



8th Grade English/Language Arts Curriculum Overview (Academic Only)

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

In *English/Language Arts for Grade 8*, learning objectives stem from standards in the following categories: nonfiction; fiction; vocabulary; and writing within informational, narrative, and argumentative genres. Students are asked to read a variety of contemporary and classic texts to consider such concepts as theme, character development, author's perspective, and the specific strategies used by an author to achieve specific artistic impacts or throughout a text. Students examine and analyze a variety of arguments, speeches, and other texts from history, gaining a better understanding of argument and argumentative devices. Students learn to employ techniques for their own writing within different genres and learn that consideration of one's audience can help the writer make the most effective style choices. [English/Language Arts Grade 8 Indiana Academic Standards](#) serve as the foundation of the curriculum. These standards are supported in Noblesville Schools through primary curriculum materials for middle school, *The Units of Study for in Argumentative, Informative, and Narrative Writing: A Workshop Curriculum for Middle School Grades* (Heinemann).

A note about unit order: Collaborative teacher teams across both middle schools work together to align standards, assessments, and learning objectives. As order/name of units, duration of units, and essential questions are at the discretion of building-level teams, unit duration is not included in this overview, and information provided may apply to both schools or only one. For the most relevant and up-to-date information on your child's English/Language Arts curriculum pacing, please [enroll as a Parent Observer on Canvas](#)

NOBLESVILLE SCHOOLS CURRICULUM
ENGLISH/LANGUAGE ARTS
8th Grade



Units of Study

Table 1: Units of Study for 8th Grade English/Language Arts

Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>May include but are not limited to the following:</i>
Who Are We?	<ol style="list-style-type: none"> Analyze fictional texts. Tell a story effectively. Express oneself effectively through writing. Support one's ideas thoroughly with appropriate detail. 	<ol style="list-style-type: none"> Understand that elements of a story impact narratives. Understand that authors make purposeful choices when telling a story. 	<ol style="list-style-type: none"> Who are we? How do you tell a story effectively? How does one express him/herself through writing?
What Can We Be?	<ol style="list-style-type: none"> Support one's ideas thoroughly with appropriate detail. Express oneself effectively through writing. Recognize common themes in literature. 	<ol style="list-style-type: none"> In literature the perfect society can be explored, but in reality, the perfect society is challenging to attain. Themes in literature correlate with themes in real life. 	<ol style="list-style-type: none"> What can we be? To what extent can a perfect or ideal society exist? How does one express him/herself through writing?
What Should We Be?	<ol style="list-style-type: none"> Support one's ideas with appropriate detail. Express oneself effectively through writing. Argue and support a claim effectively. 	Becoming knowledgeable through research is essential to developing an effective argument.	<ol style="list-style-type: none"> What should we be? What makes an argument effective?
What Should We Do?	Communicate effectively through collaboration with others.	The positive reaction of individuals when faced with the tragedy of historical events makes a difference.	<ol style="list-style-type: none"> What should we do? How can one person make a difference?