

Current Staff

Mrs. Watson

Course		8th Grade Language Arts				
Unit/ Length	Big Ideas	Basic Outline/ Structure	Content Vocabulary	Text	Standard	Assessment
<p><u>Two Sides to Every Story</u> 1st Quarter</p>	<p>*Importance of perspective *Grammar Usage *Writing Structure *Research Basics *Bias in Writing * Overview of Narrative, Informative, and Argumentative Writing Styles</p>	<p>1.Greek/Latin Prefixes, Suffixes and Root Words will be a weekly assignment and extends through the length of the school year. Each week students will cover a set of prefixes, suffixes, or roots. 2. Cover the basic sentence structure and mechanics. Students write paragraphs to practice usage. 3.Writing strategies will depend on needs based on student writing. There will be additional practice through extensive peer editing. Possible mini units may be sentence</p>	<p>Narrative Writing Informational Writing Argumentative Writing Prompt Formal Language Informal Language Introduction Body Conclusion Thesis Statement Topic Sentence</p>	<p>Greek/Latin Binder (teacher generated) Language Network 2006 Edition *Text and workbooks * McDougal Littell Literature 8th grade edition *<u>Across Five Aprils</u> *<u>Voices From the Civil War: A Documentary History of the Great American Conflict</u></p>	<p>RL.8.6 RI.8.1 RI.8.2 RI.8.3 RI.8.6 RI.8.7 RI.8.10 W.8.4 W.8.5 W.8.6 W.8.10 SL.8.1A SL.8.1.C SL.8.1.D L.8.2.A L.8.2.B L.8.2.C L.8.4.A L.8.4.B L.8.4.C L.8.4.D</p>	<p>* Pretest at the beginning of the year on Greek and Latin Prefixes, Suffixes, and Root Words *Weekly comprehension quizzes * Grammar practice assignments to assess usage * Proofreading exercises *Class discussions *Summaries *Prose Constructed Responses *Writing conferences</p>

	<p>expansion, organization, transitioning...</p> <p>4. Students read <u>Across Five Aprils</u>. Some of the reading of the novel is as whole class instruction and some is as independent reading.</p> <p>a. We will read a chapter followed by watching a video representation.</p> <p>b. Students will read/analyze non fiction articles to support background historical. Students will also look at bias in writing in these articles.</p> <p>Some articles will show how the modern world still deals</p>	<p>Word Choice</p> <p>Audience</p>	<p>* AR 360</p> <p>*Ted Talks</p> <p>*Newsela</p>	<p>L.8.5.C</p> <p>L.8.6</p>	<p>*Project (student choice)</p> <p>-Google Slide</p> <p>-Brochure</p> <p>-Written Essay</p> <p>-Oral Presentation</p>	
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		<p>with conflicts within groups.</p> <p>c. Content unit teaching research techniques to apply in a small project to tie in Illinois references.</p> <p>d. Journal topics (Tues. and Thurs) throughout will tie in with <u>Across Five Aprils</u> or the theme of seeing issues from all sides. Prompts will cover narrative, informative, and argumentative.</p> <p>e. Vocabulary skills be covered as well. As students</p>					
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look up unfamiliar words, they will use context clues as will as multiple resources to determine the meaning of words.

5. Using *A Retrieved Reformation* and *Ransom of Red Chief* analyze the perspective and motivation of the main characters (lit)

- a. Essay of what causes the changes in character. Essay is written in literature and assessed for content. In language it will be edited for

writing structure.
The essay will be
peer edited and
revised

5. Writing strategy
practice depending on
student needs throughout
the quarter.

<p><u>Importance of Relationships</u> 2nd Quarter</p>	<p>Grammar Usage Writing Structure Research Basics Bias in Writing Narrative, Informative, and Argumentative Writing Styles</p>	<p>1. Greek/Latin Prefixes, Suffixes and Root Words will be a weekly assignment and extends the length of the school year. Each week students will cover a set of prefixes, suffixes, or roots. 2. Students will read <u>Wind In the Willows</u>. Some of the reading of the novel is as whole class instruction and some is as independent reading. a. Before reading students create their own group of friends to represent the main characters of the novel. Create a character sketch with drawing and character traits. b. Vocabulary acquisition throughout the novel. Students will be required create a list of vocabulary words as they progress through the novel. For each word they have to look up the</p>	<p>Claim Conclusion Evidence Source Credibility Analysis Reasoning Premises Counterclaim Rebuttal Warrants Ethos Logos Pathos Value Premises</p>	<p>*Greek/Latin Binder (teacher generated) *<u>Wind In the Willows</u> *AR 360 * Newsela * Ted Talks * McDougal Littell Literature 8th</p>	<p>RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.6 RL8.7 RL8.10 W.8.1.A W.8.1.B W.8.1.C W.8.1.D W.8.1.E W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9.A W.8.9.B W.8.10 SL.8.1.A SL.8.1.C SL.8.1.D SL.8.2 SL.8.3 SL.8.4 SL.8.5 L.8.1.A L.8.1.B L.8.1.C L.8.1.D L.8.2.A L.8.2.B L.8.2.C</p>	<p>* Weekly comprehension quizzes * Grammar practice assignments to assess usage * Proofreading exercises *Class discussions *Summaries *Prose Constructed Responses *Writing conferences *Project (student choice) -Google Slide -Brochure -Written Essay -Oral Presentation</p>	
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		<p>definition and chose the meaning that fits the usage from the novel.</p> <p>c. Journal topics (Tues. and Thurs) throughout will tie in with <u>Wind In the Willows</u> or the theme of the significance of relationships. Prompts will cover narrative, informative, and argumentative.</p> <p>d. Project: Tie in <u>Wind In the Willows</u> with “Flowers for Algernon”</p> <p>3. Language</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>This will be supported the instruction and drill, and will be followed up with</p>			<p>L.8.3.A L.8.4.A L.8.4.B L.8.4.C L.8.4.D L.8.5.C L.8.6</p>	
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		<p>application in writing</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>This will be supported the instruction and drill, and will be followed up with application in writing</p> <p>4. Argumentative Writing Workshop</p> <p>5. Writing strategy practice depending on student needs throughout the quarter.</p>				
<p><u>Bildungromans</u> 3rd Quarter</p>	<p>Grammar Usage Writing Structure Research Basics Bias in Writing Narrative, Informative, and Argumentative Writing Styles</p>	<p>1. Greek/Latin Prefixes, Suffixes and Root Words will be a weekly assignment and extends the length of the school year. Each week students will cover a set of prefixes, suffixes, or roots.</p> <p>2. Students will read the novel <u>Lyddie</u> in literature class. Language will tag</p>	<p>Evidence</p> <p>Paraphrase</p> <p>Summarize</p> <p>Plagiarism</p> <p>Source</p> <p>Cite</p> <p>Quotation</p>	<p>1. Greek/Latin Binder (teacher generated)</p> <p>2. Language Network 2006 Edition</p> <p>* Text and workbooks</p> <p>* AR 360</p>	<p>RI.8.1</p> <p>RI.8.2</p> <p>RI.8.3</p> <p>RI.8.4</p> <p>RI.8.5</p> <p>RI.8.6</p> <p>RI.8.7</p> <p>RI.8.8</p> <p>RI.8.9</p> <p>RI.8.10</p> <p>W.8.2.A</p> <p>W.8.2.B</p> <p>W.8.2.C</p>	<p>* Weekly comprehension quizzes</p> <p>* Grammar practice assignments to assess usage</p> <p>* Proofreading exercises</p> <p>* Class discussions</p>

	<p>team this quarter with the novel <u>Lyddie</u>. This also ties in the social studies aspect of the Industrial Revolution.</p> <p>a. Nonfiction supplemental articles. Using sources such as newsela, students are guiding through nonfiction articles that tie in with <u>Lyddie</u>.</p> <p>3. Industrial Revolution Research Project. Students receive an information packet. We will use this packet throughout the project.</p> <p>a. Analyze the parts of a research project by examining writing samples.</p> <p>b. Chose topics</p> <p>c. MLA structure for works cited review</p> <p>d. Sources and information gathering. Completion of works cited cards and note cards.</p> <p>e. Student</p>	<p>MLA Format</p> <p>Works Cited</p> <p>In text citation</p>	<p>*Ted Talks</p> <p>*Newsela</p> <p>*</p>	<p>W.8.2.D</p> <p>W.8.2.E</p> <p>W.8.2.D</p> <p>SL.8.1.A</p> <p>SL.8.1.C</p> <p>SL.8.1.D</p> <p>SL.8.2</p> <p>SL.8.3</p> <p>SL.8.4</p> <p>SL.8.5</p>	<p>*Summaries</p> <p>*Prose Constructed Responses</p> <p>*Writing conferences</p> <p>*Research Paper -Process -Product</p>	
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<p><u>Can't Judge A Book By Its Cover</u> 4th</p>	<p>Grammar Usage Writing Structure Research Basics Bias in Writing Narrative, Informative, and Argumentative Writing Styles</p>	<p>1. Greek/Latin Prefixes, Suffixes and Root Words will be a weekly assignment and extends the length of the school year. Each week students will cover a set of prefixes, suffixes, or roots. 2. Hero Journey Unit. (Start the quarter with this unit) a. What is a hero. Definition and characteristics. - Boat Lift Video - Superman article - Mother Theresa documentary b. Hero Journey Components - David and Goliath - Perseus - Star Wars c. Write a narrative showing understanding of the hero theme. 3. Students will do <u>Under The Persimmon Tree</u> as</p>	<p>Dialogue Internal Conflict External Conflict Plot Rising Action Climax Resolution Sensory Details Figurative Language Tone Mood Anecdote Sequencing</p>	<p>1. Greek/Latin Binder (teacher generated) 2. Language Network 2006 Edition *Text and workbooks * McDougal Littell Literature 8th grade edition * AR 360 *Ted Talks *Newsela</p>	<p>RL.8.1 RL.8.2 RL.8.6 RL.8.9 RL.8.10 RI.8.2 RI.8.3 RI.8.6 RI.8.7 RI. 8.8 RI. 8.9 RI.8.10 W.8.3.A W.8.3.B W.8.3.C W.8.3.D W.8.3.E W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9.A W.8.9.B W.8.10</p>	<p>*Post Test on Greek and Latin Prefixes, Suffixes, and Root Words * Weekly comprehension quizzes * Grammar practice assignments to assess usage * Proofreading exercises *Class discussions *Summaries *Prose Constructed Responses *Writing conferences *Project (student choice) -Google Slide -Brochure -Written Essay -Oral Presentation * Scholarship Letter</p>
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		<p>an independent study. 20 minutes of each class period will be dedicated to independent reading and activities.</p> <ul style="list-style-type: none">a. Discussions and assignments focus on the aspect of judging people based on prejudices. Students will be guided to make the connection between religious persecution in <u>The Diary Frank</u> and <u>Under the Persimmon Tree</u> <p>4. Scholarship Letter</p> <ul style="list-style-type: none">a. Chose a schoolb. Read the model letter<ul style="list-style-type: none">highlight content, descriptive examples, business letter formatc. Self assessmentd. Letter writing					
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