

Greensburg Community School Corporation
8th Grade Curriculum

English

Prepared by
Ruthann Smith and Scott Moore

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Greensburg Community schools
8th Grade-English

Mission Statement

The mission of the Greensburg Community Schools is to serve individuals and the community by developing in all students the knowledge, understanding, skills and attitudes that will enable them to lead productive and fulfilling lives in our complex and changing society.

Greensburg Community Schools
8th Grade-English

Narrative Description

The eighth grade curriculum in English will emphasize competence and confidence in exploring an interrelated web of reading, vocabulary, writing, structural grammar, usage, and spelling skills. Students will write about what they read and experience while using their cumulative knowledge of literary form, grammar usage, vocabulary, and spelling through the Writing Process 6 + 1 Writing Traits. Students will write in personal, narrative, expository, and persuasive styles.

Course Concepts and Generalizations

Grammar units are alternated with writing units that require students to apply the grammar skills to their writing. Spelling is combined with vocabulary study. Daily oral language practice provides review and mini-lessons on all aspects of grammar, usage, punctuation, and capitalization.

- 1.. Writing: Processes and Features
2. Writing: Applications
3. Sentence Structure
4. Grammar
5. Punctuation
6. Capitalization

7. Spelling

8. Listening and Speaking

9. Research Skills

3.

**Greensburg Community Schools
8th Grade-English**

Units of Study

	UNITS/AREA OF STUDY	LENGTH OF TIME
8.4	Writing: Processes and Features	Ongoing
8.5	Writing: Applications	Ongoing
8.6	Sentence Structure	2 weeks; ongoing
8.6	Grammar	Ongoing
8.6	Punctuation	Ongoing
8.6	Capitalization	Ongoing
8.6	Spelling	Ongoing
8.7	Listening and Speaking	Ongoing
8.5	Research Skills	4 weeks

Unit numbers correspond to the Unit numbers on the State Standard Chart.

**Greensburg Community Schools
8th Grade-English**

**Unit Plan
Writing: Processes and Features**

Individual Learner Objectives

1. Students will develop ideas for writing through discussion and graphic organizers.
2. Students will create compositions for different purposes and audiences.
3. Students will use a computer to create documents using word processing skills and publishing programs.
4. Students will review, edit, and revise writing for meaning and clarity.
5. Students will revise writing for ideas, word choice, organization, voice, sentence fluency, and conventions.

Subject Outline

- I. Organization and Focus
 - A. Generating and organizing ideas (8.4.1)
 - B. Creating compositions (8.4.2)
 - C. Developing support theses (8.4.3)
 - D. Organizing structure (8.4.10)
- II. Technology Process
 - A. Multiple-step information searches (8.4.4)
 - B. Research/original ideas balance (8.4.5)
 - C. Word processing, publishing, data bases, spreadsheets (8.4.6)
- III. Evaluation
 - A. Meaning and clarity (8.4.7)
 - B. Inquiry and investigation (8.4.11)
 - C. Self-editing and peer editing with rubric or checklist (8.4.8)
 - D. Revision for ideas, organization, voice, word choice, and fluency (8.4.9)

LEARNER ACTIVITIES

1. Create a Writer's Notebook for pre-writing activities, graphic organizers, Daily Oral Language, and journal activities.
2. Complete "writing to a prompt" activities before ISTEP (letter to editor, time capsule, short story).
3. Present lessons on 6 + 1 Writing Traits.
4. Write a how-to essay on a computer function or process.
5. Conduct a survey and compile results using a spreadsheet.
6. Use a rubric to evaluate student writing with the overhead projector, explaining reasons for scores and including student input.

TECHNOLOGY INFUSION

Students will use computers, employing word processing skills to create compositions. They will edit work after evaluation with teacher and peers. Students will also create spreadsheets and data bases from surveys conducted.

EVALUATION

Students will do self evaluation as well as peer evaluation. Writing conferences will be used. Rubrics will be discussed before and after the writing process. Writing samples will be placed in portfolios.

Unit Plan
Writing: Applications

Individual Learner Objectives

1. Students will write autobiographies and short stories that tell about an event, using well-chosen details.
2. Students will use narrative and descriptive strategies.
3. Students will write persuasive compositions that include a clear thesis with detailed evidence, examples, and reasoning to support effective arguments and emotional appeals.
4. Students will write technical documents that detail the sequence of activities for a task.
5. Students will use precise word choice to make writing interesting and exact.
6. Students will write for different purposes and audiences.

Subject Outline

- I. Biographies, autobiographies, and short stories (8.5.1)
 - A. Details
 - B. Writer's attitude toward subject
 - C. Narrative and descriptive strategies
 1. dialogue
 2. specific action
 3. physical description
 4. background description
 5. comparison/contrast of characters
- II. Persuasive compositions (8.5.4)
 - A. Thesis
 - B. Evidence
 - C. Examples
 - D. Argument
 - E. Emotional appeal
- III. Technical documents (8.5.5)
 - A. Sequencing
 - B. Formatting
 1. headings
 2. fonts
- IV. Word choice (8.5.6)
- V. Audience and purpose (8.5.7)

Learner Activities

1. Students write a letter to teacher, introducing themselves in the third person.
2. Students create a Letter to Self, documenting their lives as eighth graders, including people in their lives, the world today, styles and fashions, personal favorites, and ambitions for the future. This is stored by teachers, to be returned in the senior year.
3. Using information collected in survey, students write letter to appropriate office, company, or person to seek change. (persuasive)
4. Create a short story from a prompt.

Technology Infusion

Extensive use of the computer will be required for writing essays.

Evaluation

Rubrics will be used to evaluate student writing. Peer and self editing will be utilized, as well. Students will be tested over concepts and understanding of differences in types of writing.

Unit Plan Sentence Structure

Individual Learner Objectives

1. Students will learn correct and varied sentence types
2. Students will identify and use parallelism.
3. Students will identify and use coordination and subordination.

Subject Outline

- I. Sentence types (8.6.1)
 - A. Simple
 - B. Compound
 - C. Complex
 - D. Compound-complex
- II. Parallelism (8.6.2)
 - A. Lists
 - B. Verbs
 - C. Items to be emphasized
- III. Coordination and subordination (8.6.3)
 - A. Compound sentences
 - B. Complex sentences
 - C. Compound-complex sentences

Learner Activities

1. Daily Oral Language will be used for mini-lessons on parallelism. Students will be reminded often of the term as sentences are corrected for parallelism.
2. Any time a list is put on the board, students will help to decide if parallel construction has been used.
3. Students will be encouraged to notice examples of writing that lacks parallelism. Examples might be placed on posters. (No identification of sources)
4. Sentence combing activities will include use of the overhead projector. Students will start with two simple sentences and then discuss how those can be combined to form compound, complex, and compound-complex sentences.

Technology Infusion

Overhead projector or smart board can be utilized effectively to instruct students on the concepts covered in this unit.

Unit Plan Grammar

Learner Objectives

1. Students will select and use developmentally appropriate strategies for writing in Standard English.
2. Students will understand and use effectively the writing process.
3. Students will apply rules of usage to writing.

Subject Outline

- I. Nouns (8.6.4)
 - A. Common
 - B. Proper
 - C. Collective
 - D. Compound
 - E. Appositive
 - F. Possessive
- II. Pronouns (8.6.4)
 - A. Personal
 - B. Demonstrative
 - C. Relative
 - D. Interrogative
 - E. Indefinite
- III. Verbs (8.6.5)
 - A. Action
 1. Transitive
 2. Intransitive
 - B. Linking
 - C. Helping
 - D. Infinitives
 - E. Participles
- IV. Modifiers (8.6.4)
 - A. Adjectives
 1. Articles
 2. Nouns as adjectives
 3. Compound
 4. Pronouns as adjectives
 - B. Adverbs
 - C. Prepositions
 1. Adjective phrase
 2. Adverb phrase

- V. Conjunctions (8.6.4)
 - A. Coordinating
 - B. Correlative
 - C. Subordinating
- VI. Interjections (8.6.4)
- VII. Parts of a Sentence(8.6.4)
 - A. Subject
 - B. Verb
 - C. Direct Object
 - D. Indirect Object
 - E. Complements
 - 1. Predicate noun
 - 2. Predicate adjective
- VIII. Phrases (8.6.4)
 - A. Prepositional phrases
 - B. Verbals
- IX. Clauses (8.6.3)
 - A. Adjective
 - B. Adverb
 - C. Noun
- X. Effective Sentences (8.6.4)
 - A. Combining
 - B. Varying
 - C. Avoiding run-ons and fragments
- XI. Verb Usage (8.6.4)
 - A. Principal parts
 - B. Tenses
 - C. Irregular verbs
- XII. Pronoun Usage (8.6.4)
 - A. Nominative case
 - B. Objective case
 - C. Possessive case
- XIII. Subject-Verb Agreement (8.6.4)
 - A. Inverted word order
 - B. Questions
 - C. Separated verb
 - D. Introductory words

Learner Activities

1. Students will practice traditional grammar activities through active participation at the board and in workbooks.
2. Daily Oral Language will be used to reinforce usage rules.
3. Students will keep a notebook of terms, definitions, and rules.

Technology Infusion

Grammar practice exercises on the computer will be utilized.

Evaluation

Daily homework exercises and activities will be graded. Notebooks will be checked.

Unit Plan Punctuation

Learner Objectives

1. Students will learn rules for punctuation.
2. Students will apply the rules of punctuation to writing.

Subject Outline

- I. End Marks (8.6.5)
 - A. Period
 - B. Question mark
 - C. Exclamation mark
- II. Commas (8.6.5)
 - A. Series
 - B. Compound sentences
 - C. Noun of direct address
- III. Semicolon (8.6.5)
 - A. Compound sentence
 - B. Complex sentence
- IV. Colon (8.6.5)
- V. Quotation marks (8.6.5)
- VI. Underlining/italics (8.6.5)
- VII. Hyphens (8.6.5)
- VIII. Apostrophes (8.6.5)

Learner Activities

1. Punctuation will be integrated into writing activities.
2. Daily Oral Language will reinforce punctuation rules.
3. Punctuation rules for combining sentences will be covered before ISTEP.

Technology Infusion

Evaluation

1. Students' knowledge of punctuation will be evaluated in every aspect of writing.
2. DOL will be graded periodically.

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Unit Plan
Capitalization

Learner Objectives

1. Students will learn the rules governing capitalization.
2. Students will apply the rules of capitalization to writing.

Subject Outline

- I. Capitalization (8.6.6)
 - A. Sentences
 - B. Quotations
 - C. Proper nouns
 - D. Titles

Learner Activities

1. Key rules will be reviewed and discussed through Daily Oral Language.
2. Rules for capitalization will be covered before ISTEP.

Technology Infusion

Evaluation

1. Standardized testing format will be used to review and prepare for the ISTEP test.
2. Daily Oral Language will be graded periodically.

Unit Plan Spelling

Learner Objectives

1. Students will recognize, pronounce, and spell words grouped by prefixes, suffixes, roots, and other spelling conventions.
2. Students will successfully complete practice exercises and worksheets based on spelling conventions.
3. Students will apply spelling knowledge to writing.

Subject Outline Spelling

- I. Phonetic symbols (8.6.7)
 - A. Sound/symbol relationship
 - B. Spelling conventions
 - C. Word groupings
 - D. Rules for different sounds
- II. Suffixes
 - A. Rules for adding suffixes
 - B. Letter sequence
 - C. Sound/symbol relationship
- III. Plurals
 - A. Rules for making plurals
 - B. Sound/symbol relationship
 - C. Letter sequence
- IV. Prefixes
 - A. Rules for adding prefixes
 - B. Sound/symbol relationship
 - C. Letter sequence

Learner Activities

1. Students will complete activities based on phonics, spelling rules, and word definitions.
2. Students will practice spelling of words.

Technology Infusion

Evaluation

1. Students will be tested using different formats compatible with ISTEP.

Unit Plan **Listening and Speaking**

Learner Objectives

4. Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
5. Students will evaluate the content of oral communication.
6. Students will use Standard English for oral speech presentations.

Subject Outline

- I. Comprehension (8.7.1)
 - A. Paraphrasing
- II. Delivery (8.7.2)
 - A. Audience
 - B. Purpose
- III. Organization (8.7.3)
 - A. Introduction
 - B. Transitions
 - C. Body
 - D. Conclusion
- IV. Language and Vocabulary (8.7.4)
 - A. Precise language
 - B. Sensory details
 - C. Appropriate modifiers
 - D. Active verbs
- V. Presentation (8.7.5)
 - A. Grammar
 - B. Word choice
 - C. Pace
 - D. Volume
- VI. Audience Feedback (8.7.6)
- VII. Applications
 - A. Narrative (8.7.10)
 - B. Descriptive (8.7.15)
 - C. Response to literature (8.7.11)
 - D. Research (8.7.12)
 - E. Persuasive (8.7.13)

Learner Activities

1. At the start of school, students will introduce themselves to classmates.

2. Students might do oral presentation based on writing assignments.
3. Students will be encouraged to do book talks about favorite AR books.

Evaluation

1. Oral presentations will be evaluated by a rubric.
2. Students will do self-evaluations of presentations.
3. Oral presentations will be discussed at the end of the period. What strong points did you see? What weaknesses do we all need to work on?

Unit Plan Research

Learner Objectives

1. Students will learn the process for defining a topic.
2. Students will learn about locating information for a specific purpose.
3. Students will summarize information.
4. Students will organize information gathered.
5. Students will present research information orally or in writing.
6. Students will cite sources accurately.

Subject Outline

- I. Defining a topic (8.5.3)
- II. Locating information (8.5.3)
 - A. Books
 - B. Technology
- III. Summarization (8.5.3)
- IV. Organization (8.5.3)
- V. Citation of sources (8.5.3)

Learner Activities

1. Research a favorite Accelerated Reader author. Learn about his/her life. Find interviews online. Is there a reason he/she writes a certain type of book?
2. Research life in the 1840's (the time *Tom Sawyer* is set). Find out about clothing, food, stores, medicine, and superstitions.
3. Research the Holocaust. (Anne Frank)

Technology Infusion

Students will use computers to locate information. They will learn to do Internet searches as well as cite the sources located.

Evaluation

Students will be graded using a rubric. A checklist of items to cover and include will be provided at the beginning of the research project.

