

Eighth Grade:

- Students will develop communication skills: listening, speaking, reading, writing, and viewing.
- Students will identify and utilize literary devices in all aspects of reading and writing.
- Students will demonstrate understanding of the need for communication within society and how the author's use of literary devices such as tone and mood impact that society.
- Students will increase grade-level vocabulary and demonstrate mastery by incorporation into writing.
- Students will understand the importance of language arts literacy and the effects it has in many other aspects of learning and life.
- Students will explore different cultures, economic statuses, morals and values through reading of various authors of differing ethnicities.
- Students will utilize grammatically correct sentence structure in communicating their ideas, purpose, and intention.
- Students will understand the importance an author's life and its impact upon his/her writing.
- Students will identify, analyze, and synthesize information and formulate and express their own opinions on subject matter.
- Students will present their understanding in various formats.
- Students will utilize technology as a tool in researching, writing, and publishing their communication.
- Students will need to utilize their skills to understand meaning of written communication.
- Students will write for many different purposes and audiences.

Reading			
Instructional Objectives	Subject Matter Content	Standards	Activities
<ul style="list-style-type: none"> • Include word usage that deals with literal and figurative meanings, such as idioms • Select appropriate word to fix context with special attention given to those with multiple meanings • Identify words by their parts of speech, etymology, and meaning using dictionaries, thesauruses, glossaries, and technological resources • Extend grade-level vocabulary through many techniques including listening, independent reading, and classroom activities • Carefully select word choice for oral presentations • Use of homonyms, antonyms and synonyms to understand meaning • Use pronunciation key and spelling rules to help in decoding new words • Use prefixes roots and suffixes to understand word meaning • Read orally with word recognition, intonation and 	<p>• Vocabulary Development</p>	<ul style="list-style-type: none"> • 3.1 	<ul style="list-style-type: none"> • Use of <i>Explorations in Literature</i> literary device glossary • Bingo • Concentration • Quiz-Quiz-Trade • Meaning Share • Use of resource books, text books, online resources • Listening tapes of Edgar Allen Poe stories and Henry Wadsworth Longfellow poems • CDs that correspond with Glencoe Literature • Old radio shows including <i>Sorry, Wrong Number</i> and <i>The Hitchhiker</i> from Suspense Theatre

expression			
<ul style="list-style-type: none"> • Read eighth-grade material silently with comprehension with word recognition, intonation and expression • Read silently with comprehension 	<ul style="list-style-type: none"> • Fluency 	<ul style="list-style-type: none"> • 3.1 	<ul style="list-style-type: none"> • Study Island • Learnia • Practice tests for ASK8 • In-class novel and short story reading • Out-of-class reading • Preparation for literary circles
<ul style="list-style-type: none"> • Compare and contrast media sources such as a book and film version of a story • Monitor reading for organizational patterns such as chronological sequence, comparison and contrast • Analyze, evaluate, and synthesize information from a variety of sources to support view • Demonstrate the ability to gain information from a variety of media • Respond and evaluate the use of illustrations to support text • Recognition and use pictorial information to supplement text • Choose and use multiple forms of media into a finished product 	<ul style="list-style-type: none"> • Mass Media 	<ul style="list-style-type: none"> • 3.5 	<ul style="list-style-type: none"> • <i>Legend of Sleepy Hollow</i>—text—Glencoe Literature; movie—Disney version • <i>A Christmas Carol</i>—novel; various movie versions including TNT, Muppet, Mickey, original • <i>Animal Farm</i>—novel; allegory based on 1918 Russian Revolution charts; animated movie • “Back There”—story in <i>Explorations of Literature</i>; <i>Twilight Zone</i> episode • Family relationship unit—<i>League of Their Own</i> excerpts • “Flowers for Algernon”—movie version, excerpts of <i>Charly</i>, 1960s film • Term papers—use of variety of sources • Use of newspapers and

			<p>magazines for political cartoons</p> <ul style="list-style-type: none"> • Advertisement unit • Use of tapes of commercials, magazines, <i>Fractured Fairy Tales</i>
<ul style="list-style-type: none"> • Understand that authors write for different purposes such as persuading, informing, entertaining, instructing, and predicting • Identify elements of a story such as theme, character, setting, plot development, mood, tone, conflicts, etc. • Demonstrate comprehension through different techniques such as questioning, retelling, summarizing, and applying to real-life situations • Analyze main ideas in support of details • Identify literary devices, such as propaganda, bias, stereotypes, point of view, figurative language, symbolism, inference, connotation, and denotation • Extend knowledge to application of comprehension of ideas to link with experiences in reader's own life 	<ul style="list-style-type: none"> • Comprehension 	<ul style="list-style-type: none"> • 3.1 	<ul style="list-style-type: none"> • A variety of different reading types are explored inside and outside the classroom. • <i>Explorations of Literature</i> glossary • Identification of elements in stories read • Web site • Summer Reading projects • <i>A Christmas Carol</i> projects • Advertising projects • Questioning in Glencoe Literature, <i>Exploration of Literature</i> and novel units • Class discussions • Tests • Quizzes • Summaries • Term paper • Editorial—"Yes, Virginia, There Is a Santa Claus" • Travel brochures • Poetry—Frost, e.e. cummings, Ogden Nash, T.S. Eliot, Longfellow, Poe

<ul style="list-style-type: none"> • Gather and synthesize data for research from a variety of sources including print material, technological resource, observation, interviews, and auto-visual media • Read from a variety of forms, such as news articles, advertisements, memoranda, editorials, etc., and the use of everyday text, such as brochures, train schedules, etc. • Analyze different authors' styles of writing • Reading critically, analyze many different forms of reading such as poetry, narratives, essays, myths newspaper articles, etc. • Read and compare or contrast works by a single author, works of the same genre, topic, or subject matter 			<ul style="list-style-type: none"> • Read different genres including but not limited to mystery, poetry, science fiction, nonfiction, autobiographical, fantasy, detective, historical fiction, classical literature, romance • Supernatural—Poe, Washington Irving, Rod Sterling • Mystery—Sir Arthur Conan Doyle, Agtha Christie • Classical literature—Dickens, Bradbury, Orwell, Irving • Single author—Poe—“The Raven,” “The Masque of the Red Death,” “The Pit and the Pendulum,” “Tell-Tale Heart,” “Anabell Lee,” “Israfel” • Single author—Frost—“The Road Not Taken,” “Mending Wall,” “After Apple Picking,” “Stopping by the Woods on a Snowing Evening,” “Fire and Ice,” “Time to Talk”
<ul style="list-style-type: none"> • Conduct a small group or whole class discussion based upon reading, acknowledging opposing views 		<ul style="list-style-type: none"> • 3.3 	<ul style="list-style-type: none"> • Term paper • Class discussions • <i>A Christmas Carol</i>—unions; child labor laws

<ul style="list-style-type: none"> • React orally to reading • Organize literary circles to respond to works of a different genres • Develop an oral presentation, including an opening, a closing, and elaborate details to support main idea • Develop gestures as tools for communication of ideas and feelings by using intonation, facial expressions, etc. 	<ul style="list-style-type: none"> • Communication of Pertinent Ideas 		<ul style="list-style-type: none"> • <i>Fahrenheit 451</i>—censorship • <i>Flowers for Algernon</i>— euthanasia and medical testing • <i>Animal Farm</i>—types of government • <i>And Then There Were None</i>—murder, laws, ethics and moral • “Mother and Daughter,” “Golden Glass,” “Treasure of Lemon Brown,” and <i>A Christmas Carol</i>—family relationships; parenting skills • “Pete and His Tri-Corner Hat”—morals and ethics • Speeches • Presentation of projects— <i>Summer Reading, A Christmas Carol, and Animal Farm</i> • Guesstures—a game
<ul style="list-style-type: none"> • Listen and respond to an alternative opinions • Demonstrate comprehension of and an appropriate listener response to an oral report, discussion, and interview • Recognize persuasive techniques in oral and written communication 	<ul style="list-style-type: none"> • Auditory Skills 	<ul style="list-style-type: none"> • 3.4 	<ul style="list-style-type: none"> • Class discussions • Radio shows • Tests • Essays • Practice for ASK8 • Advertising unit • Propaganda and bias • Poe tapes • Grading rubric for speeches

<ul style="list-style-type: none">• React to listening of different genres on tape/CD• Evaluate voice as part of an oral presentation			and presentations
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English			
Instructional Objectives	Subject Matter Content	Standards	Activities
<ul style="list-style-type: none"> • Generate and narrow topics by considering purpose, audience, and form with a variety of strategies such as graphic organizers, brainstorming, and note-taking • Compose, revise, edit, and publish writing • Revise for content, organization, and other aspects of writing using self, peer, teacher, and collaborative feedback • Utilize the New Jersey Standard Registered Holistic Scoring Rubric to evaluate their writing and the writing of peers 	<p>● Writing as a Process</p>	<ul style="list-style-type: none"> • 3.2 	<ul style="list-style-type: none"> • Distribute packets of previously holistically scored and returned ASK8 tests • Read and discuss with students • Distribute examples of student writing to be holistically scored • Pair share writing • Study Island exercises • Learnia pre-test
<ul style="list-style-type: none"> • Show relationships between ideas with the use parallelism, subordination, coordination, and opposition • Write variety of sentence structure including simple, compound, complex, and compound-complex sentences • Recognize and correctly edit run-on sentences and fragments • Include grade vocabulary to meet the demands and purpose of writing 	<p>● Sentence Structure</p>	<ul style="list-style-type: none"> • 3.2 	<ul style="list-style-type: none"> • Exercises • Note-taking as to different types of sentences • Exercises in <i>Writer's Choice</i>, <i>Language for Meaning</i>, <i>Language for Daily Use</i> • Writing assignments such as VFW essays, analysis of Poe and Frost • Class discussion

<ul style="list-style-type: none"> • Write different types of essays including persuasive, speculative, and descriptive • Show compositional risks, such as dialogue, literary devices, feelings, and thoughts of characters • Tell, retell, summarize, and paraphrase ideas • Write for a variety of purposes with knowledge that written communication can affect the behavior of others • Write a term paper with syntheses information from multiple sources that includes citations, quotations, and works cited page • Evaluate media for credibility • Collaboratively and independently write multi-paragraph compositions that show topic development, organization, supporting details, and a variety of sentence structure • Write various types of work such as character sketches, short stories, using appropriate voice and tone while considering its purpose and audience • Write reports and analytical pieces based on fiction and 	<h2>• Types of Writing</h2>	<ul style="list-style-type: none"> • 3.2 	<ul style="list-style-type: none"> • Distribute practice writing tasks for ASK8 • Administering timed writings • Model different types of writing • Emphasis introductions and conclusions • Brainstorm possible topics • List possible topics • Research topics for amount and quality of information • Use Internet and local resources for research • Write resource notecards, outline, rough draft, final copy with works cited page • Type entire work in class • Trip to local college • Model character sketch using “Phil.” “Abeulo,” and “Martin Brodeur”
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nonfiction writing			
<ul style="list-style-type: none"> • Writing should be edited for correct grammar, usage, capitalization, punctuation, and spelling • Utilize various reference materials including dictionaries, thesauruses, and technological resources • Refine writing to be legible 	<ul style="list-style-type: none"> • Grammar Skills 	<ul style="list-style-type: none"> • 3.2 	<ul style="list-style-type: none"> • Memorization of auxiliary verb cheer • Memorization of proposition song • Sing <i>Grammar Rock</i> songs • Orally and written complete areas of weakness in text • Play Clever Endeavor to reinforce noun usage • Verb tenses—timeline or letter showing passage of time • Modifiers—advertising unit • Vance Packard—use of hidden persuade • Modifiers—original product, commercial and presentation
<ul style="list-style-type: none"> • Use clear, concise and organized language in speaking situations • Use visual aids including but not limited to charts, graphs, and diagrams in PowerPoint, oral presentations • Recognize and respond to messages of humor, irony, and metaphor • Choose and use multiple forms of media into a finished product 	<ul style="list-style-type: none"> • Media Analysis 	<ul style="list-style-type: none"> • 3.2 	<ul style="list-style-type: none"> • That applies to speeches and visual aids • Political cartoons • Term paper • Writing and discussion Edgar Allen Poe and Robert Frost • Family relationship unit • Scrooge, <i>A Christmas Carol</i> project • Updated fairy tales—<i>Fractured Fairy Tales</i>
<ul style="list-style-type: none"> • Organize writing by maintaining a single focus using 	<ul style="list-style-type: none"> • Paragraph 	<ul style="list-style-type: none"> • 3.2 	<ul style="list-style-type: none"> • Use of text • Examples of chronological

<p>topic sentences and transitions effectively</p> <ul style="list-style-type: none">• Justify ideas with support• Show fluency and cohesiveness between paragraphs	<h2>Structure</h2>		<p>space order</p> <ul style="list-style-type: none">• Comparison and contrast – using movies <i>Twister</i>, <i>Aladdin</i>, <i>Snow White</i>, <i>Sleeping Beauty</i>, and <i>Wizard of Oz</i>• Use of GEPA review books for transitions• Speech writing• ASK8 Practice essays
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