

Curriculum on a Page Grade 8 - First Quarter

LRSD Curriculum is outlined for teachers in detailed curriculum maps. This document is an overview of the curriculum to which all students in the LRSD have access with appropriate modifications, support, enrichment and remediation when needed. As a rule, teachers may add to but not subtract from this curriculum.

We integrate the reading and writing, speaking and listening, and research in the secondary curriculum.



Reading Selections: . Students will read fiction including a novel,

selected short stories and poems to address how we learn about ourselves through reading. **Novels:** *A Day No Pigs Would Die*, by R. Peck. **Poems:** "Grandma Ling", "Old Man", "The Old Grandfather and His Little Grandson". **Short Stories:** "A Ribbon for Baldy", "The Medicine Bag", "Raymond's Run", "Thank You, Ma'am" all in literature book. **Research:** Internet, magazine and newspaper articles and other sources for information on the culture and customs of the the Shakers. **Practical Reading:** Individual students' data from charts and graphs. Note: In middle schools, **Accelerated Reader** is used to motivate students for independent reading and is not part of the curriculum.

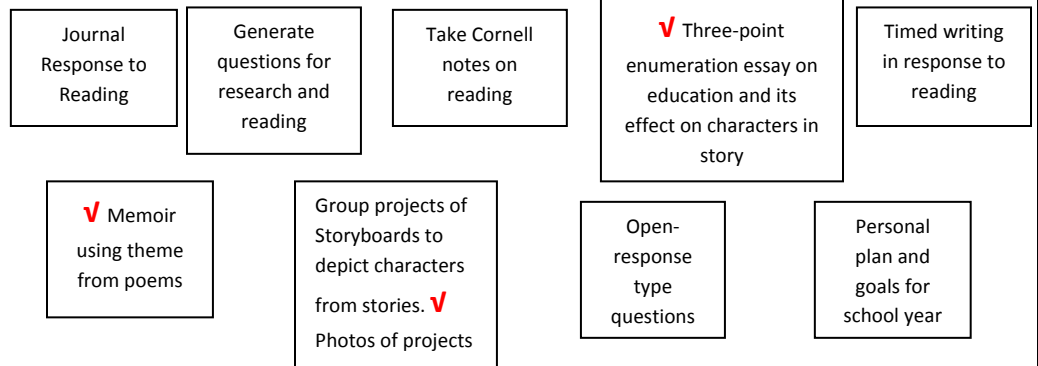


Discussion Themes: discussion of learning from the

elderly; Shaker customs and comparison to own culture; the effect of education on lives; figurative language to include sensory language; sequencing of events; learning from various main characters, author's use of dialogue to help reader understand characters.



Writing: As they read and discuss, students will write the following pieces:



Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are self and peer editing; using sensory language to create vivid pictures in words; using anecdotes and quote;, summarizing; commas with introductory dependent and nonrestrictive clauses; dependent and independent clauses; colons and semicolons; quotation marks; all capitalization rules; fragments and run-ons; sentence structure and variety and tone . As needed during writing (editing and revision) other skills are addressed. Writing conventions (grammar, usage, mechanics) are best taught in conjunction with student's own work. **All students maintain a writing portfolio, which follows students from 6th grade to graduation. These portfolio pieces are indicated with ✓ above.**

Vocabulary Skills: Vocabulary is taught in four ways: Academic vocabulary terms specific to literacy; specified and as needed contextual vocabulary from reading; study of Greek and Latin root words and affixes; and whenever clarity is needed. Students are taught using a variety of strategies that allow them to use the terms, recognize the new words in context, and demonstrate mastery in daily work. Word walls are tools for building vocabulary in each classroom.