

Sample: Lincoln Interactive Alignment

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|--|--|--|--|--|--|
| ideas and relevant supporting details from text. | | | | | |
| based on information from text. | | | | | |
| based on information from text. | | | | | |
| point of view of the narrator as first person or third person point of view. | | | | | |
| ation, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution. | | | | | |
| ideas and relevant supporting details from text. | | | | | |
| text that support its intended purpose. | | | | | |
| ideas and relevant supporting details from text. | | | | | |
| of fact and opinion in nonfictional text. | | | | | |
| point of view of the narrator as first person or third person point of view. | | | | | |
| ideas and relevant supporting details from text. | | | | | |
| text that support its intended purpose. | | | | | |
| ideas and relevant supporting details from text. | | | | | |
| and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. | | | | | |
| and/or analyze the relationship between characters and other components of text. | | | | | |
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| and/or analyze the relationship between characters and other components of text. | | | | | |
| and when an affix is added; identify the meaning of a word from the text with an affix. | | | | | |
| and when an affix is added; identify the meaning of a word from the text with an affix. | | | | | |
| age, or identify content that would best fit in a specific section of text. | | | | | |
| connections between text and the content of graphics and charts. | | | | | |
| ation, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution. | | | | | |
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| s or phrases changes when using context clues given in explanatory sentences. | | | | | |
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Course Information



Course Information

English 8 - Part 2

English 8 Part 2 is a genre-based course comprised of literature, language, grammar, writing and vocabulary. Focus is on a deeper reading of literature—one that moves from reading comprehension to literary analysis and personal evaluation of the piece. Basic skills are emphasized in the context of literary pieces and are reinforced with practice and essay writing. Students are encouraged to bring personal experiences to each literary piece in order to connect with each story, poem, drama or non-fiction article. Added to Part 2 is a comprehensive research project that encompasses the entire scope of research from approach to finish.

Course Overview

Essential Content and Skills

Unit 1:

- ▶ Understand the purposes and characteristics of both fiction and nonfiction
- ▶ Identify the components of plot
- ▶ Read, comprehend, analyze and respond to fiction
- ▶ Read and comprehend nonfiction
- ▶ Set a purpose for reading
- ▶ Make predictions while reading
- ▶ Utilize everyday reading in maps and schedules
- ▶ Preview a text
- ▶ Evaluate an author's purpose
- ▶ Build vocabulary
- ▶ Spell correctly words with double consonants
- ▶ Understand and use prefixes pre- and re-
- ▶ Understand and use suffixes -ize, -yze, -tion and -sion
- ▶ Identify personal pronouns
- ▶ Identify reflexive pronouns
- ▶ Apply usage rules for plural nouns
- ▶ Write an autobiographical essay

Unit 2:

- ▶ Understand themes in American literature
- ▶ Analyze short fiction
- ▶ Identify the qualities of heroic characters
- ▶ Identify the theme of literary pieces
- ▶ Compare and contrast characters
- ▶ Summarize while reading
- ▶ Set a purpose for reading
- ▶ Use transitions in writing
- ▶ Apply usage rules for capital letters

- ▶ Apply usage rules for colons and semi-colons
- ▶ Use prefixes dis-, non-, un- and a-
- ▶ Build vocabulary
- ▶ Understand and use foreign vocabulary words in context
- ▶ Write using appropriate sentence structure
- ▶ Write a cause-and-effect essay

Unit 3:

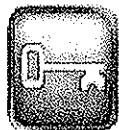
- ▶ Understand characteristics and types of drama
- ▶ Read and analyze drama
- ▶ Identify character motivation based on dialogue
- ▶ Understand cause and effect in reading
- ▶ Understand elements of dialogue in literary pieces
- ▶ Use root words –fac- and –sequ-
- ▶ Understand and identify independent and subordinate clauses
- ▶ Build vocabulary
- ▶ Spell correctly words in plural form
- ▶ Write creatively using a journal format based on the literary piece

Unit 4:

- ▶ Understand the research process
- ▶ Choose and narrow a topic for research
- ▶ Find and evaluate sources
- ▶ Develop and refine a thesis statement
- ▶ Gather details through note taking
- ▶ Outline and organize notes
- ▶ Identify plagiarism
- ▶ Use the writing process in research
- ▶ Refine introductions and conclusions
- ▶ Edit at both the paragraph and sentence level
- ▶ Peer/Self review for clarity
- ▶ Use proofreading skills
- ▶ Format an MLA paper, including Works Cited pages
- ▶ Publish a final draft

Welcome to this Lincoln interactive course.

In our determination to be a model of academic excellence, we have added icon tags for key concept, reinforcement, and enrichment activities to indicate the appropriate level of instruction. Icons are also included for our media content that supplement the lessons' content.



Key Concept

These concepts are the main components of the lesson, the ones you must know.



Reinforcement

These activities stimulate memory to help you practice and retain your skills.



Enrichment

These activities extend learning beyond the normal course and enhance your learning experience.

Please use the above tags to achieve your goals in each lesson.

Audio Podcast

Audio Podcast



Each lesson of this course has a corresponding podcast. Click the play button or download the podcast to your computer to listen to the lesson..

Newscast



Each lesson has a corresponding Newscast, a short video revisiting the previous lesson's objectives and previewing the current lessons main points.

Under Construction



Lincoln Interactive is working constantly to improve its content. This page indicates new media is being created so please check back again soon!

Academic Honor Code

Students enrolled in Lincoln Interactive courses are expected to do their own work. Any actions from students, parents, staff, or visitors that in any way interfere with delivery of instruction or threaten the integrity of Lincoln Interactive courses will not be tolerated. If more than one violation occurs during any course, the student will be removed from the course and receive a failing grade.

The following are examples of infractions of the Academic Honor Code:

- ▶ **Cheating** – Acting dishonestly, copying, or using someone else's work is an unacceptable. Any student caught cheating will earn a failing grade (50%) for the assignment in which the cheating occurred, and a written warning will be documented. To earn half credit (50%) for the assignment in question, a student may resubmit the work (with directions from the Teacher Facilitator). If the work is not submitted within the required time frame as determined by the Teacher Facilitator, a zero (0%) will be awarded. Any second offense will result in immediate removal from the course with a failing grade.
- ▶ **Plagiarism** – The act of taking someone else's ideas, words, or writing and attempting to pass them off as your own or using them in any way without permission is an unacceptable. Any student caught plagiarizing will receive a failing grade (50%) for the assignment in which the plagiarism occurred, and a written warning will be documented. To earn half credit (50%) for the assignment in question, a student may resubmit the work (with directions from the Teacher Facilitator). If the work is not submitted within the required time frame as determined by the Teacher Facilitator, a zero (0%) will be awarded. Any second offense will result in removal from the course with a failing grade.
- ▶ **Insubordination** – Not accepting directions or refusing to cooperate with Lincoln Interactive staff is unacceptable. Students are expected to use email, discussion board and phone communication in an appropriate manner. If the student uses these forums in a disrespectful tone or threatening manner to a Teacher Facilitator or a fellow student, the parent of the offending student will immediately be notified, and the dialogue will be removed from any public forum. Any second offense will result in permanent removal from the Discussion Board, email and any other communication tool used.
- ▶ **Equal Opportunity** - We are an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and/or handicap in its activities, programs or employment practices.



Assessments

Assessment Point Totals and Other Details

The Lincoln Interactive Point Distribution Chart shown below gives a detailed overview of point values for assessments in a Lincoln Interactive course. This will be an important tool for you to use when you are planning out the point values for assessments in the course you are developing.

Lincoln Interactive Point Distribution Chart

Mid-Unit Quizzes (4) @ 25 points each 100 points

- ▶ 75% Objective
- ▶ 25% Subjective

Exam Review (4) NONGRADED

- ▶ Need to be set up as auto graded
- ▶ Can be pulled from test pools used in previous lessons

Unit Exams (4) @ 100 points each 400 points

- ▶ 75% Objective
- ▶ 25% Subjective

Graded Lessons (10 lesson assignments) @ 100 points total per Unit 400 points

- ▶ Graded

- Each lesson will have an assignment.

Cumulative Final Exam 100 points
Total points for a semester course: 1000 points

Course Materials

The materials for this course are....

English 8 Part 2 Course Guide
Prentice Hall Literature, Penguin Edition Grade 8

Course Guide

A digital version of the Course Guide is currently available for your immediate use. You can access it within this Course Information page by clicking the button below and by clicking the Course Guide button in the left menu.

To download this guide to your desktop, right click on the button and select "Save Link As..."

Course Guide

Media Acknowledgements

Course developers and media specialists associated with NNDS make use of public domain materials that can be located using search engines designed to provide visual images that can be used for commercial purposes.

Click [here](#) to see the list of sites used.

Math 7 Part 2

Unit 1 Lesson 6

Objectives

- Use equations to solve problems involving percent.



Instruction

Before moving on with the lesson, please read pages 298-299 in your textbook and review the provided examples.



This lesson will focus on how to use the percent equation to solve problems.

WARM-UP!

Solve each equation.

1. $3n = 51$

2. $x/4 = 12$

We solved equations in our warm-up problems today as a transition to solving equations that involve percents. First, we need to learn the equation formula for solving percent problems:

$$A = P\% \cdot B$$

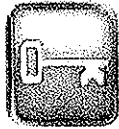
In this formula the "A" is for AMOUNT, the "B" is for the BASE, and the "P" is for the PERCENT. The symbols "=" and "x" in this formula are new to this lesson. The "=" in words is usually written as "equals" or "is," and the "x" is always "of."

When trying to find a part or the amount in a percent equation

problem, you are always looking for the "A." Here's a sample problem: 64% of 50 is what number? First, you want to rewrite the problem using the percent equation. The problem now looks like this: $A = 64\% \times 50$. Next, you want to convert the 64% into 0.64 by moving the decimal place two places, because we CAN'T multiply a percent by a whole number. Finally, we need to multiply 0.64 by 50 to equal 32. Our answer to this problem is 32, which means 32 is 64% of 50.



Click [here](#) to view the interactive video "Finding the Amount using the Percent Equation."



In order to find the whole or the base in a percent equation problem, look for the "B." Let's look at the problem 40% of what number is 30? First, we want to get it set in the percent equation formula form: $30 = 40\% \times B$. Next, we want to convert our percent to a decimal by moving the decimal point two places to the left, 40% to 0.4. Now we want to get the "B" by itself, so we will divide both sides of the equation by 0.4. "B" will now be by itself giving us an answer of $75 = B$. Our complete equation would be 30 is 40% of 75.



Click [here](#) to view the interactive video "Finding the Whole using the Percent Equation."



In the last two lessons, we have gone over two very different, yet similar, ways to work with percent problems. As you continue, you may decide to work with the method you found to be easier. Some people really like the proportion method and others really like the equation method.



PRACTICE!

Practice Set #1: Refer to p. 300 and complete #7-19 ODD. You can find the answers to this practice activity at the end of the lesson.

Click [here](#) to take a quiz to test your knowledge on the skills covered in today's lesson.



Click [here](#) to play a game involving Using the Percent Equation.



Let's review what you have learned in today's lesson!

WARM-UP REVIEW!

1. 17
2. 48

CLOSURE

How can you solve percent problems with equations?

Please check your answers to the practice sets here and closure questions below

| Practice | Problem | Answers |
|----------|---------|---------|
|----------|---------|---------|

Click [here](#) to take a quiz to test your knowledge on the concepts

covered today.

Complete the U1L6 graded assignment.

Closure question answer is: Translate the words into an equation that relates the percent, the part, and the whole. Solve for the unknown value.



Assignments

ASSIGNMENTS!

Read pages 294-295 in your textbook.

Complete the warm – up exercises and check your answers at the end of the lesson.

View the interactive video “Finding the Amount Using the Percent Equation.”

View the interactive video “Finding the Whole Using the Percent Equation.”

Play a game involving Using Percent Equation.

Complete Practice Problems and check your answers at the end of the lesson.

Take the quiz covering all the concepts from today’s lesson using the provided web link within the lesson.

Complete the Closure question and check your answer at the end of the lesson.

Complete the U1L6 graded assignment.



Dynamic Curriculum for Lifelong Learners

English 8 Part 2

Developer
Heather Weiderstein

Reviewer
Larissa Flodine

Textbook
Prentice Hall Literature, Penguin Edition Grade 8.
Pearson, 2007.

N008EN.2.PE.08-CG

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Disclaimer

This Lincoln Interactive course guide is a supplemental resource for this course. This guide does not contain all of the necessary course materials. All course materials will be found in the course in Blackboard™.

Equal Opportunity

The National Network of Digital Schools is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and/or handicap in its activities, programs or employment practices.

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Preface



Welcome to your Lincoln Interactive course. This guide is a resource for you to use along with the textbook or other materials that you have received for this course; it **does not represent the coursework in its entirety**. You will access your course through the Blackboard Learning System™, and there you will view not only lessons but also additional online activities, worksheets, assignments, quizzes, and exams.

The Lincoln Interactive courses are to be completed as one-semester courses; most include four units encompassing ten lessons each. Frequent assessment usually includes four mid-unit quizzes, unit exams, and a cumulative final exam that follows your regular daily lesson preparation. Each Lincoln Interactive course has a Teacher Facilitator that you can email or post a question through the Discussion Board.

To access your Lincoln Interactive course, you will need to log in to the Blackboard Learning System™. You will then be prompted to enter your username and password provided to you by your school advisor. Once you have logged in, you will access this course by clicking on the course name from the **My Courses** module located on the right side of **My Cyber Page** tab in the Blackboard Learning System™.

This course guide has been provided to you for use as a printed reference. We hope you find it helpful, especially if you are new to online learning.

We wish you success in this course and hope that by choosing Lincoln Interactive you will expand your joy of learning.



Student Policies and Procedures

Course Organization

The Lincoln Interactive staff is dedicated to providing academic opportunities for all students who desire an alternative to the traditional model of instruction. The staff strives to develop exemplary courses in cyber education and to empower each student to succeed.

Lincoln Interactive courses offer flexibility in scheduling, regular feedback from highly trained, certified teachers, and a variety of course content. Most self-paced semester courses include four units, each encompassing ten lessons. Each lesson is tightly aligned to the state's academic standards and supported by an overview of the content material prepared by a Lincoln Interactive Course Developer. Assignments engage the student in web-based and interactive textbook experiences where knowledge is assessed automatically for on-the-spot feedback. Lesson features may include additional examples with detailed solutions, I-Text (interactive textbook), web investigations, and Microsoft PowerPoint and video presentations. Within each course, the student interacts with a dedicated Teacher Facilitator and with other students. These interactions are through content-driven discussions and are supported throughout the student's lessons. In addition to daily assignments, frequent assessments include four mid-unit quizzes, four unit exams, and a final exam.

Daily lessons include activities that are guided, offering the opportunity to practice without pressure to perform. Each activity is important for mastery of objectives or for preparation for assessment. Types of activities may include skills practice or projects where the student is able to check his own work via suggested responses found within the lesson content. Students are encouraged to participate in the Discussion Board to view examples of student work.

A semester should be completed within 18 weeks with each lesson completed in two sixty-minute sessions. Working one hour per day per subject, the student can complete 2 ½ lessons per week. The Teacher Facilitator monitors student progress throughout the semester. If the student does not demonstrate progress, the student's guardians will be contacted by the school's advisor. If lack of progress persists, a conference may be requested.

Lincoln Interactive Course Developers carefully select student resources that are unmatched in online instruction. Each course provides experiences in varying learning styles. Experiences may include activities in web-based inquiry, videos, and I-Text interactive materials. Directions to access videos, post a strand on the Discussion Board, or navigate an I-Text are found in the **Technology Help** folder of all Lincoln interactive courses.

When a student begins any Lincoln interactive course, he or she should review the **Course Information** before beginning the first lesson. Having the right information before starting a lesson is important to course success.

The contents of the Course Information folder include:

- Course Description
- Unit Description
 - Unit Overviews
 - Essential Content and Skills
- State Academic Standards
- Procedures of Assessment

On the first day, a student should complete several organizational tasks before beginning the first lesson. He or she should purchase a calendar and mark when the first, second, third, and fourth units should be completed and when the mid-unit quizzes, unit exams, and the final exam should be taken. A Course Completion Calculator has also been inserted into the **Course Information** section of each course as a planning resource for parents and students. Each school day the student should schedule approximately one hour per class to accomplish some of the lesson. A lesson is a two-day plan, so the student should schedule his or her time accordingly. The Unit and Lesson folders contain all supporting documents that are available to accomplish the lesson's tasks.

Each lesson is designed to provide guided practice to master the objectives of the lesson. Each activity, whether graded or non-graded, should be completed to insure comprehension. Each lesson will support the textbook by providing:

- An **Objective** that states what the student should master by completing the lesson.
- The **Instruction** that contains teacher dialogue and guided practice. In addition to the textbook and its standard assessments, the lesson provides additional activities to ensure mastery:
 - **Key Concept Tag** – These concepts are the main components of the lesson, the ones you must know.
 - **Reinforcement Tag** – These activities stimulate memory to help you practice and retain your skills.
 - **Enrichment Tag** – These activities extend learning beyond the normal course and enhance your learning experience.
 - Additional examples with detailed solutions
 - Helpful website link that reinforces a concept or objective
 - Ancillary text or resource material(s)
 - PowerPoint presentations
 - On-Demand video clips
 - Tutoring software
 - iPod recordings
- A summary of all lesson **Assignments** that are included in the lesson instruction.
 - The Teacher Facilitator has a variety of assessment options. The Teacher Facilitator may ask that a student completes a non-graded assignment and checks the work. It is important not to skip the lesson and go straight to the answers. Many questions on the mid-unit quizzes or cumulative final exam are derived from these non-graded assessments; therefore, the student should complete these assessments as if the teacher grades them.
 - Each mid-unit quiz provides the student the opportunity to be evaluated through objective-based questioning. The unit exam or final exam provides the student approximately 75% of the test with objective-based questions (multiple-choice, matching, true-false or completion). To prepare students for writing examinations, open-ended or free-response writing prompts worth approximately 25% of the overall assessment are included. The prompts assess not only content but also writing skills. Teachers may vary assessments to meet the requirements of the course. For example, English and other writing-intensive courses may include a research paper, speech, or other writing demonstration as a replacement for a quiz or exam. The student should read the course's assignment checklist to understand other course requirements.

Lesson Policy

In order to successfully complete a semester of any Lincoln Interactive course, the student will usually complete four units of instruction. Each unit will consist of ten lessons that encompass a unifying theme. Within each lesson, additional instructional activities and assignments will provide the necessary practice of skills to prepare for a mid-unit quiz and a unit exam. Completion of ten lessons, four unit exams, and a cumulative final exam in each unit will evaluate the student's understanding of the material presented.

A semester may be completed within 18 weeks. Each lesson should be accomplished in two sixty-minute sessions. Working one hour per day per subject, the student will complete 2 ½ lessons per week. The student's Teacher Facilitator will monitor progress throughout the semester. If the student does not demonstrate progress, the student's guardians will be contacted. If lack of progress persists, a conference may be requested.

Each lesson will support the textbook by providing:

- An **Objective** that states what the student should master by completing the lesson.
- The **Instruction** that contains teacher dialogue and guided practice.
- A bulleted list of **Assignments**, which reviews all assignments directed within the lesson instruction.

The course is designed to follow the recommended Lincoln Interactive course model:

Unit 1

- Complete Lessons 1-5 and all of the assignments.
 - Following Lesson 5, review for the Mid-Unit 1 Quiz. 10th Day of Instruction
 - Complete the Mid-Unit 1 Quiz. 20th Day
- Complete Lessons 6-10 and all of the assignments.
 - Following Lesson 10, review for the Unit Exam. 21st Day
 - Complete the Unit 1 Exam. 22nd Day

Unit 2

Same format as in Unit 1 guidelines

- Lessons 1-5 and Mid-Unit 2 Quiz 32nd Day of Instruction
- Lessons 6-10 42nd Day
- Unit 2 Review 43rd Day
- Unit 2 Exam 44th Day

Unit 3

- Lessons 1-5 and Mid-Unit 3 Quiz 54th Day of Instruction
- Lessons 6-10 64th Day
- Unit 3 Review 65th Day
- Unit 3 Exam 66th Day

Unit 4

- Lessons 1-5 and Mid-Unit 4 Quiz 76th Day of Instruction
- Lessons 6-10 86th Day
- Unit 4 Review 87th Day
- Unit 4 Exam 88th Day

Final Cumulative Review

89th Day of Instruction

Final Cumulative Exam

90th Day



Testing Policy

Each lesson contains activities and assignments that are completed as a guided practice to the lesson content. The lesson activities and assignments may be self-assessed by the student or graded by the Teacher Facilitator. There is a minimum of one assignment in each lesson. The type of assignment and number of points will vary from course to course. There is a total of 50 lesson points per unit that are completed in addition to a mid-unit quiz, unit exam, and cumulative final exam.

Graded Assignments

Graded work is submitted to the Teacher Facilitator by using a Blackboard™ Test Manager or a View/Complete form.

These graded assignments are standard for all units:

- **Mid-Unit Quiz** following Lesson 5, assessing Lessons 1-5
- **Unit Exam** following Lesson 10, assessing Lessons 1-10
 - One day of review
 - One day of testing
- **Final Exam** following Unit 4, assessing Units 1-4
 - One day of review
 - One day of testing

Please adhere to the following guidelines:

- Submit only **YOUR ORIGINAL** work.
- Follow directions completely. You will lose points for incomplete assignments.
- Be prepared for all assessments.

Any student who is taking an assessment should always record the answers on a separate sheet of paper or other electronic document (Microsoft™ Word document) before or while entering them in the Blackboard™ Learning System in the rare case of a technological error. Any student that exits an exam before saving may lose any material that was not previously saved. If the student experiences any technical difficulties, he or she should contact the technical support team at (866)-990-6637.

When the student submits assignments in a View/Complete form, he or she must be patient and wait for the "Submission Complete" prompt to appear on the screen. If the student uses the back button or closes the screen before the prompt appears, the file will be corrupted. The Teacher Facilitator is then unable to open the file or to provide feedback.

The student should contact the Teacher Facilitator for further suggestions for studying before taking a quiz, exam, or final. A good rule of thumb is to review thoroughly and prepare the assignment, quiz, exam, or final before submitting it to the Teacher Facilitator.

Grading Policy

Lincoln Interactive Point Distribution

| | | |
|--|-------------------|--------------------|
| Mid-Unit Quizzes (4) | @ 50 points each | 200 points |
| Exam Reviews (4) | @ 25 points each | 100 points |
| Unit Exams (4) | @ 100 points each | 400 points |
| Graded Assignments | @ 50 points/unit | 200 points |
| Cumulative Final Exam | | 100 points |
| Total points for a semester course: | | 1000 points |

Lincoln Interactive Grading Scale

| Point Value | Percentage | Letter Grade |
|-------------|------------|--------------|
| 1000 - 900 | 100% - 90% | A |
| 899 - 800 | 89% - 80% | B |
| 799 - 700 | 79% - 70% | C |
| 699 - 600 | 69% - 60% | D |
| 599 - 0 | 59% - 0% | F |

Book Return Policy

Lincoln Interactive promises to provide you with the best resources available for instruction. Each school year you will receive a package carefully delivered to your home. By accepting this package, you are responsible for the care of your course materials. All books and materials are the property of Lincoln Interactive. Workbooks are consumables and need not be returned. All other textbooks and materials must be returned upon course completion or course withdrawal. Please forward all materials to:

Lincoln Interactive
Central Shipping & Receiving
617 Midland Avenue
Midland, Pennsylvania, 15059

Please take special care of the course materials. Please use the following guidelines:

- Do not write in your books with pencils, pens, crayons, markers, or highlighters.
- Do not bend or fold pages. Removable notes or flags are great alternatives.
- Make every effort to protect the textbooks and their covers.

Each course textbook is bar coded and stamped. If a book is damaged or not returned, a fine will be assessed to the parent/guardian.

The Curriculum Department and Lincoln Interactive Course Developers have selected excellent materials. Embrace, enjoy, and be enriched by the wealth of instructional materials provided to you.

Course Information

Course Description: English 8 Part 2 is a genre-based course comprised of literature, language, grammar, writing and vocabulary. Focus is on a deeper reading of literature—one that moves from reading comprehension to literary analysis and personal evaluation of the piece. Basic skills are emphasized in the context of literary pieces and are reinforced with practice and essay writing. Students are encouraged to bring personal experiences to each literary piece in order to connect with each story, poem, drama or non-fiction article. Added to Part 2 is a comprehensive research project that encompasses the entire scope of research from approach to finish.

Editors: Nicole Costlow; Ryan Neill

Course Materials: [Prentice Hall Literature, Penguin Edition Grade 8, Pearson, 2007.](#)

Unit 1 Description

- Understand the purposes and characteristics of both fiction and nonfiction
- Identify the components of plot
- Read, comprehend, analyze and respond to fiction
- Read and comprehend nonfiction
- Set a purpose for reading
- Make predictions while reading
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- Preview a text
- Evaluate an author's purpose
- Build vocabulary
- Spell correctly words with double consonants
- Understand and use prefixes pre- and re-
- Understand and use suffixes -ize, -yze, -ton and -sion
- Identify personal pronouns
- Identify reflexive pronouns
- Apply usage rules for plural nouns
- Write an autobiographical essay

Unit 2 Description

- Understand themes in American literature
- Analyze short fiction
- Identify the qualities of heroic characters
- Identify the theme of literary pieces
- Compare and contrast characters
- Summarize while reading
- Set a purpose for reading
- Use transitions in writing
- Apply usage rules for capital letters
- Apply usage rules for colons and semi-colons
- Use prefixes dis-, non-, un- and a-
- Build vocabulary
- Understand and use foreign vocabulary words in context
- Write using appropriate sentence structure
- Write a cause-and-effect essay

Unit 3 Description

- Understand characteristics and types of drama
- Read and analyze drama
- Identify character motivation based on dialogue
- Understand cause and effect in reading
- Understand elements of dialogue in literary pieces
- Use root words –fac- and –sequ-
- Understand and identify independent and subordinate clauses
- Build vocabulary
- Spell correctly words in plural form
- Write creatively using a journal format based on the literary piece

Unit 4 Description

- Understand the research process
 - Choose and narrow a topic for research
 - Find and evaluate sources
 - Develop and refine a thesis statement
 - Gather details through note taking
 - Outline and organize notes
 - Identify plagiarism
 - Use the writing process in research
 - Refine introductions and conclusions
 - Edit at both the paragraph and sentence level
 - Peer/Self review for clarity
 - Use proofreading skills
 - Format an MLA paper, including Works Cited pages
 - Publish a final draft
-

Supplemental Media

Audio Podcast

Audio Podcast



Each lesson of this course has a corresponding podcast. Click the play button or download the podcast to your computer to listen to the lesson.

Newscast



Each lesson has a corresponding Newscast, a short video revisiting the previous lesson's objectives and previewing the current lesson's main points.

Under Construction

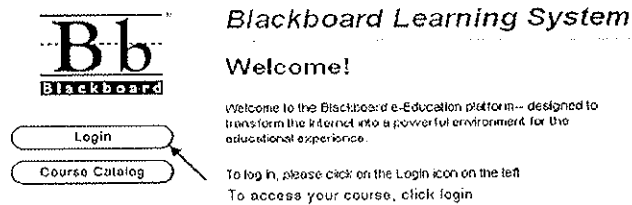


Lincoln Interactive is working constantly to improve its content. This page indicates new media is being created so please check back again soon!

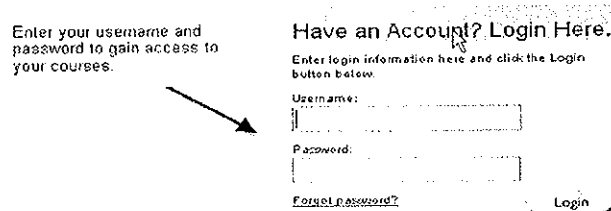
Course Access

Follow these five steps to access your Lincoln Interactive Course

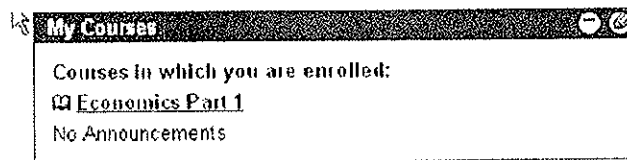
Step 1: Go to your Blackboard site and log in using your username and password provided by your school.



Step 2: Sign in under your username and enter your password (pictured below).

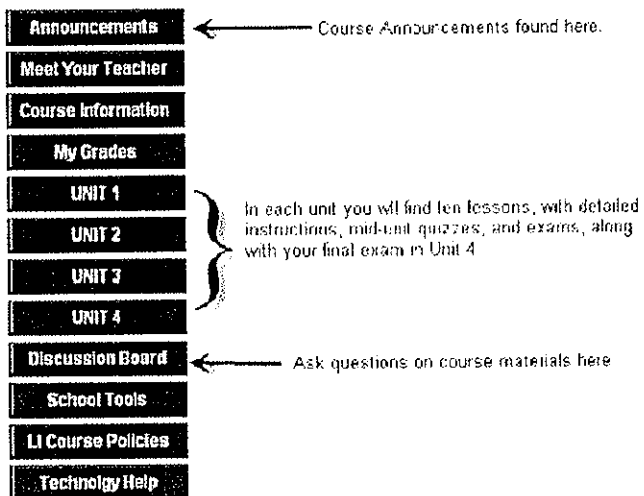


Step 3: Find the box labeled "My Courses" and then click on the desired course you wish to access (pictured below).















Under "My Courses" choose which course you wish to access. Only courses that you are taking will be under this section

Step 4: Access your lessons and assignments by clicking on the appropriate "Unit" link (pictured below).



Step 5: Access your lessons, assignments, quizzes and exams by clicking on the links within the course (pictured below).

Assignment checklist here → [Unit 1 Checklist \(opens in new window\)](#)

-  [Lesson 1](#)
Scarcity and the Factors of Production
-  [Lesson 2](#) ← To access your Lincoln Interactive Course lesson, click on the "Lesson" link, like the ones to the left.
Opportunity Cost
-  [Lesson 3](#)
Production Possibilities Curve
-  [Lesson 4](#)
Answering the Three Economic Questions
-  [Lesson 5](#)
The Free Market
-  [Mid-Unit 1 Quiz](#)
Complete the Mid-Unit Quiz before continuing to Lesson 6.
-  [Lesson 6](#)
Centrally Planned and Modern Economies
-  [Lesson 7](#)
Benefits of Free Enterprise
-  [Lesson 8](#)
Promoting Growth and Stability
-  [Lesson 9](#)
Providing Public Goods
-  [Lesson 10](#)
Providing a Safety Net
-  [Unit 1 Exam Review and Unit 1 Exam](#)
Please complete the Unit Exam Review and Unit Exam before continuing to the next unit.

Mid-Unit quizzes and exams are indicated as well

English 8 Part 2

Unit 1 Assignment Checklist

Lesson 1

Day 1

- Read about fiction and nonfiction.
- Distinguish between fiction and nonfiction.
- Complete the worksheet on fiction and nonfiction.
- Memorize the spelling and meaning of the vocabulary words.
- Complete the vocabulary worksheet.

Day 2

- Read "The Baker Heater League" on pages 7-10.
- Answer questions about the selection.
- Read "The 11:59" on pages 13-20.
- Answer question about the selection.
- Complete "Apply the Skills" 1-4a, 5 and 6 on page 22.
- Complete the online self tests on each selection.
- Complete the graded assignment on the two selections (10 points).

Lesson 2

Day 1

- Draw a plot diagram.
- Read more about plot online.
- Memorize the spelling and meaning of vocabulary words.
- Complete the vocabulary worksheet.
- Complete a reading warm-up.

Day 2

- Read "A Retrieved Reformation" by O. Henry on pages 28-35.
 - Complete the worksheet on predictions as you read.
 - Answer questions about the selection.
 - Complete "Apply the Skills" on page 36.
 - Take an online self test on the selection.
-

Lesson 3

Day 1

- Develop a new ending to "A Retrieved Reformation" using the worksheet.
- Write and revise your ending.
- Submit your ending (20 points).

Day 2

- Identify words using the prefix *pre-*.
- Explain how the prefix *pre-* gives words meaning that includes "before" or "in advance."
- Complete a worksheet on *pre-*.
- Practice identifying common and proper nouns.
- Complete a worksheet on common and proper nouns.
- Read more about nouns online.

Lesson 4

Day 1

- Read about fiction and nonfiction.
- Read and understand a ferry schedule.
- Read and understand a map.
- Complete "Monitor Your Progress" 1-6 on page 77.

Day 2

- Memorize the spelling and meaning of the vocabulary words.
- Read "Old Ben" on pages 80-84.
- Answer questions about the selection.
- Complete "Thinking About the Selection" on page 84.

Lesson 5

Day 1

- Memorize the spelling and meaning of the vocabulary words.
- Read "The Adventure of the Speckled Band" from pages 106-116.
- Answer questions about the selection.
- Summarize the selection to this point in the story.

Day 2

- Review your summary of pages 106-116.
- Read "The Adventure of the Speckled Band" from pages 117-133.
- Answer questions about the selection.
- Complete "Apply the Skills" on page 134.
- Take an online self test.

Mid-Unit Quiz

Lesson 6

Day 1

- Practice making and using words with the suffixes *-yze* and *-ize*.
- Complete the suffix worksheet.
- Practice identifying and using personal pronouns.
- Complete a worksheet on personal pronouns.
- Read more about personal pronouns online.

Day 2

- Memorize the spelling and meaning of this lesson's vocabulary.
- Practice vocabulary on two worksheets.
- Read an excerpt from *An American Childhood* by Annie Dillard.
- Answer questions about the selection.
- Complete "Apply the Skills" on page 142.
- Take an online self test.
- Complete the graded assignment (10 points).

Lesson 7

Day 1

- Use words with the prefix *re-*.
- Complete a worksheet on the prefix *re-*.
- Practice using plural nouns.
- Complete a worksheet on plural nouns.
- Read more about plural nouns online.

Day 2

- Preview "Sun Suckers and Moon Cursers" by Richard and Joyce Wolkomir.
- Read the magazine article in your text on pages 147-150.
- Answer the questions about the selection as you read.
- Complete "Monitoring Your Progress" on page 151.

Lesson 8

Day 1

- Memorize the spelling and meaning of the vocabulary words.
- Complete two worksheets to build your understanding of the vocabulary.
- Read "Build Understanding" on page 153.
- Explore information about John Steinbeck.
- Read more about Steinbeck online.

Day 2

- Review the graphic organizer to help you determine the author's purpose.
 - Read an excerpt from *Travels with Charley* by John Steinbeck on pages 154-161.
 - Answer questions about the selection.
 - Complete "Apply the Skills" on page 162.
 - Complete a worksheet on author's purpose.
 - Take an online self test.
-

Lesson 9

Day 1

- Memorize the spelling and meaning of the vocabulary words.
- Complete the worksheet to build your understanding of the vocabulary.
- Read "The American Dream" by Martin Luther King, Jr. on pages 165-167.
- Answer the questions about the selection.
- Complete "Apply the Skills" on page 168.
- Take an online self test.
- Complete graded assignment (10 points).

Day 2

- Practice using the words with the suffixes *-tion* and *-sion*.
- Complete a worksheet on the suffixes *-tion* and *-sion*.
- Identify reflexive pronouns.
- Complete a worksheet on reflexive pronouns.
- Read more about reflexive pronouns online.

Lesson 10

Day 1

- Rearrange letters to correctly spell words on the word list.
- Complete a spelling worksheet.
- Complete "Monitor Your Process" on page 189.
- Review the rubric on which your essay will be graded.
- Choose a topic on which to write your essay.
- Focus your topic by working with a friend, sibling or parent/guardian.
- Narrow your topic.
- Create a five column chart to gather details for your essay.

Day 2

- Write a thesis statement.
- Draft your essay.
- Revise your essay.
- Review your essay with a friend, sibling, or parent/guardian.
- Practice editing for pronoun-antecedent agreement.
- Edit your essay for errors in grammar, spelling, or mechanics.
- Use the online essay scorer to check your essay.
- Prepare and save a Word document containing the final draft of your autobiographical essay.

Unit Exam Review

Unit Exam

English 8 Part 2

Unit 2 Assignment Checklist

Lesson 1

Day 1

- Read pages 914-915.
- Watch segments about Chang's writing background.
- Watch a video clip of Lan Samantha Chang.
- Read pages 916-917.
- Answer the questions about the information you have read.
- Complete "Check Your Understanding" on page 917.

Day 2

- Memorize the spelling and meaning of the vocabulary words.
- Complete the vocabulary worksheet.
- Read "Water Names" on pages 919-924.
- Answer the questions and read the comments about the selection.
- Complete "Apply the Skills" 1-5 on page 926.
- Take an online self test.
- Complete the graded assignment (10 points).

Lesson 2

Day 1

- Memorize the spelling and meaning of the vocabulary words.
- Complete the vocabulary worksheets.
- Summarize the folk tale in the lesson.
- Summarize the attached worksheet.

Day 2

- Read "Coyote Steals the Sun and Moon" on pages 937-939 in your text.
- Answer questions about the selection.
- Complete "Apply the Skills" on page 940.
- Complete an online self test.
- Complete the graded assignment (10 points).

Lesson 3

Day 1

- Add a prefix to a word; then use it in a sentence.
- Complete a prefix worksheet.
- Change simple sentences into compound or complex sentences.
- Complete the sentence structure worksheet.
- Read more about sentence structure online.

Day 2

- Use a graphic organizer to summarize a story.
- Preview graphic organizers online.
- Memorize the spelling and meaning of the vocabulary words.
- Complete the vocabulary worksheet.

Lesson 4

Day 1

- Read *Brer Possum's Dilemma* on pages 959-961 in your text.
- Answer questions about the selection.
- Complete "Apply the Skills," numbers 1, 2, 3, 7 and 9, on page 966.
- Complete a worksheet on the dialect in the oral tradition.

Day 2

- Write sentence pairs using the given words.
 - Complete a prefix worksheet.
 - Complete a worksheet on commas.
 - Play a comma game online.
-

Lesson 5

Day 1

- Memorize the spelling and meaning of the vocabulary words.
- Complete a worksheet to practice using the vocabulary words.
- Complete an additional vocabulary worksheet.
- Read "Western Wagon" on pages 972-973.
- Answer questions about the selection.
- Complete "Thinking About the Selection" on page 973.

Day 2

- Read "Davy Crockett's Dream" on page 974-975.
- Answer questions about the selection.
- Complete "Thinking About the Selection" on page 975.
- Read "Paul Bunyan of the North Woods" on page 976-978.
- Answer a question about the selection.
- Complete "Thinking About the Selection" on page 978.
- Complete "Apply the Skills," numbers 1 and 2 on page 979.
- Complete an online self test on the last three selections read.
- Complete graded assignment (5 points).

Mid-Unit Quiz – 50 Points

Lesson 6

Day 1

- Memorize the spelling of words with unstressed vowels.
- Practice spelling the words on your list.
- Complete "Monitor Your Progress" on page 1045.
- Memorize the spelling and meaning of the vocabulary words.
- Complete the vocabulary worksheet.

Day 2

- Complete a K-W-L chart before reading the selection.
 - Read "Ellis Island" on pages 992-993.
 - Answer a question about the selection.
 - Complete "Apply the Skills" on page 994.
 - Take an online self test.
-

Lesson 7

Day 1

- Memorize the spelling and meaning of the vocabulary words.
- Complete the vocabulary worksheet.
- Read excerpts from "Out of the Dust" on pages 997-1003.
- Answer questions about the selection.
- Complete "Apply the Skills" on page 1004.
- Take an online self test.
- Complete graded assignment (10 points).

Day 2

- Look up the meaning of borrowed words, and then use them in a sentence.
- Complete a worksheet on borrowed words.
- Learn more about borrowed words online.
- Rewrite sentences using colons and semicolons correctly.
- Complete a colon and semicolon worksheet.
- Learn more about colon and semicolon use online.

Lesson 8

Day 1

- Memorize the spelling and meaning of the vocabulary words.
- Complete a vocabulary worksheet.
- Read "An Episode of War" on pages 1017-1021.
- Answer questions about the selection.
- Complete "Apply the Skills" on page 1022.
- Take a self test online.
- Complete the graded assignment (5 points).

Day 2

- Use a dictionary to find the origin of words.
 - Complete a worksheet on foreign words.
 - Correct sentences for capitalization.
 - Complete a capitalization worksheet.
 - Play a capitalization matching game.
-

Lesson 9

Day 1

- Memorize the spelling and meaning of the vocabulary words.
- Complete the vocabulary worksheet.
- Read an excerpt from *My Own True Name* on pages 1033-1037.
- Answer questions about the selection.
- Complete "Thinking About the Selection" on page 1037.

Day 2

- Memorize the spelling and meaning of the vocabulary words.
- Complete the vocabulary worksheet.
- Read "Words to Sit in, Like Chairs" on pages 1038-1040.
- Answer "Thinking About the Selection" on page 1040.
- Complete "Apply the Skills," numbers 1 and 2 on page 1041.
- Take an online self test.
- Complete the graded assignment (10 points)

Lesson 10

Day 1

- Preview the rubric for the cause-and-effect essay.
- Conduct a self interview to choose a topic.
- Use the self interview workshop to help you to choose a topic.
- Narrow your topic by listing subtopics.
- Create a K-W-L chart to gather information.
- Write your thesis statement.
- Draft your essay.

Day 2

- Revise your essay.
- Have someone review your document for clarity.
- Edit and proofread your document.
- Use the online essay scorer to check your document.
- Save your final document.

- Unit Exam Review- 25 Points**
- Unit Exam – 100 Points**

