

SOUTHERN LEHIGH SCHOOL DISTRICT
(Language Arts Curriculum) Essentials

Southern Lehigh Middle School Curriculum
 Language Arts

List of Units:

1. Grammar
2. Vocabulary
3. Writing
4. Poetry
5. Career Unit
6. The Novel
7. Drama
8. Short Stories

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| Grade 8 | Language Arts |
| | (Goal Area) Grammar |
| | Pennsylvania Academic Standards: 1.4.8 ABCD 1.5.8 ABCDEF 1.6.8 ABCDEF |
| | Essential Understandings: Students will demonstrate knowledge of language conventions through use in writing and speaking. |
| | Overarching and Essential Questions: How do I know if I am using proper language convention when writing and speaking? |
| | Assessments: Performance Tasks, Projects Writing assignments |
| | Assessments: Quizzes, Tests and Academic Prompts Quizzes Tests Homework handouts |
| | Assessments: Other Evidence (e.g., observations, work samples, dialogues) |

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| | Teacher observation Peer-editing |
| | Assessments: Student Self-Assessment Analysis and revision of student-created writing |

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| | <p>Students will need to know . . . (targeted understandings):</p> <p>Parts of speech Parts of a sentence Kinds of sentences Sentence structures Punctuation Quotations Bibliographic notation</p> |
| | <p>Students will be able to do . . . (targeted skills):</p> <p>Identify and apply proper use of nouns (subjects, objects, appositives, complements), pronouns, verbs [action, helping, linking; person; voices; tenses; transitive and intransitive; verbals (rigorous), adjectives (kinds), adverbs, prepositions (use of phrases), conjunctions (compound, complex sentences) in writing and speaking.</p> <p>Identify and apply proper use of compound and complex sentence structures in writing and speaking (rigorous).</p> <p>Identify and apply proper use of inverted order of subjects and predicates in sentences in writing and speaking.</p> <p>Identify and apply different kinds of sentences while writing and speaking.</p> <p>Identify and apply proper use of punctuation in writing and speaking including: end marks, commas in a series, dates and addresses, possessive apostrophes, plural apostrophes, commas to set off interruptions, interjections, introductory clauses, indirect address, compound sentences, semicolon, colon, dashes, quotation marks, italics.</p> <p>Identify and apply proper use of bibliographic notation for: books, magazine titles, and works in a collection when writing and speaking.</p> |
| | <p>Teaching and learning experiences:</p> <p>Students will review the parts of speech and identify them and use them correctly in their writing.</p> <p>Students will learn phrases and clauses; they will identify them and use them correctly in their writing.</p> <p>Within each unit, students will use the proper conventions in their writing.</p> <p>Students will be asked to revise sentences and paragraphs and incorporate proper grammar to enhance the work.</p> <p>Students will give mini-lessons to their peers to review the proper writing conventions.</p> |

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| | Students will look at modern writing and poetry to see how conventions are used within various works. |
| | <p>Materials and Resources:</p> <p>Prentice Hall-<i>Writing and Grammar Silver Level</i> Heath-<i>Grammar and Composition</i> Handouts Study Guides</p> |
| | <p>Accommodations:</p> <p>Additional assignments, such as practice exercises and student videos demonstrating how to teach various grammar concepts. Additional time on assessments as needed. Study guides as needed.</p> |
| | <p>Enrichments:</p> <p>Create study guide for grammar unit Peer-tutoring</p> |
| | Time: 3-4 weeks |

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| Grade (8) | (Subject) Language Arts |
| | (Goal Area) Vocabulary |
| | <p>Pennsylvania Academic Standards:</p> <p>1.4.8 ABCD 1.5.8 ABCDEF 1.6.8 ABCDEF</p> |
| | <p>Overarching and Essential Questions:</p> <p>How can I use more specific and sophisticated words when I speak and in my writing?</p> |
| | <p>Essential Understandings:</p> <p>Students will demonstrate knowledge of vocabulary through use of speaking and writing.</p> |
| | <p>Assessments: Performance Tasks, Projects</p> <p>Writing assignments</p> |

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| | Assessments: Quizzes, Tests and Academic Prompts Quizzes Tests Homework |
| | Assessments: Other Evidence (e.g., observations, work samples, dialogues) Teacher observation Peer Editing |
| | Assessments: Student Self-Assessment Analysis and revision of student-centered writing |

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| | <p>Students will need to know . . . (targeted understandings):</p> <p>Definitions and descriptions of the vocabulary words</p> <p>Parts of speech</p> <p>Pronunciation</p> <p>Synonyms</p> <p>Antonyms</p> |
| | <p>Students will be able to do . . . (targeted skills):</p> <p>Comprehend and apply assigned lists of words in writing and speaking.</p> <p>Use appropriate, sophisticated word choice in writing assignments to create well-developed ideas and content.</p> <p>Eliminate vague and excess words and replace with words appropriate and specific to the writing assignments.</p> <p>Identify and apply appropriate words to create voice in writing assignments.</p> <p>Identify and apply appropriate words to help with sentence fluency.</p> |
| | <p>Teaching and learning experiences:</p> <p>Students will write descriptions of the vocabulary words.</p> <p>Students will create visuals to represent the vocabulary words.</p> <p>Students will incorporate the words into their writing assignments.</p> <p>Students will look at professionally published writing to see how authors use specific words.</p> <p>Students will play vocabulary games, including crossword puzzles, cheerleader spelling, Bingo, circle conversation, choral spelling, callisthenic spelling (to involve visual, audio, kinesthetic, tactile learning modalities).</p> |
| | <p>Materials and Resources:</p> <p><i>Sadlier-Oxford Vocabulary Book</i></p> <p><i>Vocabulary for Achievement</i></p> <p>Handouts</p> <p>Flashcards</p> <p>Graphic Organizers</p> |

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| | <p>Accommodations:</p> <p>Teacher-Student conferences</p> <p>Additional assignments, such as creating visuals to represent words.</p> <p>Additional time on assessments as needed.</p> <p>Study guides as needed.</p> |
| | <p>Enrichments:</p> <p>Peer Tutoring</p> |
| | <p>Time: Throughout the year.</p> |

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| Grade (8) | (Subject) Language Arts |
| | (Goal Area) Writing |
| | <p>Pennsylvania Academic Standards:</p> <p>1.4.8 ABCD 1.5.8 ABCDEF 1.6.8 ABCDEF</p> |
| | <p>Overarching and Essential Questions:</p> <p>How can I become an efficient writer so that I can feel confident with any writing assignment?</p> <p>How do I match a genre of writing to a particular situation?</p> |
| | <p>Essential Understandings:</p> <p>Students will learn, understand, and utilize a variety of writing styles (narrative, reflective, informational, persuasive, descriptive, academic) and strategies to communicate and think.</p> |
| | <p>Assessments: Performance Tasks, Projects</p> <p>Writing assignments</p> <p>Short stories</p> <p>Poems</p> <p>Informational pieces</p> |

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| | <p>Persuasive pieces</p> <p>Academic essays</p> <p>Computer projects</p> <p>Oral presentations</p> |
| | <p>Assessments: Quizzes, Tests and Academic Prompts</p> <p>Tests</p> <p>Quizzes</p> <p>Homework</p> |
| | <p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Teacher observation</p> <p>Teacher-student conferences</p> <p>Peer-editing</p> <p>Self-editing</p> |
| | <p>Assessments: Student Self-Assessment</p> <p>Analysis and revision of student-created writing</p> |

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| | <p>Students will need to know . . . (targeted understandings):</p> <p>Various styles of writing</p> <p>Which style of writing to use in different situations</p> <p>The six write traits:</p> <p>Ideas</p> <p>Organization</p> <p>Conventions</p> <p>Word Choice</p> <p>Sentence Fluency</p> <p>Voice</p> |
| | <p>Students will be able to do . . . (targeted skills):</p> <p>Practice free-writing.</p> <p>Use the six-write traits and writing process when writing</p> <p>Write short stories and poems with: Dialogue, literary conflict, characterization, setting, plot, theme, point of view, style, alliteration, personification, simile, detail</p> <p>Write informational pieces with: Cause and effect; problem/solution appropriate to topic; essays; introductions; body; conclusions; transitions</p> <p>Write persuasive pieces with: Facts; opinions; research; specific and supporting detail and examples</p> <p>Write academic essays with: Thesis statements, organization, correct quote citation, and editing.</p> |
| | <p>Teaching and learning experiences:</p> <p>Multi-paragraph stories</p> <p>Persuasive essays</p> <p>PSSA style prompts</p> <p>Poetry</p> <p>Vocabulary</p> <p>Academic essays</p> <p>Free writing</p> |

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| | <p>Materials and Resources:</p> <p>Teacher rubrics and tip sheets</p> <p>Prentice Hall <i>Writing and Grammar Communication in Action</i> (Silver Level)</p> <p>Computer Lab</p> |
| | <p>Accommodations:</p> <p>Additional time as needed</p> <p>Study guides</p> <p>Adapted assignments, such as different prompts and genres to choose</p> <p>Extra practice assignments as needed</p> <p>Teacher - Student conferences</p> |
| | <p>Enrichments:</p> <p>Students can create tip sheets for other students to help with writing.</p> <p>Students can write stories on self-selected topics.</p> <p>Students can create computer products with writing pieces.</p> |
| | <p>Time: Throughout the year.</p> |

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| Grade (8) | (Subject) Language Arts |
| | (Goal Area) Poetry |
| | <p>Pennsylvania Academic Standards:</p> <p>1.4.8 ABCD 1.5.8 ABCDEF 1.6.8 ABCDEF</p> |
| | <p>Overarching and Essential Questions:</p> <p>Why is poetry important to people?</p> |
| | <p>Essential Understandings:</p> <p>Students analyze poetry using various strategies to help them understand the text (talking to the text, questioning the poet, rereading, etc.)</p> |

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| | Students will analyze the structure, format, and rhyme scheme of poetry. |
| | <p>Assessments: Performance Tasks, Projects</p> <p>Writing assignments</p> <p>Reading Assignments</p> <p>Oral presentations</p> |
| | <p>Assessments: Quizzes, Tests and Academic Prompts</p> <p>Poems</p> <p>Oral presentations</p> <p>Homework</p> |
| | <p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Teacher observations</p> <p>Teacher – student conferences</p> |
| | <p>Assessments: Student Self-Assessment</p> <p>Students will write poetry.</p> <p>Students will write a reflection piece about the unit.</p> |

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| | <p>Students will need to know . . . (targeted understandings):</p> <p>The six write traits:</p> <ul style="list-style-type: none"> Ideas Organization Voice Sentence Fluency Conventions Word Choice Poetry terms Literary terms |
| | <p>Students will be able to do . . . (targeted skills):</p> <ul style="list-style-type: none"> Discuss opinions and experiences in small groups. Write poems addressing various topics. Coordinate illustrations that visually support poem topics. Respond appropriately as an audience. Present select poems to classmates. Analyze poetry. Identify the structure and format of poetry. |
| | <p>Teaching and learning experiences:</p> <ul style="list-style-type: none"> Anticipation guide (beliefs about poetry) Read select poems Listen to select music samples Teacher modeling Write poetry Discussion on topics |
| | <p>Materials and Resources:</p> <ul style="list-style-type: none"> Poems |

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| | <p>Music</p> <p>CD player</p> <p>Handouts</p> |
| | <p>Accommodations:</p> <p>Additional time as needed</p> <p>Study guides</p> <p>Extra practice assignments as needed</p> <p>Teacher - student conferences</p> |
| | <p>Enrichments:</p> <p>Students can write additional poetry.</p> <p>Students can research poetry contests and submit their work.</p> |
| | <p>Time: 3-4 weeks</p> |

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| Grade (8) | (Subject) Language Arts |
| | (Goal Area) Career Day |
| | <p>Pennsylvania Academic Standards:</p> <p>13.1.8 ABCD</p> <p>13.2.8 ACD</p> <p>13.18.ABG</p> |
| | <p>Overarching and Essential Questions:</p> <p>How do I decide which career to choose?</p> |
| | <p>Essential Understandings:</p> <p>Students will use various research skills to find out information about a career field.</p> |
| | <p>Assessments: Performance Tasks, Projects</p> <p>Career portfolio</p> |
| | <p>Assessments: Quizzes, Tests and Academic Prompts</p> <p>Homework</p> |
| | <p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> |

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| | Teacher observation Career portfolio |
| | Assessments: Student Self-Assessment Peer editing Written student reflection piece |

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| | <p>Students will need to know . . . (targeted understandings):</p> <p>How to research information</p> <p>Write in a business style format</p> <p>The six write traits:</p> <p>Ideas</p> <p>Organization</p> <p>Word choice</p> <p>Sentence fluency</p> <p>Conventions</p> <p>Voice</p> |
| | <p>Students will be able to do . . . (targeted skills):</p> <p>Research information about a career.</p> <p>Write in a business style format.</p> <p>Discuss opinions in small and large groups.</p> <p>Present information about their career in small and large group settings.</p> <p>Create a career portfolio with samples of business writing.</p> |
| | <p>Teaching and learning experiences:</p> <p>Teacher modeling</p> <p>Participating in Career Day</p> <p>Writing a portfolio</p> <p>Writing a business letter</p> |
| | <p>Materials and Resources:</p> <p>Handouts</p> <p>Computer lab</p> <p>Portfolio</p> |
| | <p>Accommodations:</p> <p>Additional time as needed</p> <p>Extra practice assignments as needed</p> |
| | <p>Enrichments:</p> <p>Participate in Career Day.</p> |

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| | Interview someone in a career field of the student’s choice. |
| | Time: 2-3 weeks |

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| Grade (8) | (Subject) Language Arts |
| | (Goal Area) Reading a Novel |
| | Pennsylvania Academic Standards: 1.1.8 DGH 1.3.8 ABCE 1.5.8 ABCD 1.6.8 ABCDEF |
| | Overarching and Essential Questions: How do I read and understand a novel? What should I do if I do not understand what I’m reading? |
| | Essential Understandings: Effective readers use strategies to help them understand the text (context clues, questioning, predicting, summarizing, rereading, etc.) |
| | Assessments: Performance Tasks, Projects Projects Presentations |
| | Assessments: Quizzes, Tests and Academic Prompts Quizzes Tests Homework |
| | Assessments: Other Evidence (e.g., observations, work samples, dialogues) Teacher observations Small group discussions Literary circles |
| | Assessments: Student Self-Assessment Reading journals Logs Talking to the text post-its |

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| | <p>Students will need to know . . . (targeted understandings):</p> <p>How to read for comprehension.</p> <p>How to write questions and opinions in logs/journals/post-its.</p> <p>How to use reading strategies to comprehend novels.</p> <p>How to analyze novels.</p> <p>The six write traits:</p> <p>Ideas</p> <p>Organization</p> <p>Sentence Fluency</p> <p>Voice</p> <p>Conventions</p> <p>Word Choice</p> |
| | <p>Students will be able to do . . . (targeted skills):</p> <p>Respond to what they are reading both in verbal and written formats.</p> <p>Analyze the novels.</p> <p>Write journals/logs/essays based on their opinions of the novels.</p> <p>Students will understand how to read a novel.</p> <p>Students will learn skills to use when they are struggling with comprehension.</p> <p>Students will learn how to analyze novels.</p> <p>Students will learn how to appropriately share their viewpoint in a discussion.</p> <p>Students will learn how to ask questions about what they are reading.</p> <p>Students will think critically about what they are reading.</p> |
| | <p>Teaching and learning experiences:</p> <p>Reading various novels.</p> <p>Participating in literary circles.</p> <p>Participating in small and large group discussions.</p> <p>Working in pairs with peers.</p> |
| | <p>Materials and Resources:</p> <p>Novels to choose from:</p> <p><i>Animal Farm</i></p> <p><i>Lord of the Flies</i></p> <p><i>Hound of the Baskervilles</i></p> |

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| | <p><i>Scribbler of Dreams</i></p> <p><i>All over but the Shoutin’</i></p> <p><i>The House of Dies Drear</i></p> <p><i>Dr. Jekyll and Mr. Hyde</i></p> <p><i>The Adventures of Huckleberry Finn</i></p> |
| | <p>Accommodations:</p> <p>Extended time on tests</p> <p>Adapted assignments, such as various prompts and questions to choose</p> <p>Teacher – student conferences</p> |
| | <p>Enrichments:</p> <p>Listen to the audio book version of the novel.</p> <p>Watch a movie adaptation of the novel.</p> |
| | <p>Time: 3-4 months</p> |

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| Grade (8) | (Subject) Language Arts |
| | (Goal Area) Drama |
| | <p>Pennsylvania Academic Standards:</p> <p>1.3.8 ABCEF</p> <p>1.5.8 ABCDEF</p> <p>1.6.8 ACDE</p> |
| | <p>Overarching and Essential Questions:</p> <p>How do I read and understand a play?</p> |
| | <p>Essential Understandings:</p> <p>Students use specific reading strategies to help them better understand dramas (context clues, questioning, predicting, summarizing, rereading, etc.)</p> |
| | <p>Assessments: Performance Tasks, Projects</p> <p>Projects</p> <p>Journals</p> <p>Logs</p> <p>Talking to the text post-it notes</p> |
| | <p>Assessments: Quizzes, Tests and Academic Prompts</p> |

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| | Quizzes Tests Homework |
| | Assessments: Other Evidence (e.g., observations, work samples, dialogues) Teacher observation Small and large group discussions Student pair discussions |
| | Assessments: Student Self-Assessment Journals Logs |

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| | <p>Students will need to know . . . (targeted understandings):</p> <p>How to read a play.</p> <p>How to ask questions as they read.</p> <p>How to interpret different characters in the play.</p> <p>How to write down their opinions.</p> <p>How to share their opinions in a group setting.</p> <p>The six write traits:</p> <p>Ideas</p> <p>Organization</p> <p>Sentence Fluency</p> <p>Voice</p> <p>Word Choice</p> <p>Conventions</p> |
| | <p>Students will be able to do . . . (targeted skills):</p> <p>Interpret characters in the plays.</p> <p>Analyze the plays.</p> <p>Write down opinions in journals/logs/post-its.</p> <p>Ask questions in small and large groups.</p> <p>Share opinions both in verbal and written contexts.</p> <p>Recognize the format of a play.</p> <p>Read a play.</p> <p>Act out sections of the play.</p> <p>Write journals/logs/post-it notes.</p> |
| | <p>Teaching and learning experiences:</p> <p>Read various dramas.</p> <p>Act out various parts of the plays.</p> <p>Interact with peers in small and large groups.</p> |
| | <p>Materials and Resources:</p> <p>Dramas to choose from:</p> <p><i>Julius Caesar</i></p> <p><i>Inherit the Wind</i></p> <p><i>The Miracle-Worker</i></p> |

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| | <i>My Fair Lady</i> |
| | <p>Accommodations:</p> <p>Extended time on quizzes and tests</p> <p>Teacher – student conferences</p> <p>Extra handouts</p> |
| | <p>Enrichments:</p> <p>Students act out plays.</p> <p>Students attend productions of the plays.</p> |
| | Time: 4-6 weeks |

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| Grade (8) | (Subject) Language Arts |
| | (Goal Area) Short Stories |
| | <p>Pennsylvania Academic Standards:</p> <p>1.3.8 ABC</p> <p>1.5.8 ABC</p> <p>1.6.8 ACDE</p> |
| | <p>Overarching and Essential Questions:</p> <p>How do I read and understand a short story?</p> |
| | <p>Essential Understandings:</p> <p>Students use specific reading strategies to help them better understand short stories (context clues, questioning, predicting, summarizing, rereading, etc.)</p> |
| | <p>Assessments: Performance Tasks, Projects</p> <p>Projects</p> |
| | <p>Assessments: Quizzes, Tests and Academic Prompts</p> <p>Quizzes</p> <p>Tests</p> <p>Homework</p> |
| | <p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Teacher observations</p> <p>Journals</p> |

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| | Logs Group discussions |
| | Assessments: Student Self-Assessment Journals Logs Talking to the text post-it notes |

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| | <p>Students will need to know . . . (targeted understandings):</p> <p>How to interpret short stories.</p> <p>What to do if they do not understand what they are reading.</p> <p>How to analyze short stories.</p> <p>The six write traits:</p> <p>Ideas</p> <p>Organization</p> <p>Voice</p> <p>Word Choice</p> <p>Sentence Fluency</p> <p>Conventions</p> |
| | <p>Students will be able to do . . . (targeted skills):</p> <p>Respond to short stories in a written format.</p> <p>Participate in small and large group discussions.</p> <p>Think critically about the short stories.</p> <p>Write short stories.</p> <p>Compare and contrast short stories to novels.</p> |
| | <p>Teaching and learning experiences:</p> <p>Reading short stories.</p> <p>Writing short stories.</p> <p>Analyzing short stories.</p> <p>Participating in small and large group discussions.</p> <p>Working in groups with peers.</p> |
| | <p>Materials and Resources:</p> <p>Short stories from:</p> <p><i>Impact</i></p> <p><i>Junior Great Books</i></p> <p><i>Prentice Hall Literature</i> (Silver level)</p> <p><i>The Legend of Sleepy Hollow</i></p> |
| | <p>Accommodations:</p> <p>Extended time on quizzes and tests</p> |

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| | Teacher – student conferences Extra handouts |
| | Enrichments: Attend a production of one of the short stories. Listen to an audio version of the short stories. Act out the short stories |
| | Time: 2-3 months |