

Curriculum / Course / Grade: ENGLISH 8

Teacher's Name: JOLYNN WERNER

Standard(s): **READING AND LITERATURE**

<p>Skills / Benchmarks:</p> <p>A. Word Recognition, Analysis and Fluency</p> <p>B. Vocabulary Expansion</p> <p>*Note: I feel area 6 (Determine word meanings by ... example, comparison or contrast) is something I can do more with. I will use vocab frames and symbols.</p> <p>*Note: I feel area 8 (Apply correct word pronunciation and inflection) is something I can do more with. I will do more correction and modeling during in-class read alouds.</p> <p>C. Comprehension</p> <p>*Note: Area 6 (Evaluate the adequacy, accuracy, and appropriateness of the author's evidence in a persuasive text) is an area I'm not covering like I should. I could do this during the Abe Lincoln research project, but I need help in how to go about doing it.</p> <p>*Note: Area 7 (Use knowledge of narrative and expository text structures <u>in a variety of content areas</u> to summarize information) confuses me. I do fiction and non-fiction literature about various topics. Does that cover this?</p> <p>*Note: Area 12 (Follow written directions in technical reading) is not being covered by English 8 at all, but I imagine Industrial Tech does this. Must I do it also?</p> <p>D. Literature</p> <p>*Note: For Area 1 (Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant <u>works from other countries</u>), I need more multi-cultural material.</p> <p>*Note: For Area 9 (Identify and analyze structural elements particular to dramatic literature), I need to do more of this when reading Anne Frank.</p>	<p>Assessment:</p> <p>Matching and in-context fill-in-the-blank quizzes; Reading Journal vocab selection and dictionary definition; cumulative prefix/suffix/root quizzes</p> <p>Story sheets; Short-answer essay questions; combination T/F, Multiple Choice, Matching and Essay tests; BST test performance progress</p> <p>Study guides; Book critique; combination T/F, Matching, MC, Essay test; book reports; Web quest Worksheets; End of chapter questions; Venn Diagrams; Compare/Contrast paper; Narrative paper; Journals</p>	<p>Content:</p> <p>Prefix/Suffix/Root Word of the Day; Defining vocabulary in context; Literary terms; Lit book terms; Independent Reading Journal with student-selected novels; DOL; in-class read alouds; poetry vocabulary</p> <p>Literary terms and elements; plot line graphic organizers; KWLS; Key Word Prediction charts; Q/A discussions; end of chapter questions; BST practice in literal and inferential comprehension (vocab, main idea, author, conclusion, fact/opinion); BST progress graphs; Highlighting strategies; Think-Pair-Share; Venn diagrams; Roman Numeral and T-Note outlines; poetry paraphrasing; reading journals; Abe Lincoln history research</p> <p><u>Novel/Video Connection:</u> <i>The Outsiders (novel & video); The Pigman</i>; four independent reading novels</p> <p><u>Short Story/Video Connection:</u> "Raymond's Run;" "Cool Runnings" or "Snow Dogs;" "The Ransom of Red Chief;" "The Legend of Sleepy Hollow;" "The Tell-Tale Heart;" Cosby's "Fatherhood;"</p>
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<p>Grade 8 Reading and Literature continued...</p>	<p>Research paper</p> <p>Paraphrase; Matching quiz; Venn Diagram; Web quest</p> <p>Web quest; Small group play performance; Study Guide; Combination Test; Speech</p> <p>BST Practice Tests; Reading Journals</p>	<p>“Lincoln Is Shot”</p> <p><u>Poetry:</u> “A Dream Deferred;” “Nothing Gold Can Stay;” “O Captain! My Captain;” “Spring and Fall: To a Young Child;” my own poetry and student poetry samples from previous years</p> <p><u>Drama:</u> “Diary of a Young Girl; Anne Frank”</p> <p><u>Non-Fiction:</u> BST articles; <i>Daily News; Star Tribune; Reader’s Digest</i></p>
<p>Essential Questions: 1) How can we be the best we can possibly be? 2) How can we be sure to treat others with dignity and respect?</p>		
<p>Activities:</p>		
<p>Resources used:</p>		
<p>Methods of Delivery:</p>		
<p>Curricular Collaboration:</p>		
<p>Notes:</p>		

ISD 846 Breckenridge Public School Curriculum Map ---2005-2006		
Curriculum / Course / Grade: ENGLISH 8		
Teacher's Name: JOLYNN WERNER		
Standard(s): WRITING		
<p>Skills / Benchmarks:</p> <p>A. Types of Writing *Note: Area 1: I need to do editorials as well!</p> <p>B. Elements of Composition *Note: Area 4 (Create reports that employ word processing and formatting, using diagrams or definitions of terms to inform audiences) is weak. Some do this with the how-to speech, but not all topics chosen are conducive to this. Perhaps I will require a visual aid??</p> <p>C. Spelling, Grammar and Usage</p> <p>D. Research</p> <p>E. Handwriting and Word Processing *Note: Area 1 (Write legibly using cursive) is not at all addressed! I should require cursive for journal writing!</p>	<p>Assessment: 6 Traits + 1 compositions and evaluation scale; peer editing</p> <p>6 Traits + 1 compositions and evaluation scale; peer editing;</p> <p>Forget-Me-Not speech (informative: child from the Holocaust); Lincoln research paper; Webquest worksheets; New York postcards MLA specifications for all papers</p>	<p>Content: Olympic paper (creative writing); Raymond's Run & Snow Dogs/Cool Runnings (comparison/contrast); The New Tell-Tale Heart from a different perspective (creative writing); Lincoln report (research paper + MLA and WC); How-To Speech (technical writing/directions); Small Group Business letter; Poetry Unit (acrostic, ballad, ode, limerick, sonnet, haiku, clerihew, diamante); the writing process; 6 Traits samples; outlining; notecards Daily Oral Language grade-specific activities; worksheets combined with short stories; writing journals and essays</p> <p>Lincoln historical figure research; child of the Holocaust research; Anne Frank biography; New York City attractions webquest; symbolism webquest; S.E. Hinton biography; allusions quest</p> <p>Formatting stylesheet; outlining papers</p>
Essential Questions: How can you be sure your voice comes through in your writing?		
Activities:		
Resources used:		
Methods of Delivery:		
Curricular Collaboration:		
Notes:		

ISD 846 Breckenridge Public School Curriculum Map ---2005-2006

Curriculum / Course / Grade: ENGLISH 8

Teacher's Name: JOLYNN WERNER

Standard(s): SPEAKING, LISTENING, VIEWING

<p>Skills / Benchmarks:</p> <p>A. Speaking and Listening</p> <p>*Note: Area 4 (Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation) could be done with lyceum presentations</p> <p>*Note: Area 5 (Follow a speaker's presentation and represent it in notes) is not done. I provide the notes. How would I teach this?</p> <p>B. Media Literacy</p> <p>*Note: I am doing an overall horrible job with this standard in Areas 1-5. I need help in assessing this area.</p>	<p>Assessment:</p> <p>Audience Speech critiques; Study guide for Anne Frank play; teacher feedback; worksheet performance; Poetry project</p> <p>Works Cited page; Author questions on BST tests; Compare/Contrast essay; BST tests</p>	<p>Content:</p> <p>How-To speech, Holocaust child speech, Paper Bag book report; class discussions; Anne Frank play; Little Buddy peer editing (with Grade 4); Symbolism/Lit device worksheet in small groups; Poetry chapter selection and writing; Daily Oral Language; Word of the Day</p> <p>Lincoln Research project; "I Have a Dream" broadcast; WWII propoganda; "Snow Dogs;" "The Outsiders;" "Anne Frank" video; BST articles</p>
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Essential Questions: How can we be sure we're thinking with our own minds and not the mind of somebody else?

Activities:

Resources used:

Methods of Delivery:

Curricular Collaboration:

Notes: WEAK AREA

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Notes:		

ISD 846 Breckenridge Public School Curriculum Map --- January 2006		
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ISD 846 Breckenridge Public School Curriculum Map --- February 2006		
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ISD 846 Breckenridge Public School Curriculum Map --- March 2006		
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ISD 846 Breckenridge Public School Curriculum Map ---April 2006		
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ISD 846 Breckenridge Public School Curriculum Map --- May 2006		
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