

Eighth Grade Language Arts Curriculum

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
Short Story and Poetry 5 -6 Weeks	<ul style="list-style-type: none"> • What makes a good friend? • How do friends and family enrich our lives? • How do friends affect people’s lives for the better? 	3.1.G.5 3.1.G.2 3.1.E..1 3.1.G.4,6 3.1.F.1 3.3.A.6 3.2.B.1 3.2.B.4 3.5.A.2 3.2.D. 14 & 15 3.2.D.5 3.1.G.10,15 3.1.H.2 3.4.A.1 3.5.B.5 3.3.D.8 3.3.C.2 3.5.B.4 3.2.D.4,9	<ul style="list-style-type: none"> • Critically Read a variety of literary genres • Interpret literary elements, particularly conflict and figures of speech • Respond to the literature in a variety of modes • Build vocabulary • Develop skill in using body language, clear tones of voice, and active listening • Write an autobiographical incident or memoir • Explore ways to resolve conflicts constructively • Ask probing questions 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Oral presentation • Kid Biz / Teen Biz • Narrative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Independent reading • Independent writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Write response to fine art • Reader Response • Summarize and paraphrase • Support position • Use phonetic and context clues to improve understanding • Journal writing • Long/short literature responses • Draw for understanding • Writer’s checklist • Write in a variety of genres • Portfolio writing • Writing as process • Use graphic organizers to construct meaning and organize information • Use reading strategies to support comprehension • Read alouds • Critical listening • Homework • Interact with Visiting Author • Role play • Oral presentation

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Short Story and Poetry 5 - 6 Weeks	<ul style="list-style-type: none"> • How are information and values exchanged between young people and members of older generations? • How do older people influence a young relative or friend to think or act differently? 	3.1.G.2, 7 3.5.A.3 3.1.F.4 3.2.C.1,5,6,7&8 3.2.D.3 3.2.D.7,9,10,11 3.2.A.7 3.2.B.2 3.3.A.2,7 3.3.B.1,4 3.3.C.3,4 3.5.A.1 3.5.C.5 3.1.G.11 3.1.H.2 3.1.A.1 3.1.D.1 3.1.G.4 3.2.A.4	<ul style="list-style-type: none"> • Read a variety of literary genres • Interpret literary elements, particularly characterization • Respond to the literature in a variety of modes • Build vocabulary • Demonstrate the ability to research an issue and make recommendation • Write a persuasive essay • Interpret idioms 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Oral presentation • Kid Biz / Teen Biz • Persuasive writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Independent reading • Independent writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Write for an outside audience • Compare/contrast • Write response to fine art • Reader Response • Summarize and paraphrase • Support position • Use phonetic and context clues to improve understanding • Journal writing • Creative writing • Long/short literature responses • Draw for understanding • Writer's checklist • Portfolio writing • Writing as process • Write in a variety of genres • Use graphic organizers to construct meaning and organize information • Use reading strategies to support comprehension • Read alouds • Critical listening • Homework • Interact with Visiting Author • Role play • Oral presentation

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Drama Holocaust Cross-curricular 8 - 10 Weeks	<ul style="list-style-type: none"> • What can ordinary people teach us about bravely facing danger? About facing injustice? • Why has Anne Frank become a heroine to so many people? • What is a hero? • What does Anne Frank teach us about what it means to be human? • Are people “really good at heart?” • What are the effects of the Holocaust today? 	3.5.B.5 3.1.C.4 3.1.D.3,4 3.3.D.6 3.1.E.1 3.1.G.8 3.1.G.13 3.4.A.1 3.1.B.2 3.1.F.2,3 3.1.G.1 3.1.H.4 3.5.C.2 3.4.A.4 3.2.D.1,8 3.1.G.6 3.3.D.3 3.1.G.9 3.2.A.3.6 3.2.B.3 3.2.C.4 3.2.D.6 3.3.B.3 3.5.C.3 3.3.A.3.5 3.1.E.2	<ul style="list-style-type: none"> • Read a play and related literature on a single theme • Interpret literary elements, particularly drama, irony, flashback, stage directions • Demonstrate an understanding of persuasive appeals • Apply a variety of reading strategies, particularly prior knowledge • Utilize research skills to build on prior knowledge • Build vocabulary • Develop skill in using body language, clear tones of voice, and critical listening • Develop skill in persuasive writing, research 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Oral presentation • Kid Biz / Teen Biz • Research report • Persuasive writing • Creative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Independent reading • Independent writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Write response to fine art • Reader Response • Summarize and paraphrase • Support position • Use phonetic and context clues to improve understanding • Journal writing • Long/short literature responses • Draw for understanding • Conduct research • Compare/contrast • Write in a variety of genres • Writer’s checklist • Portfolio writing • Writing as process • Use graphic organizers to construct meaning and organize information • Use reading strategies to support comprehension • Critical listening • Homework • Interact with Visiting Author • Role play • Oral presentation

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			<p>reporting, compare/contrast essay, poetry</p> <ul style="list-style-type: none">• Demonstrate an ability to create charts and graphs• Explore how the media convey messages about what we should believe•			
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Novel 6-8 Weeks (We Shall Overcome: American Struggles and Dreams) (a cross-curricular unit)	<ul style="list-style-type: none"> • What do people mean by the “American Dream?” • What struggles might be necessary to achieve this dream? • What specific obstacles have different cultural groups in American history faced? • What are some victories and achievements of these groups? • What historical changes have occurred as a result of actions by ordinary people? By national leaders? • Where do I belong? 	3.5.B.5 3.1.G.3,5,6,8 3.2.A.1&2 3.3.A.1 3.3.B.2 3.3.C.1 3.4.A.2 3.4.A.5 3.5.A.4 3.1.F.4 & 5 3.1.C.3 3.2.D12 3.5.C.1 3.5.B 1 &2	<ul style="list-style-type: none"> • Read a variety of literary genres • Interpret literary elements, particularly nonfiction • Interpret literary elements, particularly the novel –theme, tone • Recognize and interpret allusion, jargon, stereotypes • Respond to the literature in a variety of modes • Build vocabulary • Apply a variety of reading strategies, particularly distinguishing fact from opinion • Write a persuasive essay • Demonstrate an ability to read 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Oral presentation • Kid Biz / Teen Biz • Problem-solution essay • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Independent reading • Independent writing • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers 	<ul style="list-style-type: none"> • Write across the curriculum • Combine information from sources, including documentary film • Write response to fine art • Reader Response • Summarize and paraphrase • Support position • Use phonetic and context clues to improve understanding • Journal writing • Long/short literature responses • Draw for understanding • Writer’s checklist • Write in a variety of genres • Portfolio writing • Writing as process • Use graphic organizers to construct meaning and organize information • Use reading strategies to support comprehension • Read alouds • Critical listening • Homework • Interact with Visiting Author • Role play • Oral presentation

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	<ul style="list-style-type: none">• Can we accept each other's differences?• Would it be possible to stop name-calling in a middle school?• Man encounters what kinds of problems in nature?• How does man handle these problems?• What can man learn from nature and animals about his place in the world?		electronic texts for information			
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Storytelling 3 - 4 Weeks	<ul style="list-style-type: none"> • What role have stories played in human history? • Why do people tell stories? • Why do people listen? • What stories from your own life are meaningful enough to pass on? 	3.3.A.4 3.3.D.1.4.5.7 3.4.A.3.6 3.5.B.3 3.1.C.1.2 3.2.A.5 3.2.C.2.3 3.2.D.2.13	<ul style="list-style-type: none"> • Read a variety of literary genres • Build vocabulary • Develop skill and confidence in using body language, clear tones of voice, and active listening • Write a reflective essay • Memorize a story to present orally • Use rubric to evaluate oral presentation 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Oral presentation • Kid Biz / Teen Biz • Reflective writing • Journal writing • Teacher observations • Homework • Self-assessments • Peer evaluations • Presentations • Rubrics 	<ul style="list-style-type: none"> • Differentiated instruction • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Conferencing • Technology • Read aloud • Direct Instruction • Learning centers • Practice presentation 	<ul style="list-style-type: none"> • Write response to fine art • Reader Response • Summarize and paraphrase • Support position • Use phonetic and context clues to improve understanding • Journal writing • Long/short literature responses • Draw for understanding • Writer's checklist • Write in a variety of genres • Portfolio writing • Writing as process • Use graphic organizers to construct meaning and organize information • Use reading strategies to support comprehension • Read alouds • Critical listening • Homework • Interact with Visiting Author • Role play • Oral presentation • View videos • Listen critically

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