

Instructor: Robin Springirth

Course Title: English 8

Topic/Concept: Identity: The Face on the Milk Carton

Time Allotment: 3 weeks

Unit Sequence: 1

Major Concepts to be learned:

1. Students will learn the basic elements of a five paragraph essay.
2. They will also learn the basic editorial procedure used on their essays.
3. Capitalization and punctuation will be learned during the grammar lessons.
4. Vocabulary will be learned in isolation, but will be incorporated into daily activities/themes as well.

Expected Skills to be demonstrated:

1. Students will learn to write a 5 paragraph narrative essay.
2. Students will learn how to use and apply key vocabulary words.
3. Students will learn and apply basic capitalization and punctuation rules.

PA Standards/Anchors:

Eligible Content:

1.4.8 B
1.5.8 A, B, C, E, F
1.7.8 A

QW.1.5.8.A,B,C,D,E,F
TW.1.4.8.A
R8.A.2.1
R8.A.2.2

Instructional Strategies:

Assessments:

Lecture
Student Journals
Outlining
Study skills
Revising

Group discussion
Written work
Partner work
Testing

- Grammar and vocabulary quizzes.
- Essay 1: Narrative writing on identity. (Self portrait)
- Journal entries.

Instructor: Robin Springirth

Course Title: English 8

Topic/Concept: Sports: Slam!

Time Allotment: 5 weeks

Unit Sequence: 2

Major Concepts to be learned:

1. Students will learn the basic elements of a five paragraph persuasive essay.
2. They will continue to develop their editing skills.
3. Students will also learn to give a comical speech.
4. Nouns, pronouns, adjectives, verbs, and adverbs will be learned during the grammar lessons.
5. Vocabulary will be learned in isolation, but will be incorporated into daily activities/themes as well.
6. Literary devices will be explored while analyzing and writing poetry.

Expected Skills to be demonstrated:

1. Writing a five paragraph persuasive essay.
2. Editing thier own writing.
3. Public speaking.
4. Learning and applying knowledge about nouns, pronouns, adjectives, verbs and adverbs.
5. Learning and applying knowledge about literary devices.

PA Standards/Anchors:

Eligible Content:

1.3.8 C 1.4.8 C 1.5.8 A, B, C, E, F 1.6.8 B 1.7.8 A	QW.1.5.8.A,B,C,D,E,F TW.1.4.8.A,B R8.A.2.1 R8.A.2.2 SL.1.6.8.C
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Instructional Strategies:

Assessments:

Lecture Student Journals Hands-on activity Outlining Study skills Testing	Group discussion Written work Note Taking Partner work Oral presentations Revising	<ul style="list-style-type: none">• Grammar and vocabulary quizzes.• Essay 2: Persuasive: “My sports is the best because...” or “Our school needs this sport because...”• Journal entries.• Sports poems• Comical Speech: Describe the funniest thing that ever happened to you in gym class or on a sport’s team.
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Instructor: Robin Springirth

Course Title: English 8 Topic/Concept: Historical Fiction: The Witch of Blackbird Pond

Time Allotment: 5 weeks

Unit Sequence: 3

Major Concepts to be learned:

1. Students will learn the basic elements of a five paragraph informative essay.
2. They will continue to develop their editing skills.
3. Students will also learn how to research a given topic.
4. They will also learn proper bibliographic formatting and note taking skills.
5. Students will also be challenged to present their new knowledge to the class.
6. Prepositions, conjunctions, and interjections will be learned during the grammar lessons.
7. Vocabulary will be learned in isolation, but will be incorporated into daily activities/themes as well.

Expected Skills to be demonstrated:

1. Students will learn to write an information essay.
2. Students will learn basic researching skills.
3. Students will learn and apply knowledge about prepositions, conjunctions, and interjections.
4. Students will learn and apply key vocabulary words.

PA Standards/Anchors:

1.4.8 B
1.5.8 A, B, C, E, F
1.6.8 B
1.7.8 A
1.8.8 A, B, C

Eligible Content:

QW.1.5.8.A,B,C,D,E,F
TW.1.4.8.B
R8.A.2.1
R8.A.2.2
SL.1.6.8.C

Instructional Strategies:

Lecture	Group discussion
Research	Student Journals
Written work	Hands-on activity
Note Taking	Partner work
Study skills	Testing
Revising	Oral presentations

Assessments:

- Grammar and vocabulary quizzes
- Essay 3: Informative: Describe what it is like to live in a new place. Describe what it would be like to live in Weathersfield, CT. Describe a time you had to try something new.
- Journal entries.
- Research: Choosing topics and groups, Library research, Bibliography cards, Note cards, Group presentations, Two minutes each person, Visual aids.
- Witch Trial: <http://www3.nationalgeographic.com/salem/>
- Have the students explore this website and answer a few questions about it. (Make them up!)Find one more activity to do with this.

Instructor: Robin Springirth

Course Title: English 8

Topic/Concept: Science Fiction: Ender's Game

Time Allotment: 5 weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Students will continue to improve their persuasive writing abilities.
2. They will also continue to develop their editing skills.
3. Not only will they explore formal writing, but they will also begin to develop their creative writing
4. In this unit, students will learn about inspirational speeches, create their own, and perform it.
5. A grammar review project will help the students apply their knowledge.
6. They will also continue on with subjects, predicates, direct objects and indirect objects.
7. Vocabulary will be learned in isolation, but will be incorporated into daily activities/themes as well.

Expected Skills to be demonstrated:

1. Students will continue to develop their writing by creating persuasive and creative pieces.
2. Students will learn to apply their knowledge about the parts of speech to make a power point presentation.
3. They will also learn the basic knowledge need to create a powerpoint.
4. Students will learn and apply knowledge about subjects and predicates which will ultimately help them become better writers.
5. Students will learn and apply knowledge about key vocabulary words which will help them in their writing, speaking, and general knowledge

PA Standards/Anchors:

Eligible Content:

1.3.8 B 1.4.8 C 1.5.8 A, B, C, E, F 1.6.8 B 1.7.8 A	1.8.8 A, B, C	QW.1.5.8.A,B,C,D,E,F TW.1.4.8.C,A R8.A.2.1 R8.A.2.2 SL.1.6.8.C
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Instructional Strategies:

Assessments:

Lecture Student Journals Hands-on activity Outlining Study tools Revising Using technology	Group discussion Written work Note Taking Partner work Testing Oral presentations	<ul style="list-style-type: none">• Grammar and vocabulary quizzes.• Essay 4: Persuasive: If you were Ender, how would you persuade the other kids to follow you?• Journal entries.• Speech: Inspirational: If you had to get a group of people to fight to save the world, what would you say?• Creative Writing: Write your own science fiction story.
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Instructor: Robin Springirth

Course Title: English 8

Topic/Concept: PSSA writing preparations

Time Allotment: 2 weeks

Unit Sequence: 5

Major Concepts to be learned:

1. Students will focus on timed writing situations and questions similar to that of the PSSA writing test in order to better prepare them for testing conditions.
2. These exercises are meant to simulate test like situations.
3. Students will review proper punctuation, capitalization, and sentence structure.
4. Vocabulary will be learned in isolation, but will be incorporated into daily activities/themes as well.

Expected Skills to be demonstrated:

1. Students will work on timed writing situations that occur on the PSSA writing tests.
2. Students will review the parts of speech, punctuation, capitalization, and basic sentence structure rules to help them use them correctly in their writing.
3. Vocabulary will be reviewed to help students broaden their writing horizons.

PA Standards/Anchors:

Eligible Content:

1.4.8 C
1.4.8 C
1.5.8 A, B, C, E, F
1.7.8 A

QW.1.5.8.A,B,C,D,E,F
TW.1.4.8.A,B,C
R8.A.2.1
R8.A.2.2

Instructional Strategies:

Assessments:

Lecture	Group discussion
Student Journals	Written work
Hands-on activity	Note Taking
Summarizing	Outlining
Partner work	Study skills
Testing	Revising

- Grammar and vocabulary quizzes.
- Journal entries.
- PSSA timed writing.

Instructor: Robin Springirth

Course Title: English 8

Topic/Concept: Friendship: Invisible

Time Allotment: 4 weeks

Unit Sequence: 6

Major Concepts to be learned:

1. Students will continue to improve their informational writing abilities.
2. They will also continue to develop their editing skills.
3. At this point in the year, students will be expected to write longer, more complex essays.
4. A group movie/skit project will be used to work on public speaking skills, memorization, and to further explore the theme of friendships and other relationships.
5. During the grammar lessons, students will learn about indirect objects, predicate nominatives, and predicate adjectives.
6. Vocabulary will be learned in isolation, but will be incorporated into daily activities/themes as well.

Expected Skills to be demonstrated:

1. Students will be expected to expand their writing to longer and more detailed essays.
2. Students are expected to work cooperatively and creatively to create a project about friendship.
3. Verbs, predicate adjectives, and predicate nominatives will be covered so students can apply this knowledge to their writing and speaking skills.
4. Vocabulary will be learned and applied.

PA Standards/Anchors:

Eligible Content:

1.4.8 B
1.5.8 A, B, C, E, F
1.6.8 B
1.7.8 A

QW.1.5.8.A,B,C,D,E,F
TW.1.4.8.C
R8.A.2.1
R8.A.2.2
SL.1.6.8.C

Instructional Strategies:

Assessments:

Cooperative groups
Group discussion
Written work
Note Taking
Outlining
Testing
Oral presentations

Lecture
Student Journals
Hands-on activity
Graphic organizers
Partner work
Revising

- Grammar and vocabulary quizzes.
- Essay 5: Informational: Describe what makes a good friend. Compare the qualities of a good friend to the qualities of a bad friend. Journal entries.
- Speech: Movie/Skit: Group project (Develop your own 5 minute interpretation of the word friendship or relationship. You can either video tape it or perform for the class. This can take many forms: songs, dance, skit, mime, poetry, art work.)

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Course Title: English 8

Topic/Concept: Civil War: Freedom Crossing

Time Allotment: 5 weeks

Unit Sequence: 7

Major Concepts to be learned:

1. Students will continue to improve their informational writing abilities by learning to write a research paper.
2. This paper is the true indicator of a successful 8th grade student.
3. It is very involved and has many steps.
4. Students must learn to utilize all during the grammar lessons, students will learn about prepositional phrases, participles, gerunds, and infinitives.

Expected Skills to be demonstrated:

1. Students will learn to take bibliographic information, take detailed notes, create a research outline, and write a research paper.
2. Prepositional phrases and verbal phrases will be learned and applied to continue to help students improve their writing and speaking.
3. Key vocabulary words will be learned and applied to help improve students writing, reading, and speaking.

PA Standards/Anchors:

1.4.8 B
1.5.8 A, B, C, E, F
1.7.8 A
1.8.8 A, B, C

Eligible Content:

- R8.B.3.1.1
- R8.B.3.1.1
- R8.A.2.4
- R8A.2.3
- R8. A. 2.1
- R8.A.2.5

Instructional Strategies:

Lecture	Group discussion
Research	Student Journals
Written work	Hands-on activity
Note Taking	Outlining
Specific Reading	

Assessments:

- Grammar and vocabulary quizzes.
- Essay 6: Informational: research paper in conglomeration with history class.
- Journal entries.
- Research: Bibliography cards, Note cards, & Library.

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Course Title: English 8

Topic/Concept: Diaries: The Diary of Anne Frank

Time Allotment: 4 weeks

Unit Sequence: 8

Major Concepts to be learned:

1. Students will learn the basic format and process of writing both a formal and informal letter.
2. Students will create a digital diary using bloggin technology.
3. During the grammar lessons, students will learn about appositives, independent clauses, subordinate clauses, and sentence fragments and run-ons.
4. Vocabulary will be learned in isolation, but will be incorporated into daily activities/themes as well.

Expected Skills to be demonstrated:

1. Students will be expected to learn and apply their knowledge about the writing form of the diary.
2. They will do this by creating their own digital diary.
3. Students will learn and apply knowledge about independent clauses, dependent clauses, subordinate clauses, sentence fragments, and run-on sentences.
4. This will help them to become better writers. Key vocabulary words will be learned and applied to help improve their writing, speaking, and reading.

PA Standards/Anchors:

Eligible Content:

1.4.8 C
1.5.8 A, B, C, E, F
1.7.8 A
1.8.8 A, B, C

- R8.A.2.1
- R8. A.2.1.2
- R8.A.2.6
- R8.A.2.3

Instructional Strategies:

Assessments:

Lecture
Student Journals
Hands-on activity
Note Taking
Revising

Group discussion
Written work
Role Play
Partner work

- Grammar and vocabulary quizzes.
- Essay 7: Letters: Business and Friendly
- Journal entries.
- Digital Diary Project:

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Course Title: English 8

Topic/Concept: Creative Writing

Time Allotment: 2 weeks

Unit Sequence: 9

Major Concepts to be learned:

1. Students will explore their creativity with this final unit for the year.
2. They will work on incorporating their formal writing skills into informal writing situations.
3. During the grammar lessons, students will learn about complex/compound sentences and also sentence diagramming as a final review on all the grammar we have learned this year.
4. Vocabulary will be learned in isolation, but will be incorporated into daily activities/themes as well.

Expected Skills to be demonstrated:

1. Students are expected to create well planned and thought out creative writing pieces that will reflect what they have learned about information and persuasive writing throughout the school year.
2. Complex/compound sentences and sentence diagramming will help student learn how every single word makes a difference in their writing and speaking
3. Key vocabulary words will help students continue to expand their knowledge base, which will enhance their writing, reading, and speaking.

PA Standards/Anchors:

Eligible Content:

1.4.8 A 1.3.8 C 1.5.8 A, B, C, E , F 1.7.8 A	<ul style="list-style-type: none">• R8.A.2.1• R8. A.2.1.2• R8.A.2.6• R8.A.2.3
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Instructional Strategies:

Assessments:

Lecture Student Journals Hands-on activity Outlining Study skills,	Group discussion Written work Note Taking Partner work	<ul style="list-style-type: none">• Grammar and vocabulary quizzes.• Essay 8: Creative writing short story.• Journal entries.• Poem:Using different forms and different devices &Turning in a poetry portfolio.
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