
8th Grade English

Curriculum Guide

Scranton School District

Scranton, PA



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8th Grade English

Prerequisite:

- Successful completion of 7th Grade English

The 8th Grade English program develops students' ability to read, write, listen, and speak effectively. The modes of writing, as identified by the state of Pennsylvania, (narrative, informational, and persuasive) are utilized within the curriculum as students write essays for a variety of purposes. Throughout the year, students will analyze model texts and practice evidence based responses in various modes of writing. Students will grow in their knowledge of the five traits of writing, which include focus, content, organization, style and conventions.

**Scranton School District
Curriculum Guide**

Year-at-a-glance

Subject: 8th Grade English	Grade Level: 8	Date Completed: 6/14/2017
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1st Quarter

Topic	Resources	Standards
Parts of Speech Review and Sentence Structure Review	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.K CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R
Paragraph Writing Review	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.S CC.1.4.8.T
Personal Narrative	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.M, N,O, P, Q, R CC.1.4.8.V
Writing Process/TDA Essay Writing / Stand Alone Informative Essay	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.A-F CC.1.4.8.S CC.1.4.8.T CC.1.4.8.W
Verb Mood	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.F, R CC.1.5.8.G
Academic Vocabulary	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC1.3.8.J-L

**Scranton School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
Grammar Unit: Phrases and Verbals	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.F, R
Analyze Types of Informational Text (Graphic novel, diary entry, speech, etc.)	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.2.8A-D
Informational Presentation Project (Research based, multimedia optional)	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.A-F CC.1.4.8.T, U, V, W CC.1.5.8.A-G
TDA Explanatory Essay	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.A-E CC.1.4.8.T
Academic Vocabulary	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.3.8.J-L

**Scranton School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
Argument Essay Writing	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.G-L
Grammar Unit: Subject/Verb Agreement, Pronoun-Antecedent Agreement and Misplaced Modifiers	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.F,R CC.1.5.8.G
Grammar Unit: Punctuation Comma Semicolon Dash Ellipsis Spelling	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.F,R CC.1.5.8.G
PSSA Writing Review: Narrative and Informative Prompts	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.A-E CC.1.4.8.M-Q
Academic Vocabulary	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.3.8.J-L

**Scranton School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
Research Process	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.S-X
Fable Unit	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.4.8.M,N,O,P,Q,R
Final Examination Review	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	
Academic Vocabulary	<i>My Perspectives</i> by Pearson Teacher-generated or teacher-available resources	CC.1.3.8.J-L

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 1 E - Rules and Procedures Benchmark (SLO) Testing				Benchmark (SLO) Testing	4 days
E- Sentence building bellringers, for example: Jerry Morris: <i>7 Sentence Building Activities for Advanced Writers</i>	CC.1.4.8.K CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	Sentence Writing Simple Sentences <ul style="list-style-type: none"> ● Compound Sentences ● Complex Sentences ● Compound/Complex Sentences ● Relative Clauses ● Absolute Phrases 	Jerry Morris Templates Teacher generated worksheets	Teacher prepared tests, quizzes, etc.	(Sentence writing: Bellringers 10 minutes /day)
E - Paragraph writing structure For example, Schaeffer Method of Paragraph Writing	CC.1.4.8.S CC.1.4.8.T	Topic sentence Supporting details Concluding sentence	Student generated paragraphs based on partner interviews	Partner paragraphs based on the model.	3 days

**Scranton School District
Curriculum Guide**

<p>Unit 1: Rites of Passage Reading (R): “The Medicine Bag” with TDA English (E): Grammar Review</p>	CC.1.4.8.R	<p>Sentence Parts</p> <ul style="list-style-type: none"> ● 8 parts of speech <p>Identify and incorporate parts of speech in writing</p>	<p>Teacher selected grammar resources *<i>My Perspectives</i>: “The Medicine Bag” *Teacher-created worksheets *Nearpod presentations (iPad application)</p>	<p>*Grammar Test (Socractive iPad app) *Student-generated written grammar assessment</p>	8 Days
<p>R - “Apache Grl’s Rite of Passage” Video with TDA comparison on “The Medicine Bag” E- Review the Writing Process</p>	CC.1.4.8.S CC.1.4.8.T	<p>Prewrite Draft Revise Edit Publish</p> <p>Topic Task Purpose Audience</p>	*Teacher-created-- Presentation (PowerPoint or Prezi)	*Anecdotal student discussion/check for understanding	2 Days
E - Academic Vocabulary	CC.1.3.8. J-L	<p>Word Meanings Related Forms Parts of Speech</p>	<i>My Perspectives</i> P. 5	Teacher created quiz	2 days
<p>R- Poetry “Hanging Fire” and “Translating Grandfather’s House” E-First Performance Task-- Personal Narrative</p>	CC.1.4.8.V	<p>Characterization Sequence Narrative Techniques Transition words Conclusion that reflects Sentence writing: fragments and run-ons</p> <p>(Baseline writing; students work with little teacher intervention)</p>	<p><i>My Perspectives</i>: * “Red Roses” Model Text p. 6 Quick write--first person narrative task, p. 34</p> <p>Prompt: What event changed your understanding of yourself, or that of someone you know?</p>	<p>*Summary writing, p. 8 *Quick write, p. 9 *Personal narrative, p. 34-39</p>	4 Days

**Scranton School District
Curriculum Guide**

<p>R- Poetry “Hanging Fire” and “Translating Grandfather’s House” E- “You are the Electric Boogaloo” and “Just be Yourself”</p>	<p>CC1.4.8.F,R CC1.5.8G</p>	<p>Verb Mood (Indicative, Imperative, Interrogative) Introduce Subjunctive and Conditional Tone Word choice Connotation Denotation</p>	<p>Text *<i>My Perspectives</i>: “You are the Electric Boogaloo” p. 46 and “Just be Yourself” p. 48</p>	<p>*Comprehension questions, p. 49 Grammar worksheet, verb mood online and p. 52 *Craft and Structure, p. 51 *Speaking and Listening, p. 53 (Outside project) *Shmoop video tutorials (online)</p>	<p>5 Days</p>
<p>R- “The Setting Sun and the Rolling World” E- Personal Narrative</p>	<p>CC.1.4.8.M CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q CC.1.4.8.R</p>	<p>Story Elements</p> <ul style="list-style-type: none"> ● Exposition ● Plot ● Setting ● Dialogue ● Hook or Lead ● Rising Action/Falling Action ● Conflict (internal/external) ● Characterization ● Climax ● Point of View ● Writing details ● Active and Passive voice 	<p>*<i>My Perspectives</i>“ Writing a Nonfiction Narrative” p. 84 *Dialogue worksheets *Graphic organizers</p>	<p>*Narrative Essay based on ELA 4-point writing rubric</p>	<p>8 Days</p>

**Scranton School District
Curriculum Guide**

<p>R- Comparison/contrast: “I Know Why the Caged Bird Sings” and “Winter Hibiscus” E- Comparing TDA and Stand-alone Essays</p>	<p>CC.1.4.8.W</p>	<p>Citing Evidence (Comparing TDA and Stand-alone Essays)</p>	<p>*Essay models *Sample questions *Teacher-generated Prezi presentation</p>	<p>Formative Assessment</p>	<p>1 Day</p>
<p>R- Comparison/contrast: “I Know Why the Caged Bird Sings” and “Winter Hibiscus” E- Informative/ Explanatory Essay</p>	<p>CC.1.4.8.A CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.F</p>	<p>Essay Elements</p> <ul style="list-style-type: none"> ● Intro ● Body ● Conclusion ● Hook ● Thesis ● Topic ● Support ● Transitional Sentence <p>Graphic Organizer</p>	<p>Example: 4-square Essay prompts (teacher-generated)</p>	<p>Informative Essay based on ELA 4-point writing rubric</p>	<p>8 Days</p>

**Scranton School District
Curriculum Guide**

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Quarter 2 Unit 2: Holocaust R - <i>Anne Frank</i> , Acts I and II E - Grammar Unit (Phrases and Verbals)	CC1.4.8.F,R	Prepositional Phrases Adjective and Adverb Phrases Verbals: Gerunds, Infinitives, Participle	*Teacher-generated materials	*Teacher-created tests and quizzes	8 days
R - <i>Anne Frank</i> , Acts I and II E- Academic Vocabulary	CC1.3.8. J-L	Word Meanings Related Forms Parts of Speech Sentence Writing	<i>My Perspectives</i> , p. 91 Teacher created worksheets	Teacher created quiz	1 Days
R - <i>Anne Frank</i> , Act II E - “The Diary Of a Young Girl” “Acceptance Speech for the Nobel Peace Prize” “Maus”	CC.1.2.8.A-D	Connections Among Texts Vocabulary Latin and Greek roots Inference Central idea Implied central idea Author’s purpose Point of view	Teacher created worksheets	Comprehension checks, p. 217, 225 and 239 Latin/Greek worksheet (online)	10 days
R - <i>The Boy in the Striped Pajamas</i> E - Create an Explanation Multimedia Project	CC1.5.8 A-G CC1.4.8.A-F	Independent research Explanatory writing Engage in collaborative discussions Present claims and findings Use sound reasoning Incorporate multimedia into visual displays	“The Diary Of a Young Girl” “Acceptance Speech for the Nobel Peace Prize” “Maus” Organizational chart, p. 242	Teacher observation of groups	5 days

**Scranton School District
Curriculum Guide**

<p>R- The Boy in the Striped Pajamas E - Present an Explanation Multimedia Project</p>	<p>CC.1.4.8.T,U,V,W CC1.5.8 A-E CC1.5.8F</p>	<p>Appropriate elements of presentations:</p> <p>Eye contact Volume Clear pronunciation Command of formal English</p>	<p>“The Diary Of a Young Girl” “Acceptance Speech for the Nobel Peace Prize” “Maus” Organizational chart, p. 242</p>	<p>Grading Rubric (TBD)</p>	<p>3 days</p>
<p>R - The Boy in the Striped Pajamas E- Essay Research</p>	<p>CC1.4.8 A-E CC1.4.8 -T</p>	<p>Evaluating/Analyzing Evidence Determining quality/reliability of source Summarizing Choosing relevant content</p>	<p>Student-chosen selection from Independent Learning, <i>My Perspectives</i>, p. 245 First Read Guide, p. 246 Close-Read Guide p. 247</p>	<p>Completion of First Read Guide, Close Read Guide and Share your Independent Learning, 246-248</p>	<p>5 days</p>
<p>R - The Boy in the Striped Pajamas E- TDA Explanatory Essay (Performance Based Assessment)</p>	<p>CC1.4.8 A-E CC1.4.8 -T</p>	<p>Analyze structure Compare and contrast Citing Text Evidence Constructing TDA Response START Topic sentence</p>	<p>TDA: How can literature help us remember and honor the victims of the Holocaust? <i>My Perspectives</i>: Review Evidence, p. 249</p>	<p>Explanatory Essay Rubric, p. 251</p>	<p>10 Days</p>

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 3 R - “Uncle Marcos” E - Academic Vocabulary	CC1.3.8. J-L	Word Meanings Related Forms Parts of Speech Sentence Writing	<i>*My Perspectives*</i> P. 441 Teacher created worksheets	Teacher created quiz	2 days
R - “Uncle Marcos” and “Icarus and Daedalus” E - Stand-alone argument essay	CC1.4.8G-L	Claim Evidence Counterclaim Concluding statements	Model Texts, Argument Tool Kit. p. R6 -11 Teacher-created stand-alone essay prompts	Argument Rubric, R 11	10 Days
R - TDA on texts E - Grammar Review	CC1.4.8F,R CC1.5.8G	Grammar Review: S/V Agreement Pronoun/Antecedent Agreement Misplaced Modifiers	PSSA MC Pretest “Uncle Marcos”	Teacher created pretest	5 days
R - PSSA Prep E - PSSA Mock Writing Prompts	CC1.4.8A-E CC1.4.8M-Q	Informative and Narrative Review Prompts	Tool Kit, p. R12-23	Informative Rubric, p. R 17 Narrative Rubric, p. R 23	7 days
R - PSSA Prep E - Punctuation Review	CC1.4.8F,R CC1.5.8G	Punctuation Review: Comma Semicolon Dash Ellipses Spelling	Teacher created resources Textbook resources	Teacher created worksheets /quizzes/tests	5 days

**Scranton School District
Curriculum Guide**

R - PSSA Prep E - PSSA MC Review	N/A	Dissecting the format Eliminating Answer Options	PSSA Multiple Choice Posttest	Teacher created test	3 days
					8 Days built in for snow, additional practice, etc.

**Scranton School District
Curriculum Guide**

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Quarter 4 E - Teacher's Choice: Research Process	CC.1.4.8.S-X	Research Notecards Outlining Plagiarism Paraphrasing Summarizing Quotations Sources (Primary and Secondary) MLA Format Parenthetical citations Works cited	MLA Handbook Internet Web sites Research packet	Culminating project: Research paper Google slideshow PowerPoint presentation Formative assessments: Student-generated materials-- notecards, drafts	20-25 days
Fable unit	CC.1.4.8.M CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q CC.1.4.8.R	Short story elements Narrative writing Dialogue Active voice Resolution: morals Presentation skills Technology instruction: Animation (optional)	Aesop's fables (text or online) iPad apps Storyboards	Project presentation Rubric	10 days
E - Final Examination Review	N/A	Essay review: TDAs	Teacher-generated or teacher-available review		1-2 Days

**Scranton School District
Curriculum Guide**

E - Final Examination, TDA Essay	N/A	TDA Essay Writing	Teacher-generated final examination	Final Examination	4 days
End of Year Activities					4 Days for end-of-year activities