

Haddon Township School District

Curriculum Overview

Subject Area: English Language Arts

Grade Level: 8th Grade

Course Name: English Language Arts 8

Course Overview/Description:

Unit Title	Unit Summary	Student Learning Targets
Narrative Writing	<p>The Narrative unit will focus on a complete exploration of narrative literature and writing. Students will study sample mentor texts that focus on the craft and composition of a narrative. A whole-class novel can be used as an auxiliary text in addition to studying mentor texts that outline specific skills. Such skills include, but are not limited to; point of view, setting, conflict, characterization, sequence of events, transitions, sentence structure, word choice, descriptive details, and grammar usage. All above-mentioned components are reflected in the newly developed Narrative rubric that serves as the framework and is universally used in grades six through eight. The unit focuses on a backwards design approach stemming from the Narrative rubric.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none">● Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.● Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.● Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works.● Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.● Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.

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		<ul style="list-style-type: none"> ● Respond critically to text ideas and the author’s craft by using textual evidence to support interpretations. ● Identify and analyze recurring themes across literary works. ● Interpret text ideas through journal writing, discussion, and enactment. ● Compare and analyze the various works of writers through an author’s study. ● Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. ● Reflect on own writing, noting strengths and setting goals for improvement.
<p>Argumentation</p>	<p>Through the introduction of mentor texts, students will become proficient in recognizing and analyzing a claim, as well as opposing claims. With the incorporation of Writing Workshop, students will present and support claims with logical reasoning and relevant evidence gleaned through the conducting of research.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● recognize and analyze a claim ● recognize and analyze opposing claims ● present and support claims ● conduct research to support claims ● engage in verbal debate
<p>Thematic Study I - The Challenges of Society</p>	<p>Unit Summary: This first, eight-week unit will serve as a foundation to introduce the overarching theme for the year and to teach the skills necessary for optimizing success in 8th grade. The theme for the year is “Identity,” and that theme will infuse all aspects of ELA and cross into all other content areas. Students will learn the expectations for writing, responding to literature, vocabulary usage, research, and speaking and listening in the classroom. Additionally, students will reflect, specifically, on the settings of stories</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● read a whole class novel and learn to analyze both plot and character’s actions. ● support both written and verbal analysis with evidence from the text ● compare and contrast story characters, plots, themes, and settings from various stories. ● analyze different accounts of the same event. Other media, including current events and letters to the editor in newspapers may be used as a guideline

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	<p>and events – from short stories to novels and nonfiction material.</p>	<ul style="list-style-type: none"> ● compare elements of fictional characters to those alive in the past or present day through the reading of short stories, memoir responses and writing. ● participate in group discussions and small group projects/research that includes both connections to fiction and nonfiction read/discussed in class. ● demonstrate mastery of the parts of speech through daily warm-ups and weekly class exercises/notes. ● use language purposefully and meaningfully in writing and speaking by understanding grammatical conventions and vocabulary. ● learn appropriate ways to utilize technology for research and understanding through I-searches, internet research projects, and a basic understanding of the MLA style. ● spell and define new words by learning to use new words with a purpose and find purposeful ways to become acquainted with new words in text. ● write expository essays via prompts and reactions that are aligned with the NJ Holistic Scoring Rubric.
<p>Thematic Study II - The Hero</p>	<p>This unit focuses on refining skills and drawing comparisons between fiction, informational texts, and nonfiction texts, while focusing on the idea of “the hero.” Additionally, persuasive writing, researched writing, and oral communication skills will be emphasized.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Read and research on a selected “hero” (historical/relevant) ● Share their ideas of a personal hero/make connections through narrative writing ● Research cross-curricular topics related to fiction work

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		<ul style="list-style-type: none"> ● Present orally to class via small group by utilizing technology (I-search and Powerpoint presentations) ● Understand how to write a speech and how to effectively deliver a speech to peers on a topic of interest ● Discuss/answer questions related to class novel ● Write persuasive arguments with adequate support, logical organization, unity and all conventions of grammar ● Read persuasive historical arguments with understanding and connections to current learning. ● Spell and define new words through a variety of exercises and demonstrate those understandings by incorporating into essays/constructed responses.
<p>Thematic Study III - New Beginnings</p>	<p>Midway through the year is a good time to pause and reflect on the work students have done during the past months. This is a time to revisit and revise earlier works. We will examine and write about science and history from various perspectives. Investigations for possible science or social studies fairs will commence, and students will begin to further hone in on the skills addressed in high school and beyond. Students will be expected to utilize new vocabulary and grammar skill sets in area of writing. Students will be introduced to the idea of writing from various perspectives, and a diary project from the point of view of a character will be the culminating activity.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Participate in group discussions & partner activities ● Learn to navigate the internet search engines and to properly word process documents ● Understand how to use the physical library and choose a nonfiction independent novel ● Write in both the third and first person, in a diary/journal format ● Master increasingly complex grammar and vocabulary through class exercises and embedded rubrics in writing ● Focus on cross-curricular writing projects ● Complete times writings/short constructed responses ● Practice test-taking skills

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<p>Thematic Study IV - Who Am I? Where Do I Fit In?</p>	<p>This unit allows students to read, write and discuss in a reflective and introspective manner. In this unit, students will watch a movie such as <i>The Diary of Anne Frank</i> and compare it to a play and/or novel with similar themes. They will read and listen to famous speeches by Franklin Delano Roosevelt, Dr. Martin Luther King, Jr., and Barbara Jordan. They read and perform poetry by Nikki Giovanni, Pablo Neruda, and T.S. Eliot. While reading these different genres, students analyze lines of dialogue, scenes, or words that are crucial to the development of the story or message</p> <p>Furthermore, in this unit, students will write reflectively, and include sensory details and language to capture the action and convey experiences or events. Opportunities for cross-curricular writing in the areas of math and science will be encouraged through analytical texts and real-world problem solving. Students will also read a nonfiction class novel.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Be able to clarify through research & class discussion that there is a connection between personal experience/beliefs with thematic issues posed by the literature ● Read and research on historical themes related to the Holocaust ● Share their ideas by coming to discussions prepared ● Research cross-curricular topics related to fiction work ● Present orally to class via small group by utilizing technology (I-search and PowerPoint presentations) ● Discuss/answer questions related to class novel ● Spell and define new words through a variety of exercises and demonstrate those understandings by incorporating into essays/constructed responses.
<p>Thematic Study V - This I Believe</p>	<p>This unit focuses on student's voice in a number of ways. The first portion of the term will be devoted to "This I Believe". Students will read about the lives/struggles/hopes and dreams of others, and write their own "This I Believe" statement or create their own multimedia "This I Believe"</p> <p>In addition, students will continue expanding their vocabulary, and explaining the literary elements and vocabulary associated with satire and poetry. Students will continue to read a number of fiction and nonfiction stories in conjunction with the unit. Additionally, in this unit, students will write reflectively in a number of ways, including through original poetry and letters to self. Students will analyze and recognize the elements of</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Analyze how writing styles and literary techniques, such as symbolism or satire, are used and how their use impacts meaning and reader engagement. ● Write a variety of responses to literature and informational text. ● Speak with confidence to the group. ● Experiment with performing poetry in a variety of styles and discuss how these changes affect its interpretation. ● Compare and contrast point of view, themes, settings, and literary techniques used in the stories read. ● Produce clear & coherent writing.

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	<p>poetry in classics. Students will use technology, the creative arts and music to gain a deeper appreciation of poetry. Poetry, through developed/focused writing and class discussions, will help students focus on how to understand the needs of the individual and the greater good of society. The goal of this unit is for students not only to apply the reading, writing, speaking, and listening strategies and skills they have learned up until this point in the year, but also to understand all the conventions of poetry, analyze how authors use allegory, symbolism, and satire to make an impact on the reader. This unit ends with an ongoing, cumulative poetry book project.</p>	<ul style="list-style-type: none"> ● Conduct ongoing research projects.
<p>Expository Writing</p>	<p>The Expository unit will focus on a complete exploration of both non-fiction (informational text) and fiction literature with a specific focus on paired texts and passages consistent with NJSL. Theme-based paired passages will be used. Students will study paired passages with the end goal of creating a well-developed expository essay in the form of a literary analysis. All above-mentioned components are reflected in the newly revised and standard-driven rubric that serves as the framework and is universally used in grades six through eight. The unit focuses on a backwards design approach stemming from the literary analysis rubric.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding. ● Identify and analyze recurring themes across literary works. ● Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding. ● Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding. ● Respond critically to text ideas and the author’s craft by using textual evidence to support interpretations. ● Interpret text ideas through journal writing, discussion, and enactment.

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		<ul style="list-style-type: none">• Compare and analyze the various works of writers through an author’s study.• Interpret text ideas through journal writing, discussion, and enactment.• Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.• Compose, revise, edit, and publish writing using appropriate word processing software.
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