

**ENGLISH/LANGUAGE ARTS: GRADE 8****Grade:** 8**Academic Standard:** 8.1**Academic Standard Indicator:** 8.1.1**Core Standard:** Yes**Standard Description (Academic or Indicator):** Vocabulary and Concept

Development: Analyze idioms and comparisons - such as analogies, metaphors, and similes - to infer the literal and figurative meanings of phrases. (1) Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something or to get one's feet wet*; (2) Analogies: comparisons of the similar aspects of two different things; (3) Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*; (4) Similes: comparisons that use "like" or "as," such as *The stars were like a million diamonds in the sky*.

**Suggestion for Integrating International**

**Content:** Have students research common American idioms and create a humorous pamphlet for people learning English that shows literal meanings of individual words in the idioms, to be compared with idiomatic meanings of the expressions. **Extension:** Have students present a list of common idioms from a foreign language they know and explain the literal vs. the metaphorical or idiomatic meanings of the expressions. **Suggested resources:** *Scholastic Dictionary of Idioms* (Scholastic Reference, 1998); Wiktionary at [http://en.wiktionary.org/wiki/Category:Idioms\\_by\\_language](http://en.wiktionary.org/wiki/Category:Idioms_by_language).

**Grade:** 8**Academic Standard:** 8.1**Academic Standard Indicator:** 8.1.1**Core Standard:** Yes**Standard Description (Academic or Indicator):** Vocabulary and Concept

Development: Analyze idioms and comparisons - such as analogies, metaphors, and similes - to infer the literal and figurative meanings of phrases. (1) Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old*

*hand at something or to get one's feet wet*; (2)

Analogies: comparisons of the similar aspects of two different things; (3) Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*; (4) Similes: comparisons that use "like" or "as," such as *The stars were like a million diamonds in the sky*.

**Suggestion for Integrating International**

**Content:** Have students identify idiomatic expressions that they use specific to their teen culture. Then have them find ways to make those expressions understandable for all audiences.

**Examples:** *Gimme a break*; *Gimme (a) five*.**Extension:** Have them learn some common expressions and their meanings from classmates or friends who speak other languages.**Grade:** 8**Academic Standard:** 8.1**Academic Standard Indicator:** 8.1.2**Core Standard:** Yes**Standard Description (Academic or**

**Indicator):** Understand the influence of historical events on English word meaning and vocabulary expansion.

**Suggestion for Integrating International**

**Content:** Throughout its history, English has absorbed many words that originated in other languages through contact with their peoples. Have students identify English words that they suspect may be borrowed from another language. Have them research the foreign original words and meanings. Then have them create a poster or other presentation listing the foreign words and their meanings, and showing whether these meanings are the same or different in English. **Extension:** Include some analysis of why these particular words were "borrowed" and what cultural contributions they have made to American English. **Suggested resources:** [http://en.wikipedia.org/wiki/List\\_of\\_English\\_words\\_of\\_Spanish\\_origin](http://en.wikipedia.org/wiki/List_of_English_words_of_Spanish_origin); [http://en.wikipedia.org/wiki/List\\_of\\_English\\_words\\_of\\_German\\_origin](http://en.wikipedia.org/wiki/List_of_English_words_of_German_origin); [http://en.wikipedia.org/wiki/List\\_of\\_English\\_words\\_of\\_Arabic\\_origin](http://en.wikipedia.org/wiki/List_of_English_words_of_Arabic_origin).

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Understand the influence of historical events on English word meaning and vocabulary expansion.

**Suggestion for Integrating International Content:** Have students look at statistics charting word usage in pre- and post-World War II in the U.S. **Example:** Have students research the origin of words such as *cafeteria* and *tornado* to find out how and when such words moved from Spanish into American culture and whether the original meanings have been retained.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.3

**Core Standard:** No

**Standard Description (Academic or Indicator):** Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

**Suggestion for Integrating International Content:** Similar looking words between two different languages look like they should share the same meaning, but often do not, and are therefore known as “false friends” (*faux amis* in French). Have students read a list of Spanish words that are “false friends” like English *assist* and Spanish *asistir*. Then have students provide appropriate contexts for each pair: *assist* requires mentioning a person to help, whereas *asistir* requires mentioning a place to attend. **Suggested resource:**  
<http://spanish.about.com/cs/vocabulary/a/obviouwrong.htm>.

**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Informational

and Technical Materials: Compare and contrast the features and elements of consumer materials to gain meaning from documents.

**Suggestion for Integrating International Content:** Have students look at a technical manual written in another language. Talk about what features make the manual user-friendly, such as pictures and headings, despite the language barrier. **Suggested resources:** Instruction manuals for most household appliances or electronic devices often include instructions in Spanish and French; manuals for games and technical equipment.

**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Informational and Technical Materials: Compare and contrast the features and elements of consumer materials to gain meaning from documents.

**Suggestion for Integrating International Content:** Have students consider how packaged food products are marketed in the U.S. versus other countries. **Examples:** Canned milk; canned meats. Have students analyze the ingredients listed in the labels of the “same” product produced in the U.S. or abroad to determine what is important to a culture based on what information is included or not on their labels. **Extension:** Have students consider the role of religion in determining the food habits of different cultures, such as whether a food or beverage is considered *halal*, *haram*, *kosher*, etc., or not, and why.

**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze text that uses proposition (statement of argument) and support patterns.

**Suggestion for Integrating International Content:** Have students examine writing concerning the same topic or product in two

different cultures, noting that what is most important in one culture may not be in another.

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**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.

**Suggestion for Integrating International Content:** Have students compare and contrast how online English language newspapers from three different countries such as Australia, China, and Russia report on the same world event, such as a disaster or important political development. **Suggested resources:** *The Sydney Morning Herald* at <http://www.smh.com.au/>; *The Standard* (Hong Kong) at <http://www.thestandard.com.hk/>; *The Moscow Times* at <http://www.themoscowtimes.com/index.php>.

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**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.

**Suggestion for Integrating International Content:** Using their U.S. history book as a guide, have students analyze how much coverage is given to selected countries. Students could create a chart categorizing the breadth and depth of coverage given to different countries and analyzing how that information is organized. Have them discuss whether other countries and continents are fairly represented and why or why not.

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**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).

**Suggestion for Integrating International Content:** Analyze the structure, format, and purpose of websites promoting an awareness of global issues. Have students discuss features of the site (pictures, text, sound, persuasive strategies) and determine whether the website accomplishes its goal of raising awareness.

**Suggested resources:**

<http://www.globalization101.org/>;  
<http://www.un.org/en/globalissues/>;  
<http://www.globalissues.org/issue>.

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**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.8

**Core Standard:** No

**Standard Description (Academic or Indicator):** Understand and explain the use of simple equipment by following directions in a technical manual.

**Suggestion for Integrating International Content:** Have students write up instructions for using a product specific to a foreign culture for an American reader. **Example:** A Chinese abacus. **Extension:** Have students explain how to use a simple U.S. product to a foreign visitor who may never have seen one. **Example:** Kitchen garbage disposal or compactor.

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**Grade:** 8

**Academic Standard:** 8.3

**Academic Standard Indicator:** 8.3.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Literature: Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads,

lyrics, couplets, epics, elegies, odes, and sonnets). (1) Ballad: a poem that tells a story; (2) Lyric: words set to music; (3) Couplet: two successive lines of verse that rhyme; (4) Epic: a long poem that describes heroic deeds or adventures; (5) Elegy: a mournful poem for the dead Ode: a poem of praise; (6) Sonnet: a rhymed poem of 14 lines.

#### **Suggestion for Integrating International**

**Content:** Have students compare and contrast elements of English poetry to the elements of poetry in another language. **Example:** Have students study Chinese poems in translation to understand their structure, form, and characteristics. **Suggested resources:** [http://www.bookrags.com/wiki/Chinese\\_poetry](http://www.bookrags.com/wiki/Chinese_poetry); <http://www.chinapage.com/poetry.html> with a link to a WebQuest which contains examples of famous Chinese poems being read aloud, including English translations.

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**Grade:** 8

**Academic Standard:** 8.3

**Academic Standard Indicator:** 8.3.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.

#### **Suggestion for Integrating International**

**Content:** Have students read and analyze Greek mythology, or other European myths, of their choosing. Discuss common universal themes that are developed in these stories.

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**Grade:** 8

**Academic Standard:** 8.3

**Academic Standard Indicator:** 8.3.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work. (1) Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*; (2) Symbolism: the use of an object to represent

something else; for example, a dove might symbolize peace; (3) Dialect: the vocabulary, grammar, and pronunciation used by people in different regions; (4) Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous.

#### **Suggestion for Integrating International**

**Content:** Have students look at common metaphors or similes from another language and discuss how the comparison “works,” in light of the culture in which it was written. **Example:** Discuss famous Chinese metaphors from Confucius, such as: “Ignorance is the night of the mind, but a night without moon and star.”

**Suggested resource:**

<http://www.quotationspage.com>.

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**Grade:** 8

**Academic Standard:** 8.3

**Academic Standard Indicator:** 8.3.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work. (1) Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*; (2) Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace; (3) Dialect: the vocabulary, grammar, and pronunciation used by people in different regions; (4) Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous.

#### **Suggestion for Integrating International**

**Content:** Have students study the symbolism of colors in other cultures and how the “same” color can mean different things in different cultures. Once students have researched this concept, have them write a poem or short essay using a color as a symbol. **Examples:** In Japan, a white carnation symbolizes death; red can symbolize good luck in China or purity in India.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

**Suggestion for Integrating International Content:** Have students write focused essays about another country of their choosing. Then have students edit their own writing, looking for examples of jargon or expressions that might be misunderstood or misinterpreted by potential readers from that country.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

**Suggestion for Integrating International Content:** In developing ideas for writing about a non-U.S. culture or country, have students make a list of things they consider are most important to the topic. **Example:** To explore the nature of culture, have students interview five people from different cultures and ask each person what the five most important things in their culture are to them and why. Based on these answers, write a short essay exploring the role that culture seems plays in determining what is important to individuals. Be careful to discourage stereotyping.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Create compositions that have a clear message, a coherent thesis (a statement of

position on the topic), and end with a clear and well-supported conclusion.

**Suggestion for Integrating International**

**Content:** Have students research the education systems of a few countries in order to compare and contrast them with the U.S. education system. Have students report to the class, gathering comparative data on a flip chart, white board, etc. Then have each student write a paper with a clear thesis about the state of education around the world, with a conclusion that is based on their collective research. **Suggested resource:** As a springboard for this activity, have students watch the documentary *Two Million Minutes: A Documentary Calculating the Educational Divide*, developed by Robert A. Compton, available in DVD format. **Extension:** Have students watch various clips found on YouTube, which track the school experiences of U.S. and international students.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.

**Suggestion for Integrating International Content:** Have students write compositions that explore non-U.S. cultures or countries with respect to their religions, political leaders, or world status as determined by a few statistical measures. Have students conclude with well-supported recommendations to the reader to travel there as a tourist or not.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.

**Suggestion for Integrating International**

**Content:** Have students research a current international event and write an essay about it. Require quotations, paraphrases, and opinions from experts to support their essays. The essay could be informational or persuasive. **Suggested resource:** The student-friendly online magazine *New York Times Upfront* at <http://teacher.scholastic.com/scholasticnews/indepth/upfront/> has current, up-to-date articles that often have an international focus.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.

**Suggestion for Integrating International**

**Content:** Have students write an opinion piece on a major international event in the world of sports or politics that concludes with a discussion of winners and losers. **Example:** Have students do a study of the Egyptian uprising of January 2011. Have them browse English international press websites to gather interesting quotes, metaphors (“The sun of the people has risen and will not set again!”), and opinions from spectators and commentators, plus graphic speech on posters and placards, to support the predicted or actual outcomes of this major historical event.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research Process and Technology: Plan and conduct multiple-step information searches using computer networks.

**Suggestion for Integrating International**

**Content:** Have students search a website or do a WebQuest about an international issue to see the far-reaching results that are made possible from

simply consulting a single web source and networking. **Example:** Have students explore the United States Holocaust Memorial Museum’s website at <http://www.ushmm.org> to gather information about the Holocaust. **Extension:** Use this site further to examine modern-day “holocausts” affecting African, Asian, and European countries by clicking on the network of links found in the website. These subordinate links are sufficiently informative to raise students’ awareness far beyond the Holocaust itself, alerting them to ongoing genocides that are taking place in real time around the world.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research Process and Technology: Plan and conduct multiple-step information searches using computer networks.

**Suggestion for Integrating International**

**Content:** Have students decide on a specific type of information they want to get from the Internet about a chosen country. Then have them methodically conduct web searches to locate the information needed about that country. Have students report to the class, using flow charts, diagrams or other graphic devices that clearly illustrate the web navigation processes they used.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Achieve an effective balance between researched information and original ideas.

**Suggestion for Integrating International**

**Content:** Have students identify and compare lyrics and melodies of domestic songs with international ones from around the world. Then lead a class discussion about the effects of globalization on domestic and international music and performers.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.6

**Core Standard:** No

**Standard Description (Academic or Indicator):** Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

**Suggestion for Integrating International**

**Content:** Have students read the children's book, *Children Just Like Me* by Anabel Kindersley and Barnabas Kindersley (DK Publishing, 1995), a non-fiction book about children in other cultures. Then have them use computer programs to create a new page, similar in content and layout to the children's book, about a child or teenager from one of those non-U.S. cultures or countries. **Extension:** Have students create an interactive WebQuest using the same type of information found in the book. Then have them combine the researched pages into a new book, and present their book (or WebQuest) to elementary students.

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**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.10

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

**Suggestion for Integrating International**

**Content:** Have students read works by authors from different cultures, analyze the ways these authors unify ideas and transitions, and practice imitating the various authors' styles.

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**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.11

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify topics; ask and evaluate

questions; and develop ideas leading to inquiry, investigation, and research.

**Suggestion for Integrating International**

**Content:** Have students search for and question international sources about a chosen topic. Encourage students to ask inquiry-based questions that will lead them to explore a wider use of international sources in all of their school-based research.

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**Grade:** 8

**Academic Standard:** 8.5

**Academic Standard Indicator:** 8.5.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

**Suggestion for Integrating International**

**Content:** Have students explore and write about their own attitudes and beliefs about a non-U.S. culture or country.

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**Grade:** 8

**Academic Standard:** 8.5

**Academic Standard Indicator:** 8.5.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

**Suggestion for Integrating International**

**Content:** Have students identify an incident, event, or situation in the U.S. that has been previously studied in class. Then have them

write about it from the perspective of someone living in a non-U.S. culture or country.

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**Grade:** 8

**Academic Standard:** 8.5

**Academic Standard Indicator:** 8.5.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

**Suggestion for Integrating International**

**Content:** Have students explore and write about how they might feel if they were coming from an outside culture or country into a new situation in the U.S. **Example:** Attending school.

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**Grade:** 8

**Academic Standard:** 8.5

**Academic Standard Indicator:** 8.5.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

**Suggestion for Integrating International**

**Content:** Have students compare and contrast how they feel in their school versus how they might feel if they were from a different culture or country. **Extension:** Have students write a short biography, based on an interview. **Examples:** Foreign classmate or teacher at their school; neighbor who comes from another country.

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**Grade:** 8

**Academic Standard:** 8.5

**Academic Standard Indicator:** 8.5.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

**Suggestion for Integrating International**

**Content:** Have students explore American attitudes toward other cultures or countries, especially their perceptions and judgments of non-Americans. Students could also interview people from other cultures or countries to see how they perceive the U.S. as a country and Americans as people. **Extension:** Discuss stereotyping with students.

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**Grade:** 8

**Academic Standard:** 8.5

**Academic Standard Indicator:** 8.5.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write responses to literature that: (1) demonstrate careful reading and insight into interpretations; (2) connect response to the writer's techniques and to specific textual references; (3) make supported inferences about the effects of a literary work on its audience; (4) support statements with evidence from the text.

**Suggestion for Integrating International**

**Content:** Have students write responses to international literature that reflect their respect for and knowledge of the cultures or countries that are depicted in the texts.

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**Grade:** 8**Academic Standard:** 8.5**Academic Standard Indicator:** 8.5.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write responses to literature that: (1) demonstrate careful reading and insight into interpretations; (2) connect response to the writer’s techniques and to specific textual references; (3) make supported inferences about the effects of a literary work on its audience; (4) support statements with evidence from the text.

**Suggestion for Integrating International**

**Content:** Have students write about a different culture or country, using factual statements and informed references instead of stereotypes.

**Grade:** 8**Academic Standard:** 8.5**Academic Standard Indicator:** 8.5.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write responses to literature that: (1) demonstrate careful reading and insight into interpretations; (2) connect response to the writer’s techniques and to specific textual references; (3) make supported inferences about the effects of a literary work on its audience; (4) support statements with evidence from the text.

**Suggestion for Integrating International**

**Content- Highly Able Accommodations:** Have students listen to the poem “Voyelles” by the 19<sup>th</sup>-century French poet, Arthur Rimbaud, read aloud in French. Then listen to the poem translation read aloud in English. Discuss the sounds of both versions and how one can get a feel for the imagery even without understanding the language. Students then choose the text of either version to support a thesis about the poetic imagery, supported by quotes from either version. **Suggested resource:** Christian Bök performs readings of the poem “Voyelles” in French and English at

<http://www.youtube.com/watch?v=3Vt9XzsMIic>

**Extension:** This same activity can be applied to any poem from another language. **Suggested resource:** *Rose Where Did You Get That Red?: Teaching Great Poetry to Children*, by Kenneth Koch (Vintage, 1990) has several great examples of poems in other languages.

**Grade:** 8**Academic Standard:** 8.5**Academic Standard Indicator:** 8.5.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations; (2) demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process; (3) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (4) organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).

**Suggestion for Integrating International**

**Content:** Have students use information that they document from a variety of sources, both domestic and international, when making their inferences and correcting misconceptions about a particular culture or country.

**Grade:** 8**Academic Standard:** 8.5**Academic Standard Indicator:** 8.5.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations; (2) demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process; (3) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (4) organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of

others, and includes a bibliography (Works Cited).

**Suggestion for Integrating International**

**Content:** Have students watch for sources that contain cultural bias about non-U.S. people or their cultures and rewrite such passages to eliminate the bias.

**Grade:** 8

**Academic Standard:** 8.5

**Academic Standard Indicator:** 8.5.4

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Write persuasive compositions that: (1) include a well-defined thesis that makes a clear and knowledgeable appeal; (2) present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals; (3) provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

**Suggestion for Integrating International**

**Content:** Have students selected chapters from the non-fiction book, *The World Is Flat: A Brief History of the Twenty-first Century* by Thomas L. Friedman (Farrar, Straus and Giroux, 2005), about globalization. Then have them write short persuasive compositions in response, stating whether or not they think the “flattening” of the world is positive or negative. Students should use quotes from the text to support their answers.

**Grade:** 8

**Academic Standard:** 8.5

**Academic Standard Indicator:** 8.5.4

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Write persuasive compositions that: (1) include a well-defined thesis that makes a clear and knowledgeable appeal; (2) present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals; (3) provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

**Suggestion for Integrating International**

**Content:** Encourage students to realize that emotion in writing, whether in U.S. or international texts, is a positive thing, but that unfounded bias can harm the quality of a piece of writing, regardless of its source.

**Grade:** 8

**Academic Standard:** 8.6

**Academic Standard Indicator:** 8.6.5

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Punctuation: Use correct punctuation.

**Suggestion for Integrating International**

**Content:** Look at sentences in another language and discuss the types of punctuation and accent marks used. Have students list what they notice is different and hypothesize why. **Example:** Discuss theories of why Spanish uses both the inverted question mark and exclamation point in addition to traditional marks. **Extension:** This could lead to a discussion on the purpose of punctuation in English as well.

**Grade:** 8

**Academic Standard:** 8.6

**Academic Standard Indicator:** 8.6.7

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Spelling: Use correct spelling conventions.

**Suggestion for Integrating International**

**Content:** Look at English words that can be spelled in two ways, such as *gray* and *grey*. Have students consider the cultural background that has influenced both spellings and discuss how words not only change in spelling, but also in meaning and connotation over time.

**Grade:** 8

**Academic Standard:** 8.6

**Academic Standard Indicator:** 8.6.8

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Identify and use infinitives (the word

to followed by the base form of a verb, such as to understand or to learn) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).

**Suggestion for Integrating International**

**Content:** Discuss how languages have different ways for coding linguistic concepts. **Example:** In Spanish, the infinitive form of a verb is only one word, but in English the infinitive is two words. Have students look at how infinitives or participles are formed in other languages and compare how they are similar to or different from English. **Extension:** Have students examine participles in Spanish that end in one of two forms due to gender, *-ado* vs. *-ada*, whereas in English, they generally end in *-ed* or *-en* and discuss why.

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**Grade:** 8

**Academic Standard:** 8.7

**Academic Standard Indicator:** 8.7.10

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Speaking Applications: Deliver narrative presentations, such as biographical or autobiographical information that: (1) relate a clear incident, event, or situation, using well-chosen details; (2) reveal the significance of the incident, event, or situation; (3) use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

**Suggestion for Integrating International**

**Content:** Have students present a narrative speech describing a time when they had wrongly stereotyped someone from another country and what they learned from the experience. As a class, discuss common American stereotypes about other cultures around the world, as well as what can be done to combat these misconceptions.

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