

## PREFACE

**LITERATURE:** DISCUSSION QUESTIONS AND STUDY GUIDES WILL BE PREPARED USING THOSE SKILLS IDENTIFIED IN THE WKCE LEARNER CONCEPT STRAND OF THE “HORIZONTAL” CURRICULUM DOCUMENT. (SEE APPENDIX A FOR WKCE LEARNER CONCEPTS.)

BLOOM’S TAXONOMY WILL ALSO BE USED IN FORMULATING A VARIETY OF DISCUSSION QUESTIONS DESIGNED TO EVOKE A VARIETY OF STUDENT RESPONSES ILLUSTRATING OBSERVABLE STUDENT UNDERSTANDING AT A VARIETY OF BLOOM’S LEVELS. (SEE APPENDIX B FOR DETAILS)

SENSITIVITY WILL BE SHOWN IN THE CONSTRUCTION OF DISCUSSION QUESTIONS TO THE NEEDS OF GIFTED/TALENTED AND REMEDIAL STUDENTS AS WELL.

**COMPOSITION:** WRITING SKILLS WILL BE DEVELOPED USING THE BEST PRACTICES AS IDENTIFIED IN THE STATE STANDARDS AND DELIVERED USING THE WRITING PROCESS AND 6+1 WRITING TRAIT APPROACH.

SENSITIVITY WILL BE SHOWN TO ALL STUDENT SKILL LEVELS AND NEEDS IN TERMS OF GIFTED/TALENTED AND REMEDIAL STUDENTS. THE PHILOSOPHY OF COMPOSITION INSTRUCTION SHALL BE TO ASSESS EACH STUDENT’S STRENGTHS AND NEEDS AND MOVE THE STUDENT FORWARD FROM THAT POINT INDIVIDUALLY.

PROOFREADING AND EDITING SKILLS ARE RECOGNIZED AS PART OF THE SIX -TRAIT APPROACH AND WILL RECEIVE A HIGH PRIORITY IN COMPOSITION INSTRUCTION. THE STATE STANDARDS AND WKCE ALSO RECOGNIZE THE NEED FOR STUDENT COMPETENCY IN THESE AREAS. WHILE THESE MAY BE TAUGHT IN FOCUSED UNITS, THE SKILLS SHOULD ALWAYS BE BROUGHT BACK TO THE CONTEXT OF COMPOSITION.

ALL CHILDREN AT THIS LEVEL MUST HAVE THE OPPORTUNITY TO LEARN THESE PERFORMANCE BENCHMARKS:

## Appendix A

### Reading/Language Arts

Basic Understanding  
Vocabulary  
Stated Information  
Sequence  
Initial Understanding  
Stated information graphics

Analyze Text  
Main Idea/theme  
Supporting evidence  
Conclusions  
Persuasive techniques  
Story elements/ character  
Literary techniques  
Compare/contrast  
Story elements/ plot  
Cause/effect  
Nonfiction elements

Evaluate and Extend Meaning  
Generalize  
Author/purpose  
Author/point of view  
Author/tone  
Predict/hypothesize  
Critical assessment  
Extend/apply meaning  
Fact/opinion

Identify Reading Strategies  
Make connections  
Vocabulary strategies  
Summarize  
Synthesize across texts  
Graphic strategies  
Formulate questions  
Self monitor  
Apply genre criteria  
Utilize structure

Sentence Structure  
Complete/fragment/run-on  
Sentence combining  
Nonparallel structure  
Misplaced modifier  
Mixed structure problems

Writing Strategies  
Sequence  
Relevance  
Supporting Sentences  
Connective/ transitional words  
Organize information  
Topic selection  
Information sources  
Writing strategies  
Topic sentence

Editing Skills  
Usage  
    Proofreading

## APPENDIX B

### BLOOM'S TAXONOMY\*

KNOWLEDGE

COMPREHENSION

APPLICATION

ANALYSIS

SYNTHESIS

EVALUATION

\* SEE TEACHER'S HANDBOOK FOR A MORE COMPLETE EXPLANATION.



## Curriculum Document for Language Arts

Course Title: Language Arts

Grade: 8

**Learner Objective #1: The student will learn conventions for writing complete and effective sentences and will learn to identify and correct errors in existing text.**

**Standards Met: B.8.3**

**Selections: Caught' Ya Grammar book/story**

**Concepts/Techniques/Terms/Vocabulary:**

- Vocabulary – daily word used in context of the daily sentence from the story
- Paragraphing
- Homophones – to/too/two, there/their/they're, know/no, whole/hole, its/it's, hear/here
- Hyphens
- Common misused words – who/whom, effect/affect, accept/except
- Commas – introductory words, phrases, and clauses; appositives; series; two or more adjectives; compound sentence; interjection; interrupter; direct address; participial phrase, also/too
- Capitalization
- Common spelling errors – i before e except after c, a lot, were/we're, quiet, quite, quit
- Verb tense shifting
- Numbers – ordinal and under 10 written out
- Quotations marks – proper use with slang, dialogue, and single quotes
- Run-ons and fragments
- Pronoun – correct use and overuse, antecedent/pronoun agreement
- Apostrophe – singular/plural possessive
- Articles – a/an with consonants and vowels
- Title rules – underline or quotations marks
- Semicolon

- Double negative
- Conjunctions – avoiding use of at the beginning of sentences
- Adjective/adverb choice – good/well
- Subject/verb agreement
- Collective nouns
- Friendly letter format

**Learner Objective #2: The student will read, understand, discuss, and write poetry**

**Selections:** Variety of teacher selected poems

**Standards Met:** A.8.1, A.8.2, A.8.3, B.8.1, B.8.2, B.8.3, C.8.1, C.8.3, D.8.1, D.8.2, E.8.1, F.8.1

**Concepts/Techniques/Terms/Vocabulary:**

- Figurative language – simile, metaphor, personification, and imagery
- Poetic devices – alliteration, assonance, consonance, onomatopoeia, end rhyme, rhyme scheme, and stanza
- Forms of poetry – free verse, cinquain, couplet, haiku, acrostic, and concrete

**Skills:**

- Write poetry to demonstrate an understanding of figurative language and poetic devices as evidenced by use of the above concepts
- Write and/or orally communicate responses to questions requiring basic understanding of poems read and identification of figurative language and poetic devices
- Write and/or orally communicate responses to questions requiring analysis of poems read by drawing conclusions, making inferences of extended or deeper meaning, and identifying theme and mood
- Write and/or orally communicate responses to questions requiring critical understanding of poems read by transferring ideas to personal situations, making connections between texts on common themes and concepts, and judging author purpose
- Conduct research and orally communicate information about an author and his/her poems through a presentation including an expressive oral reading of the poems

**Learner Objective #3: The student will read, understand, and write persuasive essays**

**Standards Met:** A.8.1, A.8.2, A.8.3, B.8.1, B.8.2, B.8.3, C.8.1, D.8.1, D.8.2

**Resources:** Essays: Daybook of Critical Reading and Writing-“Silencing the Sound of Music” and “America the Not-so-Beautiful.” Poem: “Women Who Are Poets in My Land”

**Concepts/Techniques/Terms/Vocabulary:**

- Persuasive writing, five paragraph essay, introduction, body, conclusion
- Six Traits: Organization, Conventions, and Word Choice

**Skills:**

- Use effective reading strategies to achieve their purposes in reading
- Read, interpret, and critically analyze literature focusing on persuasive elements in an essay
- Read and discuss persuasive literary texts in order to understand human experience
- Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience
- Write persuasive pieces (in both a limited amount of time, 30 minutes, and an unlimited amount of time) that includes:
  - a rough draft or planning outline
  - an introduction with a clear position
  - body paragraphs that give reliable evidence to support the position
  - a conclusion that wraps up the position
  - proper use of grammar, spelling, and conventions
- Share brief impromptu remarks about a persuasive essay or poem
- Choose words purposefully to persuade and audience
- Make appropriate choices when writing an essay, such as formal or informal, based on the audience identified in the prompt

**Learner Objective #4: The student will read, understand, and write about a teacher selected novel**

**Standards Met:** A.8.1, A.8.2, A.8.3, B.8.1, C.8.1, C.8.3, D.8.1

**Selections:** To Kill a Mockingbird, The Lottery Rose, or Where the Red Fern Grows

**Concepts/Techniques/Terms/Vocabulary:**

- Elements of literature: conflict, symbolism, irony, foreshadowing, local color, setting, and point of view

- Dialectic Journal: record a summary of the reading and construct a reaction to the reading
- Six Traits: Ideas, Organization, Voice, and Conventions

**Skills:**

- Read, interpret, and critically analyze literature
- Read and discuss literary texts in group discussions in order to understand human experience
- Write and orally communicate responses that show an understanding of the text that goes beyond surface meaning
- Write and orally communicate responses to demonstrate basic and critical understanding of the novel read
- Identify symbolism, irony, local color, and foreshadowing in the reading
- Write a persuasive essay which uses the Six-Traits and includes a clear position and coherent, well-supported argument

**Learner Objective #5: The student will conduct research on a self-selected topic and present findings in a both a written and oral report, including citing sources**

**Standards Met:** A.12.4, B.12.3, E.12.1, F.12.1

**Resources:** Teacher generated research packet

**Concepts/Techniques/Terms/Vocabulary:**

- Research-reliable sources, Works Cited, parenthetical documentation
- Organization-introduction, thesis, topic sentence, support, conclusion
- Six Traits: Organization, Conventions, and Word Choice

**Skills:**

- Conduct research on a self-selected topic by:
  - formulating questions to guide research
  - using research tools found in school libraries
  - taking notes and tracking sources
  - organizing research on note cards including summarized, quoted, and paraphrased material
  - analyze and integrate data
- Present findings in a written report and later an oral report
- Use computers to acquire information
- Appropriately use various forms, structures, and punctuation marks of standard American English in writing
- Read to acquire information, analyze information, and integrate into one written piece

**Learner Objective #6: The student will prepare and present an autobiographical speech, a persuasive speech, and a demonstrative speech**

**Standards Met:** A.8.4, C.8.1, C.8.2, E.8.1, E.8.3, F.8.1

**Resources:** Teacher generated notes on speaking taken from several different public speaking texts

**Concepts/Techniques/Terms/Vocabulary:**

- Six-Step Guide to Effective Speeches: Excite, Launch, Relate, Inform, Reiterate, and Energize
- Audio/visual aids
- High impact techniques
- Parallel Construction of main points
- Vocal delivery
- Eye contact/Body movement

**Skills:**

- Conduct research on self-selected topics using print media and on-line sources
- Create and organize three speeches using the Six-Step Guide taught in class
- Create and/or reproduce audio and visual aids to use in a speech
- Present a speech using outline notes only and demonstrating proper use of audio/visual aids, quality vocal delivery, and appropriate eye contact and gestures
- Create and effectively use a PowerPoint presentation as a visual aid in a speech

**Learner Objective #7: The student will read, understand, discuss, and write short stories**

**Standards Met:** A.8.1, A.8.2, A.8.3, B.8.1, B.8.2, B.8.3, C.8.1, C.8.3, D.8.1, D.8.2, E.8.1

**Selections:** Antaeus, A Crush, The Broken Chain, Amigo Brothers, Stop the Sun, All Summer in a Day, The Treasure of Lemon Brown, The Moustache, Mother and Daughter, Seventh Grade, The Sea Devil, The No Talent Kid, Gift of the Magi, and other various teacher selected stories

**Concepts/Techniques/Terms/Vocabulary:**

- Plot outline: exposition, rising action, climax, falling action, and resolution
- Elements of literature: protagonist, antagonist, conflict, symbolism, and point of view
- Genre-Adventure, Coming of Age, Mystery, Science Fiction, Historical Fiction, and Fantasy



- Six Traits: Ideas, Organization, Voice, Conventions, Sentence Fluency, and Word Choice

**Skills:**

- Read, interpret, and critically analyze literature
- Read and discuss literary texts in small group discussions in order to understand human experience
- Write and orally communicate responses that show an understanding of the text that goes beyond surface meaning
- Write and orally communicate responses in Literature Logs to demonstrate basic and critical understanding of short stories read
- Write two pieces of creative fiction that includes major and minor characters, a coherent plot, effective word choice and proper use of conventions
- Conduct research and orally communicate information about plot outline and/or elements of literature in a presentation to the class using examples from stories read in class

**Learner Objective #8: The student will read, select, produce, and perform drama**

**Standards Met:** A.8.1, A.8.2, C.8.1, C.8.3, E.8.3

**Selections:** Plays taken from Scholastic Scope magazine

**Concepts/Techniques/Terms/Vocabulary:**

- Play reading and analysis
- Performance of a play
- Production of a play

**Skills:**

- Read and analyze a play and be able to explain what they liked and didn't like
- Produce a play to perform for an audience
  - Create sets and choose props
  - Audition for parts
  - Select directors
  - Market the play
- Portray a character in the play through memorization of lines and rehearsal of acting skills

**Learner Objective #9: The student will write, peer edit, and produce a final draft of a personal narrative**

**Standards Met:** B.8.1, B.8.2, B.8.3, D.8.2, E.8.1

**Concepts/Techniques/Terms/Vocabulary:**

- Six Traits: Ideas, Organization, Voice, Conventions, Sentence Fluency, and Word Choice

**Skills:**

- Plan, revise, edit, and publish clear and effective writing