

Curriculum on a Page Grade 8 - Second Quarter



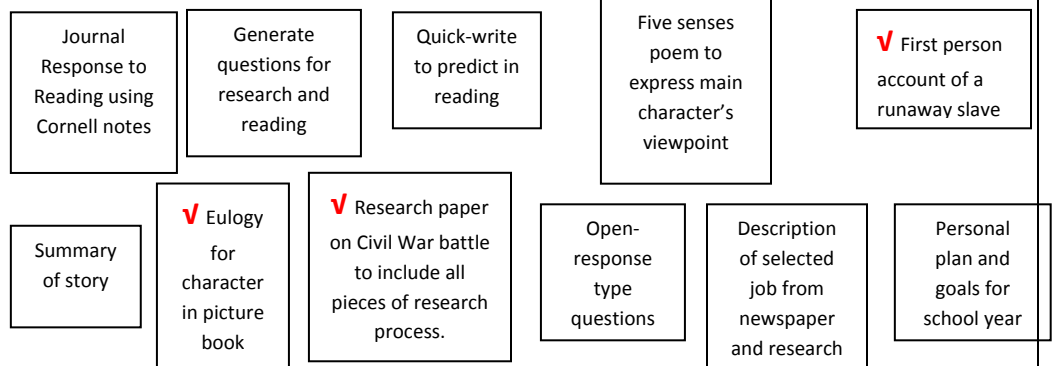
Reading Selections: Students will read historical fiction and nonfiction, including selected short stories and poems and famous speeches to address the theme of learning from our past. **Speeches (primary documents):** Lincoln's *Emancipation Proclamation* and *Gettysburg Address*. **Poem:** "O Captain, My Captain". **Selected Pieces:** "Emancipation", "The Drummer Boy of Shiloh", "The Underground Railroad", "Harriet Tubman: Guide to Freedom" all in literature book. **Picture Book:** *Pink and Say*, by P. Polacco. **Research:** Internet, magazine and newspaper articles and other sources for information on Civil War and careers. **Practical Reading:** U.S. Map, Individual students' data from charts/graphs. **Video:** Gettysburg scene from *Remember the Titans*. 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 background of Civil War; Lincoln's point of view in speeches; discussion of young soldiers and their roles; research report format and purpose; narrative genre; point of view of narrator; conflicts in picture book, connection to prior reading; meter and rhyme of poem; poem's connection to Lincoln; tragedy of Gettysburg battle; film maker's purpose; career choices.



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 Cornell notes, quick-writes; 5-senses poem; writing in first person; summarizing; research process; prepositional phrases; subject-verb agreement; pronoun case; verb tenses; pronoun-antecedent agreement; . 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.

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.