

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

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

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>

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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	Persuasive pieces Academic essays Computer projects Oral presentations
	Assessments: Quizzes, Tests and Academic Prompts Tests Quizzes Homework
	Assessments: Other Evidence (e.g., observations, work samples, dialogues) Teacher observation Teacher-student conferences Peer-editing Self-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>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>

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> <p>Ideas</p> <p>Organization</p> <p>Voice</p> <p>Sentence Fluency</p> <p>Conventions</p> <p>Word Choice</p> <p>Poetry terms</p> <p>Literary terms</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>Discuss opinions and experiences in small groups.</p> <p>Write poems addressing various topics.</p> <p>Coordinate illustrations that visually support poem topics.</p> <p>Respond appropriately as an audience.</p> <p>Present select poems to classmates.</p> <p>Analyze poetry.</p> <p>Identify the structure and format of poetry.</p>
	<p>Teaching and learning experiences:</p> <p>Anticipation guide (beliefs about poetry)</p> <p>Read select poems</p> <p>Listen to select music samples</p> <p>Teacher modeling</p> <p>Write poetry</p> <p>Discussion on topics</p>
	<p>Materials and Resources:</p> <p>Poems</p>

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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>

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

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

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

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

Grade (8)	(Subject) Language Arts
	(Goal Area) Short Stories
	<p>Pennsylvania Academic Standards: 1.3.8 ABC 1.5.8 ABC 1.6.8 ACDE</p>
	<p>Overarching and Essential Questions: How do I read and understand a short story?</p>
	<p>Essential Understandings: 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 Projects</p>
	<p>Assessments: Quizzes, Tests and Academic Prompts Quizzes Tests Homework</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues) Teacher observations 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