

English/Language Arts Eighth Grade

Program Goal:

Recognizing the differences in learning styles and ability levels, educators will teach all students to be able to communicate effectively, through reading, writing, speaking and listening. All students will learn language arts skills that allow them to continue learning through their lifetimes. Through a faith-based education, all students will learn to appreciate (value) diversity that is reflected in a variety of cultures and life experiences as they have to do with written and oral communication.

Grade Level Goal:

Reading:

Learners will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate a variety of texts. They will draw on their prior experience, their interactions with other readers and writers, their knowledge of vocabulary meaning and of other texts, their word identification strategies, and their understanding of textual features. Students will participate, using knowledge, reflection, creativity, and constructive criticism.

Writing:

The learner will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students will write in different genres and on a variety of topics, both assigned and self-chosen. Students will use a variety of technological and information resources to create and communicate knowledge.

Oral Communication:

The learners will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. The learners will communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Content Criteria:

Reading – Vocabulary Study

- The learner will review and apply knowledge of word origins and derivations.
- The learner will review and apply study of figurative language.
- The learner will employ multiple strategies to develop vocabulary.

Reading – Comprehension

- The learner will apply knowledge of the characteristics and elements of various literary forms.
- The learner will activate prior knowledge and relate it to texts to provide a foundation for comprehension.
- The learner will apply comprehension strategies when reading or listening to text.
- The learner will analyze the characterization and character development in various genres.
- The learner will comprehend, apply, analyze and evaluate print, visual, and audio media.
- The learner will apply and evaluate internal text structures to enhance text comprehension.
- The learner will apply and evaluate external text structures to enhance text comprehension.

Reading – Cultural Awareness

- The learner will analyze how characters, communities, and cultures reflect life in literature.
- The learner will interpret and apply the key themes of Catholic Social teaching and tradition as related to literature.
- The learner will be introduced to a variety of multi-cultural authors and/or literature.

Writing:

- Note: Students will demonstrate proper use of grammar, mechanics, spelling and usage.
- The learner will write for a variety of audiences.
 - The learner will develop research skills.
 - The learner will understand and apply the persuasive techniques used by the media

Writing - Grammar/Mechanics

- The learner will understand what revision includes.
- The learner will understand and apply information about sentence formation and usage
- The learner will synthesize and evaluate information to create oral and written presentations.
- The learner will create oral and written presentations synthesizing and evaluating various sources of information.
- The learner will apply computer technology to writing assignments.

Cultural Awareness:

- The learner will analyze how characters, communities, and cultures reflect life in writing.
- The learner will interpret and apply the key themes of Catholic Social teaching and tradition used in writing.
- The learner will be able to identify a variety of multi-cultural writers.

Oral Communication - Speaking

- The learner will demonstrate personal, social, occupational and civic literacy.
- The learner will practice and apply oral speaking skills.
- The learner will demonstrate the skills and processes used to communicate effectively through speaking.

Oral Communication - Listening

- The learner will demonstrate personal, social, occupational and civic literacy.
- The learner will practice and apply courteous listening skills.

- The learner will understand and apply effective strategies for note taking.
- The learner will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening.

Cultural Awareness

- The learner will orally analyze how characters, communities, and cultures reflect life in literature.
- The learner will orally interpret and apply the key themes of Catholic Social teaching and tradition.
- The learner will be introduced to a variety of multi-cultural authors and/or literature.

Scope:

Reading:

I. Vocabulary study:

- A. Review and apply roots such as;
 1. Greek
 2. Latin
 3. Native American
 4. Asian
- B. Use prefixes to interpret the meaning of words.
- C. Use suffixes to identify and/or construct tense, part of speech, person, and/or number.
- D. Interpret, apply and construct analogies, similes, metaphors and idioms and other figures of speech.
- E. Use context clues, reference books, and word recognition.

II. Comprehension:

- A. Analyze short stories, essays, speeches, poetry, plays and novels.
 1. Identify the main idea, themes, or generalizations of a selection, whether stated or implied by the author.

2. Identify, trace and discuss the impact of cause/effect relationships in literary forms.
 3. Describe the tone -author's attitude-as expressed in a literary work.
 4. Recognize point of view.
 - a. First person
 - b. Second person
 - c. Third person
 - 1.) Limited
 - 2.) Omniscient
 5. Compare and contrast poetic elements in both prose and poetry including such elements as:
 - a. Word choice
 - b. Hyperbole
 - c. Dialogue
 - d. Rhythm
 - e. Rhyme
 - f. Voice
 - g. Irony
- B. Form a foundation for comprehension.
1. Analyze text
 2. Evaluate text and meaning
 3. Provide experiential background
 4. Draws on personal experience as it relates to reading.
- C. Select, read, listen to, view, and respond thoughtfully to various texts.
1. Use sequential order to read and follow directions
 2. Examine multiple sources to verify accuracy and relevance of details.
 - a.) Journals
 - b.) Encyclopedia
 - c.) Newspaper
- D. Analyze characterization and character development in short stories, plays, novels, and narrative poems.
1. Actions
 2. Perception
 3. Dialogue

- E. Use a variety of print, visual and audio media
 - 1. Newspaper
 - 2. Magazines
 - 3. Publicized journals
 - 4. Television
 - 5. Movies
 - 6. Documentaries
 - 7. Newscasts
 - 8. CD's/DVD's
- F. Apply and evaluate internal text structures
 - 1. Cause and effect
 - 2. Compare and contrast
 - 3. Enumeration or listing
 - 4. Sequential or chronological
 - 5. Concept/ definition
 - 6. Generalization and process
- G. Apply and evaluate external text structures
 - 1. Italics
 - 2. Bold print
 - 3. Underlining
 - 4. Indentation
 - 5. Sidebars
 - 6. Illustrations
 - 7. Graphics
 - 8. Headings and subheadings

III. Cultural Awareness

- A. Describe and discuss shared issues in the human experience that appear in literature and other texts from multi-cultural sources.
 - 1. Quest for happiness
 - 2. Service to others
- B. Integrate themes of Catholic Social teaching and tradition into material
 - 1. Life and dignity of the human person
 - 2. Call to family, community and participation
 - 3. Rights and responsibilities
 - 4. Option for poor and vulnerable

5. Dignity of work and rights of workers
6. Solidarity
7. Care for God's creation

C. Read selections of multi-cultural fiction, non-fiction, poetry, journals, etc.

IV. Writing

- A. Write in a variety of forms such as:
 1. Persuasive
 2. Expository
 3. Narrative
 4. Poetic
 5. Technical
 6. Creative
 7. Descriptive
- B. Write for a variety of audiences such as:
 1. Younger students/peers
 2. Adult
 3. Formal
 4. Informal
 5. Self
 6. Teacher
- C. Understand and use the steps in the writing process:
 1. Pre-writing
 2. Organizing
 3. Drafting
 4. Revising
 5. Editing
 6. Publishing
- D. Understand the revision process:
 1. Rereading
 2. Reflecting
 3. Rethinking
 4. Rewriting
- E. Understand and apply information about sentence formation and grammar usage.
 1. Grammatical
 - a.) Diagramming

2. Mechanical
 - a.) Capitalization
 - b.) Punctuation
 - c.) Spelling
 - 1.) Spell correctly high-frequency words across curriculum
- F. Apply computer technology such as:
 1. Word processing
 2. Power point presentations
- G. Synthesis and evaluate various sources of information such as:
 1. Central idea
 2. Transitions
 3. Supporting details
 4. Figurative language
- H. Adjust the use of spoken, written, and visual language to communicate effectively for different purposes such as:
 1. Inform/explain
 2. Entertain
 3. Express
 4. Persuade
- I. Develop research skills
 1. Paraphrasing sources
 2. Integrating sources
 3. Evaluating sources
- J. Identify examples of persuasive techniques such as:
 1. Bandwagon
 2. Testimonial
 3. Connotative language
 4. Emotional appeal
 5. Plain-folks
 6. Cause and effect
- K. Describe how the media, directly or indirectly, influence public:
 1. Knowledge
 2. Perceptions
 3. Attitudes
 4. Behavior
- L. Evaluate the relationship between intent and factual content in the media while identifying misleading strategies such as:

1. Exaggerations
2. Misrepresentations
3. Hidden agendas
4. Omissions
5. Loaded language

Oral Communication

I. Oral communication

- A. Communicates skillfully and effectively
 1. Printed
 2. Visual
 3. Auditory
 4. Technological
- B. Thinks analytically and creatively
 1. Themes
 2. Concepts
 3. Ideas
- C. Uses the English language arts to understand commonalities and differences.
 1. Social communities
 2. Cultural communities
 3. Linguistic communities
- D. Uses the English language to identify and solve problems.
- E. Understand and appreciates the aesthetic elements of oral, visual, and written texts.
- F. Uses the English language arts to develop insights about human experiences.
- G. Uses the English language arts to develop the characteristics of lifelong learners and workers such as:
 1. Curiosity
 2. Persistence
 3. Flexibility
 4. Reflexion
- H. Connects knowledge from all curriculum areas.
- I. Paraphrase a speaker's main ideas, purpose, and point of view.

- J. Ask relevant questions about content, delivery and purpose of presentation.
- K. Evaluate credibility of speaker by determining whether speaker has hidden agendas or bias

II. Speaking:

- A. Practice speaking
 - 1. Determine the purpose of an interview.
 - 2. Create and record questions to elicit relevant responses.
 - 3. Create oral presentations:
 - a.) Alternative book reports
 - b.) Prepared reports
- B. Demonstrate skills and processes in public speaking
 - 1. Eye contact
 - 2. Volume/pitch
 - 3. Pace
 - 4. Enunciation/inflection
 - 5. Stance/movement
 - 6. Visual aid

III. Listening

- A. Practice listening
 - 1. Synthesize and evaluate information for usefulness in oral and written presentations.
 - 2. Note-taking from auditory sources.
- B. Understand and apply strategies for note taking
 - 1. Abbreviations
 - 2. Graphic organizers
 - 3. Key words
 - 4. Tape recorders
- C. Demonstrate, analyze, and reflect processes used in listening:
 - 1. Construct and convey meaning to oral communication
 - 2. Monitor, reflect, and adjust communication process.

Instructional Criteria

1. Reading
 - The learner will follow directions.
 - The learner will be able to comprehend.
 - The learner will know decoding.
2. Writing/Grammar
 - The learner know literary terms.
 - The learner will use figurative language.
 - The learner will be exposed to genres.
 - The learner will know summarize and paraphrase.
 - The learner will demonstrate main themes, themes, details.
 - The learner will demonstrate basic story elements.
 - The learner will describe voice.
 - The learner will analyze person - first, second, third.
 - The learner will interpret narrative.
3. Writing Skills
 - The learner will proofread.
 - The learner will demonstrate editing/revising.
 - The learner will demonstrate prior knowledge of word processing, power point.
 - The learner will demonstrate prior knowledge to types of writing.
 - The learner will demonstrate a basic knowledge of sentence parts and structure, parts of speech.
 - The learner will have legible handwriting.
 - The learner will demonstrate prior knowledge using a variety of mapping tools and rubrics.
 - The learner will demonstrate strategies to find correct spelling of words.
 - The learner will be exposed to research materials and gathering information.
 - The learner will identify a variety of resource sources.
 - The learner will practice paraphrasing.
4. Oral Communication:
 - The learner will speak clearly.
 - The learner will maintain proper eye contact.
 - The learner will demonstrate proper body posture.

- The learner will demonstrate sequential thinking.
- The learner will be courteous and an attentive listener.
- The learner will demonstrate basic note taking skills.
- The learner will demonstrate basic auditory comprehension.

Textbook Recommendation:

McDougal-Littell, "The Language of Literature

ISBN Number:

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