

# Language Arts 8<sup>th</sup> Grade

Month	Content	Skills	Assessment	Essential Questions
September–October	<p>Community Unit -field trip to destination off campus</p> <p>Selections of <b>literature</b> from <b>several genres</b>: short quote, speech, sermon, short story, memoir, song, poem <b>Quote</b> various authors <b>Speech</b> by Chief Seattle <b>Poems</b> from text <b>Sermon</b> by John Donne <b>Short story</b> “Thank You, Ma’am” by Langston Hughes <b>Memoir</b> “Not Poor, Just Broke” by Richard Gregory Various other short stories <b>Song- Political Science</b> by Randy Newman <b>Poem</b> “If the Child Is Safe” by Edelman</p>	<p>Work cooperatively Analyze a problem Propose a solution Modify a plan Solve the problem together</p> <p>Paraphrase Recognize simile, metaphor, theme Recognize personification Familiarize students with other literary devices</p> <p>Learn and practice reading strategies; Question, predict, infer, make connections to text Learn to recognize tone and author’s purpose Learn how to analyze a poem Writing paragraphs with support</p>	<p>Teacher in charge of the station (there are 10) <b>observes</b> and then gathers students in a circle to <b>debrief</b></p> <p>Analysis of quote on paper Written paraphrase Class discussion Vocabulary tests Locate examples with stickies Fiction response sheets Critical analysis paragraphs Cooperative groups Literature circles</p> <p>Whip (group discussion)</p> <p><b>Critical Response Essay</b> Multiple choice tests <b>ELA parallel tasks</b></p>	<p>1. How do people with different strengths and weaknesses learn to function in a community? 2. What are the traits of good community members?</p> <p>3. How are students’ lives impacted by an author or poet’s words?</p>

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<p>October–December</p>	<p><b>Combined unit with Social Studies</b>            Great Depression  <u>Out of the Dust</u> by Karen Hesse free verse poems in novel form  <u>Children of the Dust Bowl</u> by Jerry Stanley            Other options: Harlem Renaissance Unit            Civil Rights Unit            Conflict Unit</p>	<p>Continued practice recognizing literary concepts and strategies (questioning, inferring, predicting, theme, symbol, irony, conflict, etc.)            Distinguishing main ideas from support details</p> <p>Learning vocabulary in context by utilizing prefixes and roots</p> <p>Learning how to read nonfiction            Summarizing, paraphrasing            Taking notes            Outlining            Mini-research of Great Depression topics</p> <p><b>Writing</b> comparison essays            And DBQ's</p> <p>Rewording a question to make a thesis            Writing an introduction            Writing good topic sentences            Using support details            Incorporating outside knowledge in your essay            Using transitions            Revising and editing using proof reading symbols</p> <p>Learning how to take multiple choice reading comprehension tests</p>	<p>Stickies            Literary response sheets            Literature circles            Stations            Group discussions</p> <p>Games- corners            Vocabulary bingo, baseball, flyswatter game            Quizzes, tests            Literature circles</p> <p>KWL CHARTS</p> <p>Notes submitted            Outlines collected            Scavenger Hunt with menu choices</p> <p><b>Comparison essay</b>  <b>Literary essay</b>  <b>DBQ</b></p> <p><b>ELA parallel tasks and test samples</b>            Student assessment of others' writing (using MOLD+C)</p> <p>Practice tests, editing others' and own writing</p> <p>ELA parallel tasks and test samples</p>	<ol style="list-style-type: none"> <li>1. How involved should the government become in helping its citizens?</li> <li>2. How do you know if you should leave your home and move to a safer environment?</li> <li>3. What role does communication play in establishing relationships and healthy communities?</li> </ol> <p>What role does grammar and punctuation have in clarifying a reader's understanding?</p>
<p>Curriculum Map Revision 7/3/07</p>				

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January	<b>Poetry Unit-creative writing Poet in Residence (for one Week</b>	Listen to poet read her own and others' work. Learn to use proper cadence and enunciation poetry Write own poems (at least two for publication) Read poetry in front of an audience of peers Analyze and practice writing similes, metaphors, alliteration, personification, and poems with different themes	Poems Reading of poems Questions and discussion lead by poet in residence	How does poetry enrich a reader and writer's life?  How is poetry different from prose?
	<b>Practice for ELA (2 weeks)</b>	-Taking multiple choice tests -Recognizing tone and author's purpose and other figurative language -Examining Reading Comprehension -Interpreting Charts/Graphs -Recognizing Vocabulary in context -Analyzing poetry -Reading nonfiction Writing a 5 Paragraph essay (often comparison essay) Recognizing cause/effect Practicing proof reading and using proof reading symbols	-Exercises in <i>Aim Higher</i> & - N.Y.State 8 <sup>th</sup> grade ELA sample tests -Parallel tasks in novels and nonfiction -Tests and quizzes	

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<p>January through May</p>	<p><b>Research Unit: New York City topics</b> Library and classroom instruction</p>	<p>Choosing a topic Narrowing or expanding a topic Evaluating reliability of sources Using reference books Using table of contents, indexes, glossaries Using data bases and web sites Using vertical file Locating books on the library shelves Using automated card catalogues Utilizing Mid York library system Learning bibliographic format Learning how to paraphrase</p> <p>Note taking Outlining Using an organized note card system Creating guide questions, narrowed topics Creating a thesis statement Writing an introductory paragraph Maintaining paragraph unity and cohesion Using transitions Avoiding fragments, run-ons and comma splices Using rules of formal writing Avoiding plagiarism Using in text citations MLA format</p>	<p>Student selects topic for New York City research</p> <p>Discussion, citing examples of both reliable and unreliable sources Quizzes and teacher observation</p> <p>Teachers and librarians observations in the lab</p> <p>Students place orders for books Submit bibliography cards Submit paraphrasing of chosen articles</p> <p>60 note cards preliminary and final outlines</p> <p>hand in guide questions</p> <p>Tell and record thesis statement Write rough draft Self and peer revision and editing sheets</p> <p>Correct errors on Elmo and in each other's papers</p> <p><b>Term paper</b></p>	<p>How do I select a topic that I can stay interested in for three months?</p> <p>How do I know when a source is unreliable?</p> <p>What should I do when the research is stalled?</p>
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February-April	New York City topic Monologue and Power point presentation	Create a power point using photos, clip art, music, transitions, film excerpts Charts and graphs  Prepare for and deliver a speech paying attention to content and delivery skills such as organization, gestures, pacing, eye contact Capturing and holding the audience's attention	Power point presentation  Student and teacher evaluation of the speech from rubrics	How can I budget my time to meet deadlines?  What is my obligation to others during the revision and editing process?  How can I give and accept helpful critiques of my performance?
February- May	<b>Novels: Thematic units:</b> Utopia, search for identity <u>The Giver</u> by Lois Lowry <u>The Outsiders</u> by S.E. Hinton <u>Make Lemonade</u> by Virginia Euwer Wolffe	Reading to analyze and read critically Apply ideas presented to: self, other texts and to world view Discuss themes of isolation, peer pressure, privacy, staying passionate about living, need to escape, and the importance of communication Treatment of old, valuing life Making choices	Tests, quizzes Discussions Stickies Readers' response sheets Story outlines Tableaux Readers' theater Stations	What happens when others control my actions?  How can a person recognize and avoid immoral behavior?  How do I create goals and maintain focus in achieving those goals?  What makes a good community member?  Can men and women affect change in isolation?  How do we deal with adversity?

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May	<b>Holocaust Unit</b> Reading of <u>Anne Frank</u> -play version by Goodrich and Hackett and other related novels	Using the voice to convey emotion and character Learning about the holocaust	Reading and acting out parts in the play Reaction pieces to film and internet searches Web Quest Literature circles	How can good people stand by and watch evil being committed?  What causes prejudice and how do we recognize it in ourselves?
		Throughout the year vocabulary and grammar are taught from the words in the trade books read and in the actual writing pieces. There is also a consistent effort made to encourage organizational skills using calendars, agendas and organized notebooks. These skills are test authentically by grading the meeting of deadlines, editing each other's and their own work, and collecting notebooks.	Handing material in on time Handing in notebooks Observations of agendas and planners. Use of white boards and flash cards for quick evaluation of progress	
May				
June				