

# 8<sup>TH</sup> GRADE LANGUAGE ARTS CURRICULUM MAP by Linda Reese

Time Frame	Writing	Content	Skills	Assessment
September- What are the basic themes in literature?	<ul style="list-style-type: none"> <li>• Pretest</li> <li>• Sentences</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Paragraphing</li> <li>• Essays</li> <li>• Summer Reading Projects</li> <li>• GEPA Composition</li> </ul>	<p>Reading: “To Build a Fire”</p> <ol style="list-style-type: none"> <li>1. How does author’s life impact writing?</li> <li>2. What images are created in the reader’s mind due to Jack London’s use of imagery?</li> </ol> <p>Vocabulary-Does the defining and use of vocabulary words enable the reader to better understand the meaning of stories?</p>	<p>How do we know what to teach?</p> <p>What are literary terms? What literary terms are important to know?</p> <ul style="list-style-type: none"> <li>• Literary terms: Plot, conflict, climax, setting, imagery, figurative language</li> <li>• Development of plot</li> <li>• Critical Thinking Skills</li> </ul> <p>How do literary terms enhance a story/writing?</p> <ul style="list-style-type: none"> <li>• Themes: Man vs. Nature, Man vs. Himself, Man vs. Man, Man vs. the Supernatural</li> <li>• Author’s life impacts writing: London/Klondike</li> </ul>	<p>Assessment of skill and needs</p> <ul style="list-style-type: none"> <li>• Matching game</li> <li>• Tests/quizzes</li> <li>• Comprehension/literary discussion</li> <li>• Drawing</li> <li>• Outlining</li> <li>• Auction</li> <li>• Project Rubrics</li> <li>• Holistic Rubrics</li> <li>• Teacher observation</li> <li>• Presentations</li> <li>• Homework</li> <li>• Classwork</li> <li>• Writings</li> </ul>

		<p>Reading: “Legend of Sleepy Hollow”</p> <p>Reading: “Back There”</p> <p>Reading: “Sorry, Right Number”</p> <p>Listening: “Sorry, Wrong Number” Radio show from 1940’s.</p>	<ul style="list-style-type: none"> <li>• Weekly/Bimonthly use of vocabulary books and lists from stories</li> <li>• Author’s life impacts writing: Irving/Sunnyside</li> <li>• Themes: American Gothic</li> <li>• Vocabulary: definition, synonyms, antonyms, homonyms, analogies, examples in sentences, using information from dictionaries, and thesauruses.</li> <li>• Comprehension</li> <li>• Improve flow and understanding of oral reading</li> <li>• Improve understanding when silently reading</li> <li>• Auditory/Listening: Listens actively to learn , to analyze, to understand, and to connect life experiences with those of others</li> <li>• Comparison/contrast in reading, listening , and viewing story</li> <li>• Summarizing</li> </ul>	
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October-Horror	<p>Trip to Pax Amacus</p> <ul style="list-style-type: none"> <li>• Story: Dialogue</li> <li>• Essays: VFW Patriot Pen</li> <li>• Character Sketch</li> <li>• Grammar: Nouns/Pronouns All types and</li> </ul>	<p>Reading: "Tell-Tale Heart"  Reading: "Annabelle Lee"  Reading: "The Raven"  Reading: "Masque of the Red Death"  Reading: "The Fall of the House of Usher"  Reading: "The Pit and the Pendulum"  Reading: "Lenore"  Trip</p>	<ul style="list-style-type: none"> <li>• Theme: American Gothic</li> <li>• Vocabulary</li> <li>• Literary terms: allusion, setting, mood, inference, quotations</li> <li>• Authors 1800s vs. 1960s</li> <li>• Author's life affects story</li> <li>• Using five stages of the writing process</li> <li>• Use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Writings</li> <li>• Comprehension checks</li> <li>• Discussions</li> <li>• Homework</li> <li>• Classwork</li> <li>• Review Games</li> <li>• Outline</li> <li>• Teacher observations</li> <li>• Scoring Rubrics</li> </ul>

	usage		<ul style="list-style-type: none"> <li>• Use of compositional risks</li> <li>• Cause and Effect</li> <li>• Compare/contrast</li> <li>• To use the different types of nouns and pronouns appropriately in writing and when tested</li> </ul>	
<p>November-Family Relationship</p> <p>How does your relationship with your family influence who you are and who you become?</p>	<ul style="list-style-type: none"> <li>• Verbs</li> <li>• Timelines</li> <li>• Letters</li> <li>• Analysis paper</li> </ul>	<p>Reading : Poetry of Robert Frost: “ The Road Not Taken, Mending Wall, After Apple Picking, Stopping By the Woods on a Stormy Evening”</p> <p>Reading: “The Treasure of Lemon Brown:</p> <p>Reading: “Golden Glass”</p> <p>Reading: “Mother and Daughter”</p> <p>View :Excerpts from <i>A League of Their Own</i></p> <p>Reading: <i>The Christmas Carol</i> (Novel)</p>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Vocabulary</li> <li>• Analysis and Synthesis</li> <li>• Tone</li> <li>• Literal/figurative meaning</li> <li>• Figurative language</li> <li>• Identifying bias</li> <li>• To analyze the relationship of a setting of a story to its theme</li> <li>• Literary characters</li> <li>• Personality traits</li> <li>• Drawing conclusions-GG</li> <li>• Tone-MD</li> <li>• Following proper letter format</li> <li>• Stating position</li> <li>• Selecting evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Homework</li> <li>• Classwork</li> <li>• Writings</li> <li>• Comprehension checks</li> <li>• Discussions</li> <li>• Role Play</li> <li>• Outline</li> <li>• Teacher observations</li> <li>• Scoring Rubrics</li> </ul>

			<ul style="list-style-type: none"> <li>• Supporting an opinion with facts</li> <li>• To use various kinds and forms of verbs appropriately in sentences</li> </ul>	
December-How can the human spirit rise above the challenges that face it?	<ul style="list-style-type: none"> <li>• Projects Christmas Carol</li> <li>• Modifiers: Advertising Project</li> </ul>	Reading: <i>The Christmas Carol</i> (Novel)	<ul style="list-style-type: none"> <li>• Theme: Man vs. Himself</li> <li>• Theme: Man versus the Supernatural</li> <li>• Theme: Man versus man</li> <li>• Sing song on grammar topic</li> <li>• Vocabulary</li> <li>• Character Analysis</li> <li>• Use of text, on-line and non print media to enhance understanding</li> <li>• Understand meaning on factual, interpretative, critical, and personal levels</li> <li>• Interviewing</li> <li>• Article writing</li> <li>• Descriptive Writing</li> <li>• Comparison/contrast</li> <li>• Symbolism</li> <li>• Use of all types of media to aid in</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Homework</li> <li>• Classwork</li> <li>• Projects</li> <li>• Physical representations</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Reenactments- Victorian dances</li> <li>• Comparison and contrast of different versions of the movies based on story</li> <li>• Spelling Bee</li> <li>• Outline</li> </ul>

			<p>manipulation of feelings and behavior</p> <ul style="list-style-type: none"> <li>• Introduction to Vance Packard and <i>The Hidden Persuaders</i></li> <li>• Evaluating, persuading, classifying, questioning</li> <li>• To develop the ability to use correctly the kinds and forms of adjectives and adverbs to add clarity, definition and interest to sentences</li> <li>• GEPA Review: decoding and word recognition, vocabulary development, analyzing fiction, nonfiction, and everyday texts</li> </ul>	
January-The Human Spirit Cont.	<ul style="list-style-type: none"> <li>• Continuation of advertising project</li> <li>• Composition: GEPA prompts</li> <li>• Review/ Mid term Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Reading: “Flowers for Algernon”</li> <li>• GEPA Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Increase visual discrimination and sensory processing by completing mazes</li> <li>• Drawing conclusions</li> <li>• Decision making skills</li> <li>• Cause and effect</li> <li>• Predicting</li> <li>• Critical thinking skills</li> <li>• Literary terms: irony,</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Comprehension checks/literary discussion</li> <li>• Projects</li> <li>• Presentations</li> <li>• Analysis of movie <i>Charley</i></li> <li>• Homework</li> <li>• Classwork</li> </ul>

			<p>foreshadowing, journal writing, inference, paraphrasing., allusion, characterization, flashback</p> <ul style="list-style-type: none"> <li>• Increase knowledge of current events and individual rights with the case of Terri Schiavo</li> <li>• GEPA Review:</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Outline</li> </ul>
<p>February-Does history repeat itself? How can the world watch crimes against humanity and do little or nothing?</p>	<ul style="list-style-type: none"> <li>• Composition: GEPA prompts</li> <li>• Conjunctions</li> <li>• Projects/ Repetition in History</li> </ul>	<ul style="list-style-type: none"> <li>• Reading <i>Animal Farm</i></li> <li>• GEPA Practice</li> <li>• Reading: <i>Night</i> (Novel)</li> </ul>	<ul style="list-style-type: none"> <li>• Literary terms: symbolism, fact/opinion, propaganda, antagonist, protagonist, allegory</li> <li>• Vocabulary</li> <li>• Sing song on grammar topic</li> <li>• Primary/Secondary sources</li> <li>• Rebellion within and outside of the law</li> <li>• Interpretation</li> <li>• Correlation to events in Russian Revolution</li> <li>• Graph completion</li> <li>• Research of famous people who impacted stories</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Summaries</li> <li>• Journals</li> <li>• Comprehension check</li> <li>• Projects on atrocities: video : Faces of Dignity</li> <li>• Writings</li> <li>• Discussions</li> <li>• Presentations</li> <li>• Outline</li> <li>• Writings</li> <li>• Scoring Rubrics</li> </ul>

			<ul style="list-style-type: none"> <li>To develop an understanding and ability to use all types of conjunctions properly</li> </ul>	
March-Fantasy/Heroes	<ul style="list-style-type: none"> <li>Prepositions and interjections</li> <li>Composition: Fractured Fairy Tales: Updated or from a different point of view</li> <li>Start Junior Symposium Term Papers</li> </ul> <p>Trip to Ramapo College of New Jersey</p>	<p>Reading: “ The True Story of the Three Little Pigs”</p> <p>Reading: “Little Red, Riding in the Hood”</p> <p>“Cinderella, The Untold Story”</p> <p>Reading: “Peter and His Three Cornered Hat”</p> <p>Reading: “The Wise Old Woman”</p>	<ul style="list-style-type: none"> <li>Folktales</li> <li>Vocabulary</li> <li>Sing song on grammar topic</li> <li>Updated Fairy Tales</li> <li>Literary terms: point of view, symbolism</li> <li>Descriptive language</li> <li>Interpreting poetry</li> <li>Author’s purpose</li> <li>Quotations</li> <li>Research Skills</li> <li>MLA format</li> <li>note taking</li> <li>citing</li> <li>thesis stating</li> <li>To develop the ability to use prepositions and interjections appropriately in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Tests/quizzes</li> <li>Fairy Tale</li> <li>Comprehension Checks</li> <li>Note Cards</li> <li>Resource Cards</li> <li>Thesis Statement</li> <li>Outline</li> </ul>
April-	<ul style="list-style-type: none"> <li>Verbals</li> </ul>	Reading: “Drummer Boy of	<ul style="list-style-type: none"> <li>Fairy Tales</li> </ul>	<ul style="list-style-type: none"> <li>Tests/quizzes</li> </ul>

<p>Fantasy/Heroes Cont.: People Who Make A Difference</p>	<ul style="list-style-type: none"> <li>• Speech Outline</li> <li>• Continue Junior Symposium Term Papers</li> </ul> <p>Trip to Gettysburg</p>	<p>Shiloh” Reading: “Gettysburg Address” Reading: “Captain O’ Captain” Reading: “Harriet Tubman, Conductor of the Underground Railroad” Reading: Martin Luther King, Jr. “I Have a Dream”</p>	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Analyzing of speeches/poetry</li> <li>• Review-inference</li> <li>• Multiple meaning words</li> <li>• Literary terms: assonance, consonance, alliteration</li> <li>• Distinguishing fact/fiction</li> <li>• Speeches</li> <li>• Outlining</li> <li>• Transcribing notes to paragraph format</li> <li>• To identify and use verbals properly</li> </ul>	<ul style="list-style-type: none"> <li>• Speech Presentation</li> <li>• Speech outline</li> <li>• Comprehension check</li> <li>• Oral Reading</li> <li>• Writings</li> <li>• Outline</li> <li>• Homework</li> <li>• Classwork</li> <li>• Scoring Rubrics</li> </ul>
<p>May-Mystery</p>	<ul style="list-style-type: none"> <li>• Diagramming</li> <li>• Continue Junior Symposium Term Papers</li> </ul>	<p>Reading: “The Three Garridebs” Reading: <i>And Then There Were None</i> (Novel)</p>	<ul style="list-style-type: none"> <li>• Review of all literary terms</li> <li>• Review of all parts of speech</li> <li>• Analysis of characters, plot themes, and point of view and their impact upon the stories</li> <li>• Summarizing</li> <li>• Oral reading</li> <li>• Silent reading</li> <li>• Revising and editing</li> <li>• Typing</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Writings</li> <li>• Comprehension checks</li> <li>• Summaries</li> <li>• Homework</li> <li>• Classwork</li> <li>• Diagrams</li> </ul>

			<ul style="list-style-type: none"> <li>• Citing sources</li> <li>• Publishing research paper</li> </ul>	
June-Mystery	<ul style="list-style-type: none"> <li>• Review for Final Exam</li> <li>• Finish Junior Symposium Term Papers</li> </ul>	Reading: <i>And Then There Were None</i> (Novel)Cont.	<ul style="list-style-type: none"> <li>• Deductive reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Review outline</li> <li>• Review games</li> <li>• Published Research Paper</li> <li>• Presentation</li> <li>• Final Exam</li> </ul>