

8th Grade Language Arts

Washington Middle School

Overview

In 8th grade Language Arts, students will be further exposed to the Common Core State Standards (CCSS) that are built upon throughout middle school. In addition to identifying and determining the structure of fiction/nonfiction communication devices, 8th graders are asked to explore empathy—to regard the point of view of an author, director, character or group and to identify the purpose for creation of media and to determine reasons for the choices those person(s) made.

Standards taught (CCSS)

Reading Literature, 8.1-10

- Use textual evidence to support a judgment, determine central ideas and themes, analyze the development of individuals/events/ideas, assess how point of view shapes text, evaluate content presented in diverse media, analyze how multiple texts address similar themes, determine explicit vs. inferred meanings.

Reading Informational Text, 8.1-10

- The CCSS for Informational Text mirror those for Literature.

Writing, 8.1-10

- Write to support claims, to inform and explain, to tell a story, develop and strengthen writing, use technology in writing, conduct research projects,

Speaking & Listening, 8.1-6

- Prepare for and participate in discussions, evaluate information from different media, evaluate speakers' reasoning and point of view, present information and research appropriate to task and audience.

Language, 8.1-6

- Demonstrate command of standard English and grammar, demonstrate a command of various verb forms and usage, clarify the meaning of words by using context clues, identify figurative/literal language and the use of poetic devices.

Units

Our units will each cover the CCSS using larger questions essential for the development of individuals through adolescence into adulthood and will utilize literature, non-fiction and media to mirror the experiences of real life.

1. *Who am I?* (self identity and self awareness)
 - a. Novel - *The Outsiders*
2. *What do I owe the world?* (responsibility and action)
 - a. Novel – *The Pearl*
3. *Whose story is it, and why does it matter?* (empathy and relationships)
 - a. Novel – *Touching Spirit Bear*
 - b. Novel – Literary Circles utilizing various titles
4. *Where am I going, and how do I get there?* (quality of life and choices)
 - a. Novel – *The Giver*

8th grade LA team:

Lisa Hesson (lisa.hesson@wchcs.org)

Sally Smith (sally.smith@wchcs.org)

Derrick Lyons (derrick.lyons@wchcs.org)

Materials

Each day, students will need:

- 3-ring binder with lined paper and 5 tab dividers
- Highlighter
- Red pen
- Pencil

Expectations

- Students will arrive to class on time and with the materials listed above. **In addition, students shall bring a book for genre reading each day.**
- Students will treat everyone in the classroom with respect.
- Students will perform class work both as individuals and as part of assigned groups.
- Students will present original work and research to the assembled class.
- Students will assume responsibility for their own learning.

Quarterly Performance Tasks

1st Quarter

Portfolio containing character analysis, reading responses, and poetry

2nd Quarter

Research project with presentation – social, economic, or cultural injustice

3rd Quarter

Creation of a theme-based children's book

4th Quarter

Professional writing – resume and personal time capsule letter
