - Mathematics (2020)
6.NS.B.3
Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
Maine - Grade 7 - Mathematics (2020)
7.NS.A.2c
Apply properties of operations as strategies to multiply and divide rational numbers.

Dividing Decimals

Assessment Type: Formative

Unit 2: Review Decimals

MS 8 Math

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code:6HB, divide decimals

STANDARDS

Maine - Grade 6 - Mathematics (2020)
6.NS.B.3
Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
Maine - Grade 7 - Mathematics (2020)
7.NS.A.2c
Apply properties of operations as strategies to multiply and divide rational numbers.

Unit 3: Review Fractions

MS 8 Math

UNIT SUMMARY

In this unit, students will strengthen their understanding of fractions and mixed numbers, focusing on fluency in performing operations and recognizing fundamental concepts. They will review equivalent fractions, simplifying fractions, and converting between improper fractions and mixed numbers. Students will practice adding, subtracting, multiplying, and dividing fractions and mixed numbers, applying these operations to a variety of problem types. The unit emphasizes accuracy, simplification, and the correct use of fraction and mixed number operations as essential skills for success in more advanced math concepts.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.NS.A.1d
Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.A.2c
Apply properties of operations as strategies to multiply and divide rational numbers.
Maine - Grade 6 - Mathematics (2020)
6.NS.A.1
Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and/or equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.)

Unit 3: Review Fractions

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Simplifying Fractions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: TZ6, Writing fractions in lowest terms

Multiply Fractions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: KJF, multiply three or more fractions and whole numbers

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Dividing Fractions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: X7A, divide fractions

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Add and Subtract Fractions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: SD2, add and subtract positive and negative fractions

STANDARDS

Unit 3: Review Fractions

MS 8 Math

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1d

Apply properties of operations as strategies to add and subtract rational numbers.

Convert between Mixed Numbers and Improper Fractions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **LGK**, convert between mixed numbers and improper fractions

Multiply Mixed Numbers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **W5J**, multiply three or more mixed numbers, fractions, and or whole numbers

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Dividing Mixed Numbers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **UPF**, divide fractions and mixed numbers

STANDARDS

Maine - Grade 6 - Mathematics (2020)

6.NS.A.1

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and/or equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.)

Unit 3: Review Fractions

MS 8 Math

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Add and Subtract Mixed Numbers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **9BE**, add and subtract mixed numbers

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1d

Apply properties of operations as strategies to add and subtract rational numbers.

Unit 4: Exponents and Scientific Notation

MS 8 Math

UNIT SUMMARY

This unit introduces students to the foundational concepts of exponents and scientific notation, emphasizing their real-world applications. Students will explore the properties of exponents, including rules for multiplying, dividing, and raising powers. They will learn to express very large and very small numbers using scientific notation and perform operations with numbers in this format. The unit aims to enhance computational fluency and problem-solving skills, preparing students for more advanced mathematical concepts.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.EE.A.1
Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.
8.EE.A.3
Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
8.EE.A.4
Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
Maine - Grade 6 - Mathematics (2020)
6.EE.A.1
Write and evaluate numerical expressions involving whole-number exponents.

Unit 4: Exponents and Scientific Notation

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Exponents

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: EYR, evaluate powers

STANDARDS

Maine - Grade 6 - Mathematics (2020)
6.EE.A.1
Write and evaluate numerical expressions involving whole-number exponents.

Exponents with Negative Bases

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: ZQC, evaluate powers with negative bases

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.EE.A.1
Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

Negative Exponents

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: WGS, evaluate powers with negative exponents

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.EE.A.1
Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

Unit 4: Exponents and Scientific Notation

MS 8 Math

Multiply and Divide Exponents

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: L2J, multiply and divide powers with integer bases

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.EE.A.1
Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

Power Rules

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: AEQ, power of a power with integer bases

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.EE.A.1
Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

Evaluate Expressions Using Properties of Exponents

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: UTY, evaluate expressions using properties of exponents

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.EE.A.1
Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

Unit 4: Exponents and Scientific Notation

MS 8 Math

Scientific Notation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: H8A , convert between standard and scientific notation

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.A.3

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.

Compare Numbers in Scientific Notation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: RHT, compare numbers written in scientific notation

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.A.3

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.

Add and Subtract Numbers Written in Scientific Notation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: HUR, add and subtract numbers written in scientific notation

STANDARDS

Maine - Grade 8 - Mathematics (2020)

Unit 4: Exponents and Scientific Notation

MS 8 Math

8.EE.A.4

Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Multiply Numbers Written in Scientific Notation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: YZU, multiply numbers written in scientific notation

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.A.4

Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Divide Numbers Written in Scientific Notation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: SGT, divide numbers written in scientific notation

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.A.4

Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Scientific Notation on a Calculator

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Unit 4: Exponents and Scientific Notation

MS 8 Math

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 62V, scientific notation on a calculator

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.A.4

Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Unit 4 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' understanding of key concepts related to exponents and scientific notation. It includes multiple-choice, short-answer, and written-response questions to assess a range of skills, from basic comprehension to critical thinking and application.

Unit 5: Real Numbers

MS 8 Math

UNIT SUMMARY

This unit explores the structure and classification of the real number system. Students will develop skills to work with different types of numbers, including rational and irrational numbers. Through lessons on converting decimals to fractions, analyzing repeating decimals, and understanding roots, students will build a solid foundation for comparing and classifying numbers within the real number system. The unit emphasizes conceptual understanding and practical applications of real numbers.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.A.2

Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

8.NS.A.1

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansions terminate in 0s or eventually repeats and convert a decimal expansion into a rational number.

8.NS.A.2

Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Unit 5: Real Numbers

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Decimals to Fractions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: HTJ, convert decimals to fractions

Repeating Decimals and Fractions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: WD6, convert between repeating decimals and fractions

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.NS.A.1

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansions terminate in 0s or eventually repeats and convert a decimal expansion into a rational number.

Square Roots

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 8TF, positive and negative square roots

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.A.2

Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

Approximate Square Root

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Unit 5: Real Numbers

MS 8 Math

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 96T, estimate positive and negative square roots

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.NS.A.2

Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Cube Roots

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: J7K, cube roots of positive and negative perfect cubes

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.A.2

Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

Rational Numbers vs. Irrational Numbers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: NV6. identify rational and irrational numbers

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.NS.A.1

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansions terminate in 0s or eventually repeats and convert a decimal expansion into a rational number.

Unit 5: Real Numbers

MS 8 Math

Compare Rational and Irrational Numbers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: EED, compare and order rational and irrational numbers

Unit 5 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' understanding of the real number system through multiple-choice, short-answer, and written-response questions. It assesses their ability to classify, compare, and perform operations involving rational and irrational numbers, as well as their understanding of square roots, cube roots, and decimal/fraction conversions.

Unit 6: Unit 6: Transformations

MS 8 Math

UNIT SUMMARY

This unit focuses on the study of geometric transformations, including translations, rotations, reflections, and dilations. Students will explore how these transformations affect the size, shape, and position of figures in the coordinate plane. Through hands-on activities and problem-solving, they will develop an understanding of congruence, similarity, and the mathematical relationships underlying transformations.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.G.A.1
Verify experimentally the properties of rotations, reflections, and translations:
8.G.A.1a
Lines are taken to lines, and line segments to line segments of the same length.
8.G.A.1b
Angles are taken to angles of the same measure.
8.G.A.1c
Parallel lines are taken to parallel lines.
8.G.A.3
Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
8.G.A.4
Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
8.G.A.2
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

Unit 6: Unit 6: Transformations

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Coordinate Plane Review

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: T6E, coordinate plane review

Identify Transformations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: UYL, identify reflections, rotations, and translations

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.G.A.1
Verify experimentally the properties of rotations, reflections, and translations:
8.G.A.1a
Lines are taken to lines, and line segments to line segments of the same length.
8.G.A.1b
Angles are taken to angles of the same measure.
8.G.A.1c
Parallel lines are taken to parallel lines.

Reflections

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: NBM, reflections - graph the image

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.G.A.1

Unit 6: Unit 6: Transformations

MS 8 Math

Verify experimentally the properties of rotations, reflections, and translations:

8.G.A.1a

Lines are taken to lines, and line segments to line segments of the same length.

8.G.A.1b

Angles are taken to angles of the same measure.

8.G.A.1c

Parallel lines are taken to parallel lines.

Rotations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **AC9 rotations- graph the image**

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.G.A.1

Verify experimentally the properties of rotations, reflections, and translations:

8.G.A.1a

Lines are taken to lines, and line segments to line segments of the same length.

8.G.A.1b

Angles are taken to angles of the same measure.

8.G.A.1c

Parallel lines are taken to parallel lines.

Transformations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **XUS, transformations- graph the image**

Unit 6: Unit 6: Transformations

MS 8 Math

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.G.A.1
Verify experimentally the properties of rotations, reflections, and translations:
8.G.A.1a
Lines are taken to lines, and line segments to line segments of the same length.
8.G.A.1b
Angles are taken to angles of the same measure.
8.G.A.1c
Parallel lines are taken to parallel lines.

Dilations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 9T4, Dilations- graph the image

Coordinates of Reflections

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: KUX, Reflections- find the coordinates

Coordinates of Rotations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: HHS, Rotations- find the coordinates

Translations: Write the Rule

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Unit 6: Unit 6: Transformations

MS 8 Math

Description: 6XB, Translations- write the rule

Dilations: Identify the Scale Factor

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: 8NK, dilations- find the scale factor

Transformations Sequence

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: XPK, describe the sequence of transformations

Similar Figures

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: 79Y: side lengths and angle measures of similar figures

Unit 6 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' understanding of geometric transformations, including translations, rotations, reflections, and dilations. It assesses their ability to perform transformations, analyze their effects, and apply concepts of congruence and similarity through multiple-choice, short-answer, and written-response questions

Unit 7: Pythagorean Theorem

MS 8 Math

UNIT SUMMARY

This unit introduces students to the Pythagorean Theorem, a fundamental concept in geometry that relates the sides of right triangles. Students will explore the theorem's derivation, its application in solving real-world and mathematical problems, and its use in verifying right triangles. Through hands-on activities, problem-solving, and exploration of its converse, students will deepen their understanding of this essential geometric principle. Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 8 - Mathematics (2020)	
8.G.B.6	
	Explain a proof of the Pythagorean Theorem and its converse using pictures, diagrams, narratives or models.
8.G.B.7	
	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8.G.B.8	
	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
GR.EA.4	
	Understand and apply the Pythagorean Theorem.

Unit 7: Pythagorean Theorem

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Pythagorean's Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **EQZ**, converse of the Pythagorean Theorem: is it a right triangle?

Find the Hypotenuse

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **Z7L**, Pythagorean Theorem: find the length of the hypotenuse

Find the Leg

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **Y9C**, Pythagorean Theorem: find the length of the missing leg

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4b

Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions.

Distance Between Two Points

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **ZBP**, Pythagorean Theorem: find the distance between two points on the coordinate plane

Pythagorean Theorem: Find the Perimeter

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Unit 7: Pythagorean Theorem

MS 8 Math

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: VGE, Pythagorean Theorem: find the perimeter

Word Problems

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 87U, Pythagorean Theorem: word problems

Unit 7 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' understanding and application of the Pythagorean Theorem, including solving problems involving right triangles, determining distances, and using its converse. It features multiple-choice, short-answer, and written-response questions to assess conceptual understanding, procedural fluency, and problem-solving skills.

Unit 8: Semester 2: Algebraic Expressions and Equations

MS 8 Math

UNIT SUMMARY

This unit focuses on developing students' ability to work with algebraic expressions and equations, building a foundation for more advanced algebraic concepts. Students will learn to simplify expressions, solve linear equations, and apply these skills to real-world and mathematical problems. The unit emphasizes the importance of understanding the structure of expressions and equations and developing strategies for solving them systematically.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

AR.EA.4

Use properties of operations to generate equivalent expressions.

7.EE.B.4

Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.A.1

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-\frac{5}{3}) = -3x + 5$.

7.EE.B.4a

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Unit 8: Semester 2: Algebraic Expressions and Equations

MS 8 Math

Maine - Grade 8 - Mathematics (2020)
8.EE.C.7
Solve linear equations in one variable.
8.EE.C.7b
Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Unit 8: Semester 2: Algebraic Expressions and Equations

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Order of Operations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **Y6W, Evaluate numerical expressions involving integers**

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Writing Variable Expressions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **6QT, Write variable expressions: two or three operations**

Evaluate Expressions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **QZT, Evaluate multi-variable expressions**

Distributive Property

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **U7T, Multiply using the distributive property**

STANDARDS

Maine - Grade 7 - Mathematics (2020)

Unit 8: Semester 2: Algebraic Expressions and Equations

MS 8 Math

7.EE.A.1

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.

Like Terms

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **QP7, add and subtract like terms**

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.A.1

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.

Add and Subtract Linear Expressions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **QCY, Add and subtract linear expressions**

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.A.1

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.

One-Step Equations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **5J4 Solve one-step equations**

Solve Two-Step Equations (without grouping symbols)

Assessment Type: Formative

Unit 8: Semester 2: Algebraic Expressions and Equations

MS 8 Math

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: CMX, Solve two-step equations without parentheses

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4a

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Solve Two-Step Equations (with grouping symbols)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: JXD, Solve two-step equations

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4a

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Solve Equations with Like Terms

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: Q2B, Solve equations involving like terms

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.C.7b

Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Unit 8: Semester 2: Algebraic Expressions and Equations

MS 8 Math

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4a

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Solve Equations with Variables on Both Sides

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: ZYL, Solve equations with variables on both sides

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.C.7b

Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Solving Equations Using Distributive Property

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 8RP, Solve equations with the distributive property

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.C.7b

Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Solve Multi-Step Equations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Unit 8: Semester 2: Algebraic Expressions and Equations

MS 8 Math

Description: IXL Code: 55K, solve multi-step equations

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.C.7b

Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Solutions to Equations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: XDE, Find the number of solutions

Unit 8 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' ability to simplify algebraic expressions, solve linear equations, and apply these skills to real-world problems. Through multiple-choice, short-answer, and written-response questions, students demonstrate their procedural fluency, conceptual understanding, and problem-solving abilities.

Unit 9: Semester 2: Basic Linear Functions & Slope

MS 8 Math

UNIT SUMMARY

This unit introduces students to basic linear functions, focusing on understanding their structure, graphing them, and interpreting their real-world applications. Students will explore the relationship between variables, recognize the slope-intercept form of a linear equation, and learn how to solve problems involving linear functions. The unit emphasizes skills such as plotting points, determining slope, and identifying y-intercepts. Students will also apply their knowledge to solve problems involving linear relationships in various contexts.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.C.7a

Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

8.F.A.1

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

8.EE.B.6

Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . For example, given the line $y = 0.5x + 3$ explain why the similar triangles have the same slope.

8.F.B.4

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

8.F.A.3

Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.

Unit 9: Semester 2: Basic Linear Functions & Slope

MS 8 Math

8.F.B.5

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

8.F.A.2

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

8.EE.B.5

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

Maine - Grade 6 - Mathematics (2020)

6.NS.C.6c

Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

Maine - Grade 7 - Mathematics (2020)

7.RP.A.2b

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Unit 9: Semester 2: Basic Linear Functions & Slope

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

What are Functions?

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **ELJ, Identify functions**

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.F.A.1

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

What are Linear Functions?

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **5BD, Is (x, y) a solution to the linear equation?**

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.F.A.1

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Table and Graph Linear Functions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **DC2, Complete a table and graph a linear function**

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.F.A.1

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the

Unit 9: Semester 2: Basic Linear Functions & Slope

MS 8 Math

set of ordered pairs consisting of an input and the corresponding output.

Introduction to Slope

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **D7M, Find the slope from a graph**

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.B.6

Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . For example, given the line $y = 0.5x + 3$ explain why the similar triangles have the same slope.

Find the Slope from Two Points

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **ZAC Find the slope from two points**

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.B.6

Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . For example, given the line $y = 0.5x + 3$ explain why the similar triangles have the same slope.

8.F.B.4

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

Unit 9: Semester 2: Basic Linear Functions & Slope

MS 8 Math

Slope-Intercept From an Equation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: U55 Slope-intercept form: find the slope and y-intercept

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.EE.B.6
Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . For example, given the line $y = 0.5x + 3$ explain why the similar triangles have the same slope.
8.F.A.3
Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.

Graph Lines from Equations in Slope-Intercept Form

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: W5E, Graph a line from an equation in slope-intercept form

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.EE.B.6
Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . For example, given the line $y = 0.5x + 3$ explain why the similar triangles have the same slope.
8.F.A.3
Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.

Unit 9: Semester 2: Basic Linear Functions & Slope

MS 8 Math

Write an Equation from a Graph (Slope-Intercept Form)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: WHM, Write a linear equation from a graph

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.B.6

Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . For example, given the line $y = 0.5x + 3$ explain why the similar triangles have the same slope.

8.F.B.4

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

Unit 9 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' understanding of linear functions, focusing on concepts like slope, y-intercept, graphing, and applying linear equations to real-world problems. The assessment includes multiple-choice, short-answer, and written-response questions to test students' ability to perform calculations, interpret equations, and apply their knowledge in practical scenarios.

Unit 10: Semester 2: More Linear Equations and Systems

MS 8 Math

UNIT SUMMARY

This unit builds upon the foundational knowledge of linear functions and extends it to systems of linear equations. Students will explore methods for solving systems of equations, including graphing, substitution, and elimination. They will apply these methods to solve real-world problems, such as finding the point of intersection in scenarios involving multiple relationships. The unit also covers how to interpret and analyze the solutions of systems of equations, including cases with one solution, no solution, or infinitely many solutions.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 8 - Mathematics (2020)	
8.EE.C.8a	
	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
8.EE.C.8	
	Analyze and solve pairs of simultaneous linear equations.
8.EE.C.8b	
	Solve systems of two linear equations in two variables algebraically (i.e. by substitution or elimination) and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.
8.EE.C.8c	
	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Unit 10: Semester 2: More Linear Equations and Systems

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Interpret Graphs of Linear Functions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: H5B, Interpret the slope and y-intercept of a linear function

Linear Functions from Table

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: UYY, Write a linear function from a table

Compare Linear Functions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: N7D, Compare linear functions: tables, graphs, and equations

Write Linear Functions: Word Problems

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

**Description: IXL code: HWC, Identify graphs: word problems or YK6,
Write linear functions: word problems**

Write Equations in Slope-Intercept Form

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: NKM, Convert a linear equation in standard form to slope-intercept form

Graph a line from an Equation in Standard Form

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 7MZ, Graph a line from an equation in standard form

Unit 10: Semester 2: More Linear Equations and Systems

MS 8 Math

Point-Slope Form of an Equation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **RZZ**, Graph a line from an equation in point-slope form

Systems of Equations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **N46**, Is (x, y) a solution to the system of equations?

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.C.8a

Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

Solve Systems of Equations by Graphing

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **WV5**, Solve a system of equations by graphing

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.EE.C.8a

Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

Number of Solutions to a System of Equations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **AGZ**, Find the number of solutions to a system of equations by graphing

Unit 10: Semester 2: More Linear Equations and Systems

MS 8 Math

Solve Systems of Equations Using Substitution

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **JX8**, Solve a system of equations using substitution

Solve Systems of Equations Using Elimination

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **ZQV**, Solve a system of equations using elimination

Systems of Equations: Word Problems

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **VHE**, Solve a system of equations using any method: word problems

Unit 10 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' understanding of systems of linear equations and their ability to apply methods like graphing, substitution, and elimination to solve problems. It includes multiple-choice, short-answer, and written-response questions that test students' knowledge of systems of equations, interpretation of solutions, and real-world applications.

Unit 11: Semester 2: Angles

MS 8 Math

UNIT SUMMARY

This unit introduces students to key geometric theorems and relationships involving angles, focusing on triangles and transversals. Students will explore the Triangle Angle Sum Theorem, which states that the sum of the interior angles of a triangle is always 180° . They will also study the Exterior Angle Theorem, which relates the exterior angle of a triangle to the sum of the remote interior angles. Additionally, the unit covers transversals and angle relationships formed by parallel lines, such as corresponding angles, alternate interior angles, and consecutive interior angles.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.5

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

7.G.A.2

Draw (freehand, with ruler and protractor, and with technology) two-dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Maine - Grade 8 - Mathematics (2020)

8.G.A.5

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Unit 11: Semester 2: Angles

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Classify Triangles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **J9M, Classify Triangles**

Find the Missing Angle

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **JFJ, Find missing angles in triangles**

Triangle Angle-Sum Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **6Q6, Triangle Angle-Sum Theorem**

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.G.A.5

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Exterior Angle Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **FMP, Exterior Angle Theorem**

Identify Angle Pairs

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Unit 11: Semester 2: Angles

MS 8 Math

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code:

HGV, Identify complementary, supplementary, vertical, adjacent, and congruent angles

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.5

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Find Measures of Angle Pairs

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL

Code: R2B, Find measures of complementary, supplementary, vertical, and adjacent angles

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.5

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Transversals of Parallel Lines: Name Angle Pairs

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: ZLF, Transversals of parallel lines: name angle pairs

STANDARDS

Maine - Grade 8 - Mathematics (2020)

8.G.A.5

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Unit 11: Semester 2: Angles

MS 8 Math

Find Angle Measures Using Angle Relationships

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **DBV, Write and solve equations using angle relationships**

Transversals of Parallel Lines: Find Angle Measures

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **V99, Transversals of parallel lines: find angle measures**

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.A.2

Draw (freehand, with ruler and protractor, and with technology) two-dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Unit 11 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' understanding of angle relationships in triangles and polygons, including the Triangle Angle Sum Theorem, Exterior Angle Theorem, and angles formed by transversals. The assessment includes multiple-choice, short-answer, and written-response questions designed to test students' ability to apply these geometric concepts to solve problems and explain relationships between angles.

Unit 12: Semester 2: Geometric Measures

MS 8 Math

UNIT SUMMARY

This unit introduces students to the concepts of area, volume, and surface area, focusing on both two-dimensional and three-dimensional shapes. Students will review formulas for calculating the area of basic shapes and extend their understanding to more complex figures. They will explore volume and surface area calculations for various three-dimensional solids, such as prisms, cylinders, pyramids, cones, and spheres. Applications to real-world problems will reinforce these skills.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and/or three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Maine - Grade 8 - Mathematics (2020)

8.G.C.9

Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Unit 12: Semester 2: Geometric Measures

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Area

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **ZZY, Find the area/use are to find side lengths of polygons**

Area and Circumference of a Circle

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **CHV, Area and Circumference of a Circle**

Volume of Cubes, Prisms, and Pyramids

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **JUB, Volume of cubes, prisms, and pyramids**

Volume of Cylinders

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **9F3, Volume of Cylinders**

Volume of Cones

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **YYR, Volume of Cones**

Volume of Spheres

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **QX7 Volume of Spheres**

Unit 12: Semester 2: Geometric Measures

MS 8 Math

Surface Area

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **ZT6, Surface area of cubes, prisms, and pyramids**

Unit 12 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' understanding and application of formulas for area, volume, and surface area. It includes a mix of multiple-choice, short-answer, and written-response questions to assess students' computational skills, problem-solving abilities, and conceptual understanding.

Unit 13: Semester 2: Unit 7: Scatter Plots

MS 8 Math

UNIT SUMMARY

This unit focuses on data representation and analysis through scatterplots, lines of best fit, and two-way frequency tables. Students will explore relationships between two variables by creating and interpreting scatterplots, identifying patterns such as clustering, outliers, and trends. They will learn to draw and evaluate lines of best fit to make predictions and analyze the strength and direction of relationships. Additionally, students will use two-way frequency tables to organize and interpret categorical data, understanding joint and marginal frequencies.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 8 - Mathematics (2020)
8.SPA.1
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.SPA.2
Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
8.SPA.3
Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
8.SPA.4
Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

Unit 13: Semester 2: Unit 7: Scatter Plots

MS 8 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Scatter Plots

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **AVL, Create Scatter Plots**

Lines of Best Fit

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **BG7, Identify lines of best fit**

Scatter Plots: Word Problems

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **9DW, Interpret Lines of Best Fit: Word Problems**

Two-Way Frequency

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **CRV, Find probabilities using two-way frequency tables**

Unit 13 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The unit assessment evaluates students' ability to analyze, interpret, and represent data using scatterplots, lines of best fit, and two-way frequency tables. It includes multiple-choice, short-answer, and written-response questions to test students' understanding of data trends, relationships, and calculations.

Unit 14: Semester 2: Project- Math in the Real World

MS 8 Math

UNIT SUMMARY

In this end-of-year project, students will connect classroom math concepts with real-world applications by exploring how math is used in a career that interests them. Each student will select (at least) one key math concept from the year—such as ratios, percentages, linear equations, or geometry—and research how it is applied within their chosen profession. They'll develop a real-world scenario based on their research and solve a career-relevant math problem using this concept. The final product will be a presentation, report, or visual project that includes their research, problem-solving demonstration, and reflections on the experience. This project encourages students to see math's relevance in daily life and introduces them to potential career pathways, making it an engaging, practical way to wrap up the year.

STANDARDS

Maine - Grade 8 - Mathematics (2020)
QR.EA.6
Know that there are numbers that are not rational, and approximate them by rational numbers.
AR.EA.6
Work with radicals and integer exponents.
AR.EA.7
Understand the connections between proportional relationships, lines, and linear equations.
AR.EA.8
Analyze and solve linear equations and pairs of simultaneous linear equations.
AR.EA.9
Define, evaluate, and compare functions in order to model relationships between quantities.
GR.EA.1
Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.
GR.EA.3
Understand congruence and similarity using physical models, transparencies, or geometry software.
GR.EA.4
Understand and apply the Pythagorean Theorem.

Unit 14: Semester 2: Project- Math in the Real World

MS 8 Math

SR.EA.4

Investigate patterns of association in bivariate data.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Final Project

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4





Description:

- **Understanding of Math Concept:** Did the student accurately apply the math concept?
- **Career Research:** Did the student thoroughly research and explain how math is used in the career?
- **Real-World Problem Solving:** Did the student create and solve a realistic problem that professionals in the field might encounter?
- **Presentation Quality:** Is the project well-organized, clear, and engaging?
- **Reflection:** Did the student thoughtfully reflect on the learning experience?

MS 8 Science

Maine Virtual Academy

School Year 2024-2025 (Aug 26, 2024 - Jun 13, 2025)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Unit 1: Sound Waves	24 teaching days	Sep 3 - Oct 15, 2024
 Unit 2: Unit 2: Forces at a Distance	51 teaching days	Oct 16, 2024 - Jan 10, 2025
 Unit 3: Unit 3: Thermal Energy	38 teaching days	Jan 21 - Mar 24, 2025
 Unit 4: Unit 4: Weather, Climate, & Water Cycling	39 teaching days	Mar 25 - Jun 13, 2025

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day	3 Unit 1: Unit 1: So...	4 Unit 1: Unit 1: So...	5 Unit 1: Unit 1: So...	6 Unit 1: Unit 1: So...	7
8	9 Unit 1: Unit 1: So...	10 Fall NWEA Testing	11 Fall NWEA Testing	12 Fall NWEA Testing	13 Unit 1: Unit 1: So...	14
15	16 Unit 1: Unit 1: So...	17 Unit 1: Unit 1: So...	18 Unit 1: Unit 1: So...	19 Unit 1: Unit 1: So...	20 Unit 1: Unit 1: So...	21
22	23 Unit 1: Unit 1: So...	24 Unit 1: Unit 1: So...	25 Unit 1: Unit 1: So...	26 Unit 1: Unit 1: So...	27 Unit 1: Unit 1: So...	28
29	30 Unit 1: Unit 1: So...	1 Unit 1: Unit 1: So...	2 Unit 1: Unit 1: So...	3 Unit 1: Unit 1: So...	4 Unit 1: Unit 1: So...	5

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 1: Unit 1: So...	1 Unit 1: Unit 1: So...	2 Unit 1: Unit 1: So...	3 Unit 1: Unit 1: So...	4 Unit 1: Unit 1: So...	5
6	7 Maine Through Year (Tentative)	8 Maine Through Year (Tentative)	9 Maine Through Year (Tentative)	10 Unit 1: Unit 1: So...	11 Unit 1: Unit 1: So...	12
13	14 Indigenous Peoples' Day	15 Unit 1: Unit 1: So...	16 Unit 2: Unit 2: For...	17 Unit 2: Unit 2: For...	18 Unit 2: Unit 2: For...	19
20	21 Unit 2: Unit 2: For...	22 Unit 2: Unit 2: For...	23 Unit 2: Unit 2: For...	24 Unit 2: Unit 2: For...	25 Unit 2: Unit 2: For...	26
27	28 Unit 2: Unit 2: For...	29 Unit 2: Unit 2: For...	30 Unit 2: Unit 2: For...	31 Unit 2: Unit 2: For...	1 Unit 2: Unit 2: For...	2

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 2: Unit 2: For...	29 Unit 2: Unit 2: For...	30 Unit 2: Unit 2: For...	31 Unit 2: Unit 2: For...	1 Unit 2: Unit 2: For...	2
3	4 Unit 2: Unit 2: For...	5 Unit 2: Unit 2: For...	6 Unit 2: Unit 2: For...	7 Unit 2: Unit 2: For...	8 Unit 2: Unit 2: For...	9
10	11 Veterans Day	12 Unit 2: Unit 2: For...	13 Unit 2: Unit 2: For...	14 Unit 2: Unit 2: For...	15 Unit 2: Unit 2: For...	16
17	18 Unit 2: Unit 2: For...	19 Unit 2: Unit 2: For...	20 Unit 2: Unit 2: For...	21 Unit 2: Unit 2: For...	22 Unit 2: Unit 2: For...	23
24	25 Unit 2: Unit 2: For...	26 Unit 2: Unit 2: For...	27 Thanksgiving	28 Thanksgiving	29 Thanksgiving	30

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 2: Unit 2: For...	3 Unit 2: Unit 2: For...	4 Unit 2: Unit 2: For...	5 Unit 2: Unit 2: For...	6 Unit 2: Unit 2: For...	7
8	9 Unit 2: Unit 2: For...	10 Unit 2: Unit 2: For...	11 Unit 2: Unit 2: For...	12 Unit 2: Unit 2: For...	13 Unit 2: Unit 2: For...	14
15	16 Unit 2: Unit 2: For...	17 Unit 2: Unit 2: For...	18 Unit 2: Unit 2: For...	19 Unit 2: Unit 2: For...	20 Unit 2: Unit 2: For...	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 2: Unit 2: For...	3 Unit 2: Unit 2: For...	4

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 2: Unit 2: For...	3 Unit 2: Unit 2: For...	4
5	6 Unit 2: Unit 2: For...	7 Unit 2: Unit 2: For...	8 Unit 2: Unit 2: For...	9 Unit 2: Unit 2: For...	10 Unit 2: Unit 2: For...	11
12	13	14 Winter NWEA Testing	15 Winter NWEA Testing	16 Winter NWEA Testing	17	18
19	20 Martin Luther King, Jr. Day	21 Unit 3: Unit 3: Th...	22 Unit 3: Unit 3: Th...	23 Unit 3: Unit 3: Th...	24 Unit 3: Unit 3: Th...	25
26	27 Unit 3: Unit 3: Th...	28 Unit 3: Unit 3: Th...	29 Unit 3: Unit 3: Th...	30 Unit 3: Unit 3: Th...	31 Unit 3: Unit 3: Th...	1

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 3: Unit 3: Th...	28 Unit 3: Unit 3: Th...	29 Unit 3: Unit 3: Th...	30 Unit 3: Unit 3: Th...	31 Unit 3: Unit 3: Th...	1
2	3 Unit 3: Unit 3: Th...	4 Unit 3: Unit 3: Th...	5 Unit 3: Unit 3: Th...	6 Unit 3: Unit 3: Th...	7 Unit 3: Unit 3: Th...	8
9	10 Unit 3: Unit 3: Th...	11 Unit 3: Unit 3: Th...	12 Unit 3: Unit 3: Th...	13 Unit 3: Unit 3: Th...	14 Unit 3: Unit 3: Th...	15
16	17 Presidents' Day	18 February Break	19 February Break	20 February Break	21 February Break	22
23	24 Unit 3: Unit 3: Th...	25 Unit 3: Unit 3: Th...	26 Unit 3: Unit 3: Th...	27 Unit 3: Unit 3: Th...	28 Unit 3: Unit 3: Th...	1

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Unit 3: Unit 3: Th...	25 Unit 3: Unit 3: Th...	26 Unit 3: Unit 3: Th...	27 Unit 3: Unit 3: Th...	28 Unit 3: Unit 3: Th...	1
2	3 Unit 3: Unit 3: Th...	4 Unit 3: Unit 3: Th...	5 Unit 3: Unit 3: Th...	6 Unit 3: Unit 3: Th...	7 Unit 3: Unit 3: Th...	8
9	10 Unit 3: Unit 3: Th...	11 Unit 3: Unit 3: Th...	12 Unit 3: Unit 3: Th...	13 Unit 3: Unit 3: Th...	14 Unit 3: Unit 3: Th...	15
16	17 Unit 3: Unit 3: Th...	18 Unit 3: Unit 3: Th...	19 Unit 3: Unit 3: Th...	20 March Break	21 March Break	22
23	24 Unit 3: Unit 3: Th...	25 Unit 4: Unit 4: We...	26 Unit 4: Unit 4: We...	27 Unit 4: Unit 4: We...	28 Unit 4: Unit 4: We...	29
30	31 Unit 4: Unit 4: We...	1 Unit 4: Unit 4: We...	2 Unit 4: Unit 4: We...	3 Unit 4: Unit 4: We...	4 Unit 4: Unit 4: We...	5

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 4: Unit 4: We...	1 Unit 4: Unit 4: We...	2 Unit 4: Unit 4: We...	3 Unit 4: Unit 4: We...	4 Unit 4: Unit 4: We...	5
6	7 MEA Science (HS)	8 MEA Science (HS)	9 MEA Science (HS)	10 MEA Science (HS)	11 MEA Science (HS)	12
13	14 Unit 4: Unit 4: We...	15 Unit 4: Unit 4: We...	16 Unit 4: Unit 4: We...	17 Unit 4: Unit 4: We...	18 April Vacation	19 April Vacation
20 April Vacation	21 April Vacation	22 April Vacation	23 April Vacation	24 April Vacation	25 April Vacation	26
27	28 Unit 4: Unit 4: We...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 4: Unit 4: We...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 4: Unit 4: We...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 4: Unit 4: We...	3
4	5 Unit 4: Unit 4: We...	6 Unit 4: Unit 4: We...	7 Unit 4: Unit 4: We...	8 Unit 4: Unit 4: We...	9 Unit 4: Unit 4: We...	10
11	12 MEA (ELA & Math)	13 MEA (ELA & Math)	14 MEA (ELA & Math)	15 MEA (ELA & Math)	16 MEA (ELA & Math)	17
18	19 Unit 4: Unit 4: We...	20 Unit 4: Unit 4: We...	21 Unit 4: Unit 4: We...	22 Unit 4: Unit 4: We...	23 Unit 4: Unit 4: We...	24
25	26 Memorial Day	27 Unit 4: Unit 4: We...	28 Unit 4: Unit 4: We...	29 Unit 4: Unit 4: We...	30 Unit 4: Unit 4: We...	31





June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 4: Unit 4: We...	3 Unit 4: Unit 4: We...	4 Unit 4: Unit 4: We...	5 Unit 4: Unit 4: We...	6 Unit 4: Unit 4: We...	7
8	9 Unit 4: Unit 4: We...	10 Unit 4: Unit 4: We...	11 Unit 4: Unit 4: We...	12 Unit 4: Unit 4: We...	13 Unit 4: Unit 4: We...	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

MS 8 Science

Maine Virtual Academy

UNITS (4/4 SELECTED)

-  Unit 1: Sound Waves
-  Unit 2: Forces at a Distance
-  Unit 3: Thermal Energy
-  Unit 4: Weather, Climate, & Water Cycling

SUGGESTED DURATION

- 24 teaching days*
- 51 teaching days*
- 38 teaching days*
- 39 teaching days*

Unit 1: Sound Waves

MS 8 Science

UNIT SUMMARY

In this unit, students explore how sounds are made, how they travel, and how they can make objects move. They investigate why a truck's loud music can shake the windows of a building across the parking lot. By experimenting with different sounds, students learn that vibrations cause sounds and that loudness and pitch affect how objects vibrate.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS4-1
Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
MS-PS4-2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.9
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.6-8.1d

Unit 1: Sound Waves

MS 8 Science

Establish and maintain a formal style.

Unit 1: Sound Waves

MS 8 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 6 Assessment

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students use what they have learned about sound waves to identify the sound sources on instruments and create a model of what you would expect to see when the instrument is being used.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS4-1
Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
MS-PS4-2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.9
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band

Unit 1: Sound Waves

MS 8 Science

independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Thinking Deeper Documents/Nearpods (13)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Guided questions to drive students thinking and acquisition of knowledge.

STANDARDS

Maine - Middle School - Physical Sciences

MS-PS4-1

Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Unit 1: Sound Waves

MS 8 Science

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Lesson 13 Assessment

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students use what they have learned to answer and model the question "how does the energy of a vibration change when we change the amplitude or frequency of the vibration?"

STANDARDS

Maine - Middle School - Physical Sciences

MS-PS4-1

Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

Unit 1: Sound Waves

MS 8 Science

CCSS.ELA-Literacy.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Unit Assessment

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students use what they have learned to create a model to demonstrate how hitting a cymbal loudly would damage a musician's ears, and create arguments about the safety of loud and soft pitch sounds.

STANDARDS

Maine - Middle School - Physical Sciences

MS-PS4-1

Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Unit 1: Sound Waves

MS 8 Science

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Unit 2: Forces at a Distance

MS 8 Science

UNIT SUMMARY

In this unit, students learn how speakers work by watching a slow-motion video and investigating the parts inside a speaker. They take apart speakers and build their own cup speakers to understand how magnets, coils, and membranes work together to make sound. They also experiment with changing the speaker parts to see how the technology is used in things like MagLev trains and electric motors.

STANDARDS

Maine - Middle School - Physical Sciences	
MS-PS2-3	
	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
MS-PS2-5	
	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
MS-PS3-2	
	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)	
CCSS.ELA-Literacy.RST.6-8.1	
	Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3	
	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4	
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7	
	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Unit 2: Forces at a Distance

MS 8 Science

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Unit 2: Forces at a Distance

MS 8 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Figuring Out the Doorbell Assessment

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students use what they have learned to create an explanation for what the different pieces of a doorbell do.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS2-3
Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
MS-PS2-5
Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
MS-PS3-2
Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information

Unit 2: Forces at a Distance

MS 8 Science

expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Thinking Deeper Documents/Nearpods (12)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Guided questions to drive students thinking and acquisition of knowledge.

STANDARDS

Maine - Middle School - Physical Sciences

MS-PS2-3

Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

MS-PS2-5

Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

MS-PS3-2

Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Unit 2: Forces at a Distance

MS 8 Science

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Unit Assessment

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students use what they have learned to create a model representing an electromagnet, including the forces acting at a distance.

STANDARDS

Maine - Middle School - Physical Sciences

MS-PS2-3

Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

MS-PS2-5

Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

MS-PS3-2

Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

Unit 2: Forces at a Distance

MS 8 Science

CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.6-8.1d
Establish and maintain a formal style.

Unit 3: Thermal Energy

MS 8 Science

UNIT SUMMARY

In this unit, students explore why some cups keep drinks colder for longer. They experiment with different cups and find that features like the lid and walls affect how much heat a drink absorbs. Through experiments, students learn that energy can warm the drink through light absorption and thermal energy from the air, and then they design their own cups to keep drinks cold.

STANDARDS

Maine - Middle School - Physical Sciences	
MS-PS1-4	
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	
MS-PS3-3	
Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	
MS-PS3-4	
Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	
MS-PS3-5	
Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	
MS-PS4-2	
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	
Maine - Middle School - Engineering Design	
MS-ETS1-4	
Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)	
CCSS.ELA-Literacy.RST.6-8.1	
Cite specific textual evidence to support analysis of science and technical texts.	

Unit 3: Thermal Energy

MS 8 Science

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Unit 3: Thermal Energy

MS 8 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 6 Assessment

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK) DOK2

Description: Students determine the effect of different lid designs, based on what they have learned.

STANDARDS

Maine - Middle School - Physical Sciences	
MS-PS1-4	
	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
MS-PS3-3	
	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
MS-PS3-4	
	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
MS-PS3-5	
	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
MS-PS4-2	
	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
Maine - Middle School - Engineering Design	
MS-ETS1-4	
	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)	
CCSS.ELA-Literacy.RST.6-8.1	

Unit 3: Thermal Energy

MS 8 Science

Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.6-8.1d
Establish and maintain a formal style.

Thinking Deeper Documents/Nearpods (18)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Guided questions to drive students thinking and acquisition of knowledge.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS1-4
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
MS-PS3-3
Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

Unit 3: Thermal Energy

MS 8 Science

MS-PS3-4

Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

MS-PS3-5

Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Maine - Middle School - Engineering Design

MS-ETS1-4

Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

Unit 3: Thermal Energy

MS 8 Science

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Hurricane Assessment Tasks

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level : DOK2

Description: Students use the information they have learned and apply it to tasks related to how hurricanes form.

STANDARDS

Maine - Middle School - Physical Sciences

MS-PS1-4

Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

MS-PS3-3

Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

MS-PS3-4

Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

MS-PS3-5

Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Maine - Middle School - Engineering Design

MS-ETS1-4

Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Unit 3: Thermal Energy

MS 8 Science

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.6-8.1d
Establish and maintain a formal style.

Unit Assessment

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students use the information that they have learned in this unit to demonstrate their understanding of how disaster relief blankets work.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS1-4
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

Unit 3: Thermal Energy

MS 8 Science

MS-PS3-3

Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

MS-PS3-4

Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

MS-PS3-5

Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Maine - Middle School - Engineering Design

MS-ETS1-4

Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Unit 3: Thermal Energy

MS 8 Science

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Unit 4: Weather, Climate, & Water Cycling

MS 8 Science

UNIT SUMMARY

In this unit, students learn about weather, climate, and water cycling through two main parts. In the first half, they explore small-scale storms, like hailstorms, and investigate questions about how ice can fall on warm days and how clouds form. In the second half, they analyze a winter storm report to understand large-scale weather patterns and how storms can affect different areas at different times.

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS2-4
Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
MS-ESS2-5
Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
MS-ESS2-6
Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
Maine - Middle School - Physical Sciences
MS-PS1-4
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a

Unit 4: Weather, Climate, & Water Cycling

MS 8 Science

specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

Unit 4: Weather, Climate, & Water Cycling

MS 8 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 6 Assessment

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will use what they have learned to explain the movement of air in a hailstorm cloud.

STANDARDS

Maine - Middle School - Earth and Space Sciences	
MS-ESS2-4	
Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	
MS-ESS2-5	
Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	
MS-ESS2-6	
Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	
Maine - Middle School - Physical Sciences	
MS-PS1-4	
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)	
CCSS.ELA-Literacy.RST.6-8.1	
Cite specific textual evidence to support analysis of science and technical texts.	
CCSS.ELA-Literacy.RST.6-8.3	
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	

Unit 4: Weather, Climate, & Water Cycling

MS 8 Science

CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.6-8.1d
Establish and maintain a formal style.

Thinking Deeper Documents/Nearpods (22)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Guided questions to drive students thinking and acquisition of knowledge.

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS2-4
Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
MS-ESS2-5
Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
MS-ESS2-6
Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Unit 4: Weather, Climate, & Water Cycling

MS 8 Science

Maine - Middle School - Physical Sciences
MS-PS1-4
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.6-8.1d
Establish and maintain a formal style.

Unit Assessment

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will use what they have learned to predict rainforest climate assessment tasks.

STANDARDS

Unit 4: Weather, Climate, & Water Cycling

MS 8 Science

Maine - Middle School - Earth and Space Sciences
MS-ESS2-4
Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
MS-ESS2-5
Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
MS-ESS2-6
Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
Maine - Middle School - Physical Sciences
MS-PS1-4
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.10

Unit 4: Weather, Climate, & Water Cycling

MS 8 Science

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1d









Establish and maintain a formal style.

MS 8 US History 2

Maine Virtual Academy

UNITS (8/8 SELECTED)

SUGGESTED DURATION

 Unit 1: Chapter 1: A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)	<i>19 teaching days</i>
 Unit 2: Chapter 2: The Progressive Era, Social Movements, and Reform	<i>19 teaching days</i>
 Unit 3: Chapter 3: America Becomes a World Power	<i>20 teaching days</i>
 Unit 4: Chapter 4: America from the Twenties to the New Deal	<i>16 teaching days</i>
 Unit 5: Chapter 5: World War II (1939–1945)	<i>21 teaching days</i>
 Unit 6: Chapter 6: Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)	<i>25 teaching days</i>
 Unit 7: Chapter 7: The United States at Home and on the World Stage (1975–2000)	<i>22 teaching days</i>
 Unit 8: Chapter 8: The Challenges Ahead and Powerful Voices (2001–Present)	<i>19 teaching days</i>

Unit 1: Chapter 1: A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)

MS 8 US History 2

UNIT SUMMARY

Students will investigate how America transformed into a major industrial power between 1865-1914, examining the massive wave of immigration from Europe and Asia alongside the rapid growth of factories and cities. They will analyze both the opportunities this era created (like new jobs and technological innovations) and the challenges it brought (such as harsh working conditions and urban overcrowding), while exploring how these changes established the United States as one of the world's leading industrial nations.

STANDARDS

National Common Core - Grade 8 - English Language Arts (ELA)
CCSS.ELA-Literacy.L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Maine - Grade 6-8 - Social Studies
6-8.G.1
Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:
6-8.G.1.F1
Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

Unit 1: Chapter 1: A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)

MS 8 US History 2

6-8.G.1.F2
Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.
6-8.G.1.F3
Evaluating a geographic issue of physical, environmental, or cultural importance.
6-8.G.1.D1
Identifying consequences of geographic influences through inquiry and formulating predictions.
6-8.G.1.D2
Describing the impact of change on the physical and cultural environment.
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.1.F1
Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.
6-8.H.1.F2
Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.F3
Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.1.D1
Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.
6-8.H.1.D2
Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Unit 1: Chapter 1: A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)

MS 8 US History 2

6-8.H.1.D3
Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.2.F1
Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.
6-8.H.2.F2
Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
6-8.H.2.F3
Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.D1
Explaining how both unity and diversity have played and continue to play important roles in the history of the World.
6-8.G.2.D1
Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.
6-8.G.2.F1
Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.
6-8.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:
6-8.PFE.2

Unit 1: Chapter 1: A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)

MS 8 US History 2

Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by:

6-8.PFE.3

Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:

6-8.PFE.3.F1

Researching the pros and cons of economic processes, economic institutions, and economic influences of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world to propose a solution to an economic problem.

6-8.PFE.3.D1

Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.

6-8.PFE.2.D1

Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.

Unit 1: Chapter 1: A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)

MS 8 US History 2

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 8 - English Language Arts (ELA)
CCSS.ELA-Literacy.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Maine - Grade 6-8 - Social Studies
6-8.H.2.F3
Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.F2
Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
6-8.H.2.F1
Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.
6-8.H.1.D1
Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

Unit 1: Chapter 1: A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)

MS 8 US History 2

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

Unit 2: Chapter 2: The Progressive Era, Social Movements, and Reform

MS 8 US History 2

UNIT SUMMARY

In this unit, students will explore the Progressive Era of the early 1900s, learning how reformers tackled major social and economic problems in American society, from unsafe working conditions to monopolies and women's suffrage. Students will examine how influential leaders like Theodore Roosevelt and W.E.B. Du Bois pushed for significant reforms, discovering how their efforts led to crucial changes including workplace safety laws, environmental conservation, and ultimately the passage of the 19th Amendment giving women the right to vote.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.CG.1

Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

6-8.CG.1.F1

Explaining that the study of government includes the structures and functions of government and the political and civic activity of citizens.

Unit 2: Chapter 2: The Progressive Era, Social Movements, and Reform

MS 8 US History 2

6-8.CG.1.F2
Describing the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.
6-8.CG.2.D1
Analyzing examples of the protection of rights in court cases or from current events.
6-8.CG.2.D2
Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience through selecting, planning, and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution.
6-8.CG.3
Students understand political and civic aspects of cultural diversity by:
6-8.CG.3.F1
Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.
6-8.CG.3.D1
Explaining constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.
6-8.CG.3.D2
Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.
6-8.CG.3.F2
Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.
6-8.CG.2
Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy by:
6-8.CG.2.F1

Unit 2: Chapter 2: The Progressive Era, Social Movements, and Reform

MS 8 US History 2

Explaining the constitutional and legal status of citizen and provide examples of rights, duties, and responsibilities of citizens.

6-8.CG.2.F2

Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

Unit 2: Chapter 2: The Progressive Era, Social Movements, and Reform

MS 8 US History 2

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

6-8.H.1.F3

Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Unit 2: Chapter 2: The Progressive Era, Social Movements, and Reform

MS 8 US History 2

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
National Common Core - Grade 8 - English Language Arts (ELA)
CCSS.ELA-Literacy.L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
Maine - Grade 6-8 - Social Studies
6-8.CG.2.D2
Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience through selecting, planning, and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution.
6-8.H.2.D3
Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.F3
Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.F1

Unit 2: Chapter 2: The Progressive Era, Social Movements, and Reform

MS 8 US History 2

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

Unit 3: Chapter 3: America Becomes a World Power

MS 8 US History 2

UNIT SUMMARY

Students will analyze how the United States emerged as a global power during the late 1800s and early 1900s, examining key events and policies that expanded American influence around the world. Students will investigate America's role in World War I, exploring how U.S. neutrality shifted to active military involvement and how this participation helped the Allies achieve victory, marking America's definitive arrival as a major world power.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.G.1.F1

Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

6-8.G.1.F2

Unit 3: Chapter 3: America Becomes a World Power

MS 8 US History 2

Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.

6-8.G.1.F3

Evaluating a geographic issue of physical, environmental, or cultural importance.

6-8.G.1.D1

Identifying consequences of geographic influences through inquiry and formulating predictions.

6-8.G.1.D2

Describing the impact of change on the physical and cultural environment.

6-8.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

6-8.G.2.F1

Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.

6-8.G.2.D1

Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F3

Unit 3: Chapter 3: America Becomes a World Power

MS 8 US History 2

Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1.D1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 3: Chapter 3: America Becomes a World Power

MS 8 US History 2

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Unit 3: Chapter 3: America Becomes a World Power

MS 8 US History 2

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
National Common Core - Grade 8 - English Language Arts (ELA)
CCSS.ELA-Literacy.L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
Maine - Grade 6-8 - Social Studies
6-8.G.1.F3
Evaluating a geographic issue of physical, environmental, or cultural importance.
6-8.G.1.D2
Describing the impact of change on the physical and cultural environment.
6-8.G.2.F1
Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.2

Unit 3: Chapter 3: America Becomes a World Power

MS 8 US History 2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Unit 4: Chapter 4: America from the Twenties to the New Deal

MS 8 US History 2

UNIT SUMMARY

Students will examine the dramatic contrasts between the prosperity and cultural changes of the Roaring Twenties and the economic devastation that followed the 1929 stock market crash. They will analyze how American society transformed during this period, from the exuberant growth and social changes of the 1920s to the widespread hardship and challenges faced by millions of Americans during the Great Depression.

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STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.PFE.1

Students understand the principles and processes of personal finance by:

6-8.PFE.1.F2

Unit 4: Chapter 4: America from the Twenties to the New Deal

MS 8 US History 2

Identifying factors that contribute to spending and savings decisions.
6-8.PFE.1.F1
Explaining how scarcity influences choices and relates to the market economy.
6-8.PFE.2
Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by:
6-8.PFE.2.F1
Describing the functions of financial institutions.
6-8.PFE.2.D1
Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.
6-8.PFE.3
Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:
6-8.PFE.3.F1
Researching the pros and cons of economic processes, economic institutions, and economic influences of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world to propose a solution to an economic problem.
6-8.PFE.3.D1
Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.1.F1
Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

Unit 4: Chapter 4: America from the Twenties to the New Deal

MS 8 US History 2

6-8.H.1.F2
Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.D1
Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.
6-8.H.1.D2
Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.D3
Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.2.F1
Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.
6-8.H.2.F2
Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
6-8.H.2.F3
Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.D1
Explaining how both unity and diversity have played and continue to play important roles in the history of the World.
6-8.H.2.D2

Unit 4: Chapter 4: America from the Twenties to the New Deal

MS 8 US History 2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Unit 4: Chapter 4: America from the Twenties to the New Deal

MS 8 US History 2

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.PFE.1.F1

Explaining how scarcity influences choices and relates to the market economy.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Unit 4: Chapter 4: America from the Twenties to the New Deal

MS 8 US History 2

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.PFE.2.D1

Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.

Unit 5: Chapter 5: World War II (1939–1945)

MS 8 US History 2

UNIT SUMMARY

Students will explore America's pivotal role in World War II, beginning with Japan's attack on Pearl Harbor in 1941 that propelled the United States into the global conflict. They will analyze how American military strength, industrial might, and technological advancements—including the development and use of atomic weapons—proved decisive in securing Allied victory, while examining the profound impact these events had on both the war's conclusion and the postwar world order.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 5: Chapter 5: World War II (1939–1945)

MS 8 US History 2

6-8.H.2.D1
Explaining how both unity and diversity have played and continue to play important roles in the history of the World.
6-8.H.2.F3
Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.F2
Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
6-8.H.2.F1
Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.1.D3
Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.1.D2
Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.D1
Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.
6-8.H.1.F3
Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.1.F2

Unit 5: Chapter 5: World War II (1939–1945)

MS 8 US History 2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.G.2.F1

Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.

6-8.G.2.D1

Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.

6-8.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

6-8.G.1.F2

Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.G.1.F1

Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

Unit 5: Chapter 5: World War II (1939–1945)

MS 8 US History 2

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.G.1.F1

Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 5: Chapter 5: World War II (1939–1945)

MS 8 US History 2

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 6: Chapter 6: Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)

MS 8 US History 2

UNIT SUMMARY

Students will examine how the United States and Soviet Union emerged from World War II as global superpowers, analyzing how their competition for worldwide influence shaped the Cold War era. Students will investigate the dramatic social transformations of the 1960s and 1970s, exploring how movements for civil rights, environmental protection, and other social causes reshaped American society and continue to influence our nation today.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 6: Chapter 6: Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)

MS 8 US History 2

6-8.H.2.D1
Explaining how both unity and diversity have played and continue to play important roles in the history of the World.
6-8.H.2.F3
Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.F2
Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
6-8.H.2.F1
Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.1.D3
Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.1.D2
Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.D1
Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.
6-8.H.1.F3
Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.1.F2

Unit 6: Chapter 6: Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)

MS 8 US History 2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.G.2.D1

Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.

6-8.G.2.F1

Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.

6-8.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

Unit 6: Chapter 6: Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)

MS 8 US History 2

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

6-8.G.2.D1

Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Unit 6: Chapter 6: Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)

MS 8 US History 2

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 7: Chapter 7: The United States at Home and on the World Stage (1975–2000)

MS 8 US History 2

UNIT SUMMARY

Students will analyze how the United States experienced significant economic expansion and technological advancement during the 1980s and 1990s, while also examining America's evolving role in international affairs. They will investigate how American military and diplomatic involvement in regional conflicts around the world reflected the nation's position as the world's leading superpower following the end of the Cold War.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.D1

Unit 7: Chapter 7: The United States at Home and on the World Stage (1975–2000)

MS 8 US History 2

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

6-8.H.1.F3

Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Unit 7: Chapter 7: The United States at Home and on the World Stage (1975–2000)

MS 8 US History 2

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.PFE.1

Students understand the principles and processes of personal finance by:

6-8.PFE.1.F1

Explaining how scarcity influences choices and relates to the market economy.

6-8.PFE.1.F2

Identifying factors that contribute to spending and savings decisions.

6-8.PFE.1.D1

Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.

6-8.PFE.2

Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by:

6-8.PFE.2.F1

Describing the functions of financial institutions.

6-8.PFE.2.D1

Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.

6-8.PFE.3

Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:

Unit 7: Chapter 7: The United States at Home and on the World Stage (1975–2000)

MS 8 US History 2

6-8.PFE.3.D1

Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.

Unit 7: Chapter 7: The United States at Home and on the World Stage (1975–2000)

MS 8 US History 2

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.PFE.1.F1

Explaining how scarcity influences choices and relates to the market economy.

6-8.PFE.3

Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.1.D1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

Unit 7: Chapter 7: The United States at Home and on the World Stage (1975–2000)

MS 8 US History 2

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Unit 8: Chapter 8: The Challenges Ahead and Powerful Voices (2001–Present)

MS 8 US History 2

UNIT SUMMARY

Students will examine how America faced unprecedented challenges in the early 21st century, including the September 11, 2001 terrorist attacks and their far-reaching consequences for both domestic and foreign policy. They will analyze how the United States responded to complex economic, environmental, and political challenges during this period, investigating how these events continue to shape American society and our nation's role in the world today.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

Unit 8: Chapter 8: The Challenges Ahead and Powerful Voices (2001–Present)

MS 8 US History 2

6-8.H.1.F1
Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.
6-8.H.1.F2
Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.F3
Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.1.F4
Proposing and revising research questions related to a current social studies issue.
6-8.H.1.D1
Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.
6-8.H.1.D2
Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.D3
Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.1.D4
Making decisions related to the classroom, school, community, civic organization, Maine, or beyond; applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.2.F1

Unit 8: Chapter 8: The Challenges Ahead and Powerful Voices (2001–Present)

MS 8 US History 2

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.G.1.D2

Describing the impact of change on the physical and cultural environment.

6-8.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

6-8.G.1.D1

Identifying consequences of geographic influences through inquiry and formulating predictions.

6-8.G.1.F3

Evaluating a geographic issue of physical, environmental, or cultural importance.

Unit 8: Chapter 8: The Challenges Ahead and Powerful Voices (2001–Present)

MS 8 US History 2

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
National Common Core - Grade 8 - English Language Arts (ELA)
CCSS.ELA-Literacy.L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
Maine - Grade 6-8 - Social Studies
6-8.G.1.D2
Describing the impact of change on the physical and cultural environment.
6-8.G.1.D1
Identifying consequences of geographic influences through inquiry and formulating predictions.
6-8.G.1.F3
Evaluating a geographic issue of physical, environmental, or cultural importance.
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.2

Unit 8: Chapter 8: The Challenges Ahead and Powerful Voices (2001–Present)

MS 8 US History 2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.



6-8.H.1.D4

Making decisions related to the classroom, school, community, civic organization, Maine, or beyond; applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

MS 8 US History 2

Maine Virtual Academy

School Year 2024-2025 (Aug 26, 2024 - Jun 13, 2025)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Chapter 1: A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)	19 teaching days	Aug 28 - Sep 27, 2024
 Unit 2: Chapter 2: The Progressive Era, Social Movements, and Reform	19 teaching days	Sep 30 - Oct 30, 2024
 Unit 3: Chapter 3: America Becomes a World Power	20 teaching days	Oct 28 - Nov 25, 2024
 Unit 4: Chapter 4: America from the Twenties to the New Deal	16 teaching days	Nov 26 - Dec 20, 2024
 Unit 5: Chapter 5: World War II (1939–1945)	21 teaching days	Jan 17 - Feb 24, 2025
 Unit 6: Chapter 6: Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)	25 teaching days	Feb 19 - Apr 1, 2025
 Unit 7: Chapter 7: The United States at Home and on the World Stage (1975–2000)	22 teaching days	Mar 28 - May 23, 2025
 Unit 8: Chapter 8: The Challenges Ahead and Powerful Voices (2001–Present)	19 teaching days	May 12 - Jun 13, 2025

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 Unit 1: Chapter 1:...	29 Unit 1: Chapter 1:...	30 Unit 1: Chapter 1:...	31

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day	3 Unit 1: Chapter 1:...	4 Unit 1: Chapter 1:...	5 Unit 1: Chapter 1:...	6 Unit 1: Chapter 1:...	7
8	9 Unit 1: Chapter 1:...	10 Fall NWEA Testing	11 Fall NWEA Testing	12 Fall NWEA Testing	13 Unit 1: Chapter 1:...	14
15	16 Unit 1: Chapter 1:...	17 Unit 1: Chapter 1:...	18 Unit 1: Chapter 1:...	19 Unit 1: Chapter 1:...	20 Unit 1: Chapter 1:...	21
22	23 Unit 1: Chapter 1:...	24 Unit 1: Chapter 1:...	25 Unit 1: Chapter 1:...	26 Unit 1: Chapter 1:...	27 Unit 1: Chapter 1:...	28
29	30 Unit 2: Chapter 2:...	1 Unit 2: Chapter 2:...	2 Unit 2: Chapter 2:...	3 Unit 2: Chapter 2:...	4 Unit 2: Chapter 2:...	5

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 2: Chapter 2:...	1 Unit 2: Chapter 2:...	2 Unit 2: Chapter 2:...	3 Unit 2: Chapter 2:...	4 Unit 2: Chapter 2:...	5
6	7 Maine Through Year (Tentative)	8 Maine Through Year (Tentative)	9 Maine Through Year (Tentative)	10 Unit 2: Chapter 2:...	11 Unit 2: Chapter 2:...	12
13	14 Indigenous Peoples' Day	15 Unit 2: Chapter 2:...	16 Unit 2: Chapter 2:...	17 Unit 2: Chapter 2:...	18 Unit 2: Chapter 2:...	19
20	21 Unit 2: Chapter 2:...	22 Unit 2: Chapter 2:...	23 Unit 2: Chapter 2:...	24 Unit 2: Chapter 2:...	25 Unit 2: Chapter 2:...	26
27	28 Unit 2: Chapter 2:... Unit 3: Chapter 3:...	29 Unit 2: Chapter 2:... Unit 3: Chapter 3:...	30 Unit 2: Chapter 2:... Unit 3: Chapter 3:...	31 Unit 3: Chapter 3:...	1 Unit 3: Chapter 3:...	2

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 2: Chapter 2:... Unit 3: Chapter 3:...	29 Unit 2: Chapter 2:... Unit 3: Chapter 3:...	30 Unit 2: Chapter 2:... Unit 3: Chapter 3:...	31 Unit 3: Chapter 3:...	1 Unit 3: Chapter 3:...	2
3	4 Unit 3: Chapter 3:...	5 Unit 3: Chapter 3:...	6 Unit 3: Chapter 3:...	7 Unit 3: Chapter 3:...	8 Unit 3: Chapter 3:...	9
10	11 Veterans Day	12 Unit 3: Chapter 3:...	13 Unit 3: Chapter 3:...	14 Unit 3: Chapter 3:...	15 Unit 3: Chapter 3:...	16
17	18 Unit 3: Chapter 3:...	19 Unit 3: Chapter 3:...	20 Unit 3: Chapter 3:...	21 Unit 3: Chapter 3:...	22 Unit 3: Chapter 3:...	23
24	25 Unit 3: Chapter 3:...	26 Unit 4: Chapter 4:...	27 Thanksgiving	28 Thanksgiving	29 Thanksgiving	30

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 4: Chapter 4:...	3 Unit 4: Chapter 4:...	4 Unit 4: Chapter 4:...	5 Unit 4: Chapter 4:...	6 Unit 4: Chapter 4:...	7
8	9 Unit 4: Chapter 4:...	10 Unit 4: Chapter 4:...	11 Unit 4: Chapter 4:...	12 Unit 4: Chapter 4:...	13 Unit 4: Chapter 4:...	14
15	16 Unit 4: Chapter 4:...	17 Unit 4: Chapter 4:...	18 Unit 4: Chapter 4:...	19 Unit 4: Chapter 4:...	20 Unit 4: Chapter 4:...	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2	3	4

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2	3	4
5	6	7	8	9	10	11
12	13	14 Winter NWEA Testing	15 Winter NWEA Testing	16 Winter NWEA Testing	17 Unit 5: Chapter 5:...	18
19	20 Martin Luther King, Jr. Day	21 Unit 5: Chapter 5:...	22 Unit 5: Chapter 5:...	23 Unit 5: Chapter 5:...	24 Unit 5: Chapter 5:...	25
26	27 Unit 5: Chapter 5:...	28 Unit 5: Chapter 5:...	29 Unit 5: Chapter 5:...	30 Unit 5: Chapter 5:...	31 Unit 5: Chapter 5:...	1

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 5: Chapter 5:...	28 Unit 5: Chapter 5:...	29 Unit 5: Chapter 5:...	30 Unit 5: Chapter 5:...	31 Unit 5: Chapter 5:...	1
2	3 Unit 5: Chapter 5:...	4 Unit 5: Chapter 5:...	5 Unit 5: Chapter 5:...	6 Unit 5: Chapter 5:...	7 Unit 5: Chapter 5:...	8
9	10 Unit 5: Chapter 5:...	11 Unit 5: Chapter 5:...	12 Unit 5: Chapter 5:...	13 Unit 5: Chapter 5:...	14 Unit 5: Chapter 5:...	15
16	17 Presidents' Day	18 February Break	19 February Break	20 February Break	21 February Break	22
23	24 Unit 5: Chapter 5:... Unit 6: Chapter 6:...	25 Unit 6: Chapter 6:...	26 Unit 6: Chapter 6:...	27 Unit 6: Chapter 6:...	28 Unit 6: Chapter 6:...	1

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Unit 5: Chapter 5:... Unit 6: Chapter 6:...	25 Unit 6: Chapter 6:...	26 Unit 6: Chapter 6:...	27 Unit 6: Chapter 6:...	28 Unit 6: Chapter 6:...	1
2	3 Unit 6: Chapter 6:...	4 Unit 6: Chapter 6:...	5 Unit 6: Chapter 6:...	6 Unit 6: Chapter 6:...	7 Unit 6: Chapter 6:...	8
9	10 Unit 6: Chapter 6:...	11 Unit 6: Chapter 6:...	12 Unit 6: Chapter 6:...	13 Unit 6: Chapter 6:...	14 Unit 6: Chapter 6:...	15
16	17 Unit 6: Chapter 6:...	18 Unit 6: Chapter 6:...	19 Unit 6: Chapter 6:...	20 March Break	21 March Break	22
23	24 Unit 6: Chapter 6:...	25 Unit 6: Chapter 6:...	26 Unit 6: Chapter 6:...	27 Unit 6: Chapter 6:...	28 Unit 6: Chapter 6:... Unit 7: Chapter 7:...	29
30	31 Unit 6: Chapter 6:... Unit 7: Chapter 7:...	1 Unit 6: Chapter 6:... Unit 7: Chapter 7:...	2 Unit 7: Chapter 7:...	3 Unit 7: Chapter 7:...	4 Unit 7: Chapter 7:...	5

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 6: Chapter 6:... Unit 7: Chapter 7:...	1 Unit 6: Chapter 6:... Unit 7: Chapter 7:...	2 Unit 7: Chapter 7:...	3 Unit 7: Chapter 7:...	4 Unit 7: Chapter 7:...	5
6	7 MEA Science (HS)	8 MEA Science (HS)	9 MEA Science (HS)	10 MEA Science (HS)	11 MEA Science (HS)	12
13	14 Unit 7: Chapter 7:...	15 Unit 7: Chapter 7:...	16 Unit 7: Chapter 7:...	17 Unit 7: Chapter 7:...	18 April Vacation	19 April Vacation
20 April Vacation	21 April Vacation	22 April Vacation	23 April Vacation	24 April Vacation	25 April Vacation	26
27	28 Unit 7: Chapter 7:...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 7: Chapter 7:...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 7: Chapter 7:...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 7: Chapter 7:...	3
4	5 Unit 7: Chapter 7:...	6 Unit 7: Chapter 7:...	7 Unit 7: Chapter 7:...	8 Unit 7: Chapter 7:...	9 Unit 7: Chapter 7:...	10
11	12 MEA (ELA & Math)	13 MEA (ELA & Math)	14 MEA (ELA & Math)	15 MEA (ELA & Math)	16 MEA (ELA & Math)	17
18	19 Unit 7: Chapter 7:... Unit 8: Chapter 8:...	20 Unit 7: Chapter 7:... Unit 8: Chapter 8:...	21 Unit 7: Chapter 7:... Unit 8: Chapter 8:...	22 Unit 7: Chapter 7:... Unit 8: Chapter 8:...	23 Unit 7: Chapter 7:... Unit 8: Chapter 8:...	24
25	26 Memorial Day	27 Unit 8: Chapter 8:...	28 Unit 8: Chapter 8:...	29 Unit 8: Chapter 8:...	30 Unit 8: Chapter 8:...	31

June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 8: Chapter 8:...	3 Unit 8: Chapter 8:...	4 Unit 8: Chapter 8:...	5 Unit 8: Chapter 8:...	6 Unit 8: Chapter 8:...	7
8	9 Unit 8: Chapter 8:...	10 Unit 8: Chapter 8:...	11 Unit 8: Chapter 8:...	12 Unit 8: Chapter 8:...	13 Unit 8: Chapter 8:...	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5