Archdiocese of Newark Catholic Schools

Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the "agreed-upon" learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:
♦ utilizing their own particular strengths and teaching style
♦ addressing the varying learning needs of their students
♦ determining the order in which the content and skills are presented within a marking period
♦ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

English Language Arts
Each of the curriculum maps for English Language Arts in kindergarten through 8th grade is divided into the five strands that compose the English Language Arts curriculum- Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

July 2015

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. **RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**Story Elements** RL.8.2, RI.8.2, RL.8.3, RL. 8.6, RI. 8.6	**Story Elements** *Plot* • Identify and diagram parts of the plot. *Conflict* • Determine and explain the different types of conflict (i.e., internal and external). *Character* • Analyze development of characters over time. • Distinguish between direct and indirect characterization. • Categorize character traits. • Analyze motivation. • Compare and contrast two or more characters. *Setting* • Examine the relationship between the setting and the plot. • Determine the mood or atmosphere created by setting.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Tests Quizzes Book Reports Oral Presentations Group Projects Individual Projects Essays Journals Portfolios Group Discussions Speeches Plays and Skits Homework Multimedia Presentations	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

RL.8.1 & RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 	
RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 	
RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 	
RL.8.5
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
 	
RI.8.5
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
	Reading Strategies
	RL8.1, RI 8.1. RI.8.3, RL.8.4, RL.8.5, RI.8.5
		Theme
		• Distinguish between stated and implied theme.
		
		Author's Purpose
		• Determine an author's point of view or purpose in a text.
		
		Reading Strategies
		• Utilize various reading strategies to aid comprehension, including:
		  o Inference
		  o Sequence of Events
		  o Context Clues
		  o Predicting
		  o Drawing Conclusions
		  o Recalling Details
		  o Compare and Contrast
		  o Analogies
				Highlight Gospel values in discussions of literary text.
				
				Discuss a character's actions and choices in light of Christian moral values.
				
				Apply reading strategies to biblical passages.
				
				Make comparisons to stories and figures from the Bible.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
 	
RI.8.10
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
	Genres
	RL.8.10, RI.8.10
		Genres
		• Apply reading strategies to the genres listed below:
		  o Short Stories
		  o Novels
		  o Drama
		  o Poetry
		  o Mythology
		  o Legends
		  o Non-fiction
		  o Parables
		  o Gospels		

RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
 	
RL.8.6
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
 	
RI.8.6
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	Literary Techniques
	RL.8.3, RL.8.6, RI.8.6
		Literary Techniques
		• Develop strategies to identify how various literary techniques are used in a story, such as:
		  o Foreshadowing
		  o Flashback
		  o Irony
		  o Suspense
		  o Dialect
		  o Attitude
		  o Perspective
		  o Voice
		  o Symbolism
		  o Allusion		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

RL.8.4 & RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 	
L.8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a) Interpret figures of speech (e.g. verbal irony, puns) in context.
b) Use the relationship between particular words to better understand each of the words.
c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
 	
RL.8.9
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
 	
RI.8.9
Analyze a case in which two or more texts provide conflicting information on
	Figurative Language
	RL.8.4, RI.8.4, L.8.5
	
	Connotative Meaning
	RL.8.4, RI.8.4, L.8.5
	
	Literary Analysis
	RL.8.9, RI.8.9
		Figurative Language
		• Identify and interpret figurative language in literature through discussion and writing and in reading responses.
		  o Similes
		  o Metaphors
		  o Analogies
		  o Allusions
		  o Onomatopoeia
		  o Personification
		  o Hyperbole
		  o Alliteration
		  o Idioms
		
		Connotative Meaning
		• Distinguish between denotation and connotation of words as they are used within a text.
		
		Literary Analysis
		• Identify and discuss the techniques and elements that make a literary work effective.		

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
the same topic and identify where the texts disagree on matters of fact or interpretation.		• Cite textual evidence to support overall comprehension.		
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**Library and Internet Research** RI.8.7	**Library and Internet Research** • Evaluate the advantages and disadvantages of using different mediums to present a particular topic, idea or current event.		
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**Fact vs. Opinion in Informational Text** RI.8.8, RI.8.9	**Fact vs. Opinion in Informational Text** • Distinguish factual information from opinion.		
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	**Oral Reading**	**Oral Reading** • Demonstrate fluency and accuracy when reading orally. • Read text orally with proper tone, expression, articulation, and comprehension.		

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 8				
READING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Vocabulary** L.8.4, L8.5, L8.6	**Vocabulary** • Expand word meanings. • Use phonetic skills and pronunciation key to pronounce words correctly. • Identify root words, suffixes, prefixes. • Distinguish between denotation and connotation of words. • Use vocabulary words correctly in student generated writing.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
b) Form and use verbs in the active and passive voice.
c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d) Recognize and correct inappropriate shifts in verb voice and mood.
 	
L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
	Parts of Speech
	L.8.1, L.8.3
	
	Nouns
		Parts of Speech
		• Identify the various parts of speech.
		• Classify words as particular parts of speech based on their function within a sentence.
		
		Nouns
		• Identify the properties of nouns: person, number, case, and gender.
		• Classify nouns according to their properties.
		• Determine the role of a noun in a sentence.
		  o Subject
		  o Direct or Indirect Object
		  o Complement
		  o Object of the Preposition
		  o Appositive
			Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.
			
			Tests
			Quizzes
			Reports
			Written Assignments
			Oral Communication
			Oral Presentations
			Group Projects
			Individual Projects
			Essays
			Journals
			Portfolios
			Group Discussions
			Speeches
			Homework
			Multimedia Presentations
				Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.
				
				Gospel Values
				Community
				Compassion
				Faith in God
				Forgiveness
				Hope
				Justice
				Love
				Peace
				Respect for Life
				Service
				Simplicity
				Truth
				
				Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 8				
LANGUAGE				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
	Adjectives	*Adjectives* • Identify and classify demonstrative, interrogative, and indefinite adjectives. • Use adjectives effectively in writing.		
	Pronouns	*Pronouns* • Differentiate among personal, intensive, reflexive, demonstrative, indefinite, relative, and interrogative, pronouns. • Identify and use proper pronoun case (i.e., subjective, objective, possessive). • Use syntax appropriate to standard English.		
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b) Form and use verbs in the active and passive voice.	*Verbs* L.8.1	*Verbs* • Identify principal parts of verbs. • Differentiate between transitive and intransitive verbs.		

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d) Recognize and correct inappropriate shifts in verb voice and mood.		• Conjugate verbs in simple and compound tenses in active and passive voice. • Recognize the subjunctive mood. • Utilize the correct subject-verb agreement.		
	Verbals L.8.1	*Verbals* • Identify a verbal as a gerund, participle, or infinitive. • Label the function of the verbal in the sentence.		
	Adverbs	*Adverbs* • Distinguish among different types of adverbs.		
	Prepositions	*Prepositions* • Recognize single and multiword prepositions. • Use troublesome prepositions correctly.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
		• Label prepositional phrases as adverbs, adjectives, or nouns.		
	Conjunctions	*Conjunctions* • Identify the types of conjunctions (i.e., coordinating, subordinating, and correlative). • Use correct punctuation with conjunctions.		
	Interjections	*Interjections* • Identify and correctly use interjections.		
	Parts of a Sentence	**Parts of a Sentence** • Identify and label the parts of a sentence.		
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b) Use an ellipsis to indicate an omission. c) Spell correctly.	**Phrases, Clauses, & Sentences** L.8.1, L.8.2	**Phrases, Clauses, & Sentences** • Differentiate among phrases, clauses, and sentences. • Identify sentences as simple, compound, or complex.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
		• Identify independent and subordinate (dependent) clauses. • Determine if a clause functions as an adjective, adverb, or noun in the sentence.		
	Capitalization and Punctuation L.8.2	**Capitalization and Punctuation** • Use appropriate capitalization and punctuation, including: colons, semicolons, commas, and quotation marks.		
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies. **L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Vocabulary and Spelling** L.8.4, L.8.5, L.8.6	**Vocabulary and Spelling** • Apply a systematic approach to expand vocabulary and improve spelling skills. • Locate and identify prefixes, suffixes, and roots.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

L.8.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	Dictionary & Thesaurus Skills
	L.8.6
	
	Figurative and Literal Language
	L.8.5
		• Use context clues to determine meaning of unknown words.
		
		Dictionary & Thesaurus Skills
		• Consult print and digital materials to aid with word analysis.
		
		Figurative and Literal Language
		• Distinguish between literal and figurative meaning.
		• Recognize the use of figurative language in a text, such as:
		  ○ Idioms
		  ○ Metaphors
		  ○ Similes
		  ○ Hyperbole
		  ○ Personification		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 	
W.8.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 	
W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	Sentences, Paragraph, and Essays
	W.8.4, W.8.5, W.8.10
	
	The Writing Process
	W.8.5
		Sentences, Paragraphs, and Essays
		• Construct effective sentences.
		• Produce unified and coherent paragraphs.
		• Develop clear and coherent essays that include an introduction, body paragraphs, and a conclusion.
		• Utilize descriptive details in writing.
		• Identify task, purpose, and audience.
		• Incorporate dialogue in writing.
		
		The Writing Process
		• Apply the steps of the writing process.
		  o Draft
		  o Revise
		  o Edit
		  o Proofread
		  o Publish
			Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.
			
			Tests
			Quizzes
			Writing Assignments
			Conferencing
			Essays
			Reports
			Group Projects
			Individual Projects
			Journals
			Portfolios
			Rubrics
			Speeches
			Plays and Skits
			Homework
			Multimedia Presentations
				Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.
				
				Gospel Values
				
				Community
				Compassion
				Faith in God
				Forgiveness
				Hope
				Justice
				Love
				Peace
				Respect for Life
				Service
				Simplicity
				Truth
				
				Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 8				
WRITING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Conventions of Writing** W.8.4, W.8.5, L.8.1, L.8.2, L.8.3 **Five Paragraph Essays** W.8.4, W.8.5, W.8.10	**Conventions of Writing** • Apply conventions of grammar, usage, punctuation, capitalization, and spelling when editing and proofreading. **Five Paragraph Essays** • Produce clear and coherent writing in which the development, organization, and style are appropriate to task and audience. • Produce essays within different genres (persuasive, informative, narrative, descriptive, reflective, compare/contrast).		Write essays and reports on topics related to Catholic faith. Produce writing assignments that integrate and reflect Gospel values.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Narrative Writing** W.8.3	**Narrative Writing** • Develop real or imagined experiences using effective technique, details and well-structured event sequences.		

W.8.1
Write arguments to support claims with clear reasons and relevant evidence.
	Persuasive Writing
	W.8.1
		Persuasive Writing
		• Write arguments to support claims with reasons and relevant evidence.
		  ○ Propaganda
		  ○ Advertising		

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**Expository, Informative, Descriptive Writing** W.8.2	**Expository, Informative, Descriptive Writing** • Write to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.		

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 8				
WRITING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Compare and Contrast** **Research Paper** W.8.7, W.8.8. W.8.9, W.8.10	**Compare and Contrast** • Produce writing that delineates the similarities and differences between ideas, things, events, or texts in an organized and effective manner. **Research Paper** • Conduct short research projects to answer a question drawing on several sources and generating additional focused questions. • Develop a narrow and specific thesis statement. • Develop an outline. • Identify reliable sources of information. • Assess the credibility and accuracy of sources. • Collect and organize data and information.		

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 8				
WRITING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
		• Cite sources using proper MLA format to avoid plagiarism. • Write a bibliography in proper MLA format. • Compose and edit a rough draft. • Publish final copy.		
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	**Journal Writing** W.8.10 **Poetry** W.8.4, W.8.5,W.8.10	**Journal Writing** • Practice informal writing on various topics. • Write routinely over extended time frames and shorter time frames for a range of tasks. **Poetry** • Analyze rhythm and rhyme and its relationship to poetry's rhyme scheme. • Write original poems by modeling the different styles of poets.		

Archdiocese of Newark Catholic Schools				
English Language Arts Curriculum Map for Grade 8				

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	**Letters** W.8.4, W.8.10 **Creative Writing** W.8.3, W.8.10 **Technology** W.8.6	**Letters** • Write business and friendly letters using proper format. • Address envelopes appropriately. **Creative Writing** • Create or develop real or imagined characters, experiences, or events using effective writing. **Technology** • Use technology to produce and publish writing. • Use technology to present information and ideas. • Use technology to interact and collaborate with others in the writing process.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**Oral Presentations** SL.8.4, SL.8.5, 8.SL.6	**Oral Presentations** • Present formal types of speaking such as declamation, poetry, drama, comedy, and scriptures, and memorization when relevant. • Adapt presentation to audience and purpose. • Demonstrate command of the conventions of standards English. • Use appropriate eye contact, diction, vocal tone and projection. • Engage audience. • Demonstrate proper posture. • Evaluate presentations of peers using a rubric.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Tests Quizzes Oral Presentations Response to oral presentations Summary of oral presentations Journals Group Discussions Speeches Debates Plays and Skits Multimedia Presentations Group Projects Individual Projects	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 8

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **SL.8.2** Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.	**Small Group Discussion** SL.8.1 **Debates** SL.8.1, SL.8.2, SL.8.3,SL.8.4, SL.8.5, SL.8.6	**Small Group Discussion** • Engage in discussions where ideas and topics are dissected and explored while analyzing various points of view and interpretations. **Debates** • Develop a strategy for debating an issue. • Present and analyze different sides of a topic • Demonstrate knowledge of topic. • Collaborate and support a position on topic. • Present and defend a position in an orderly, cohesive, and timely manner.		Research and discuss topics related to Catholic faith. Prepare presentations on topics related to Catholic faith.

Archdiocese of Newark Catholic Schools				
English Language Arts Curriculum Map for Grade 8				
SPEAKING & LISTENING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate **L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Read Aloud** SL.8.6 **Note Taking** SL.8.3, L.8.3 **Interview** SL.8.1, SL.8.6	**Read Aloud** • Utilize inflection and expression of written language including proper adherence to pauses and punctuation. • Transmit author's tone and mood to audience. **Note Taking** • Organize and prioritize information and ideas presented in lectures. • Identify important information from discussions and presentations. **Interview** • Ask relevant questions. • Articulate and cite evidence in response to questions. • Interact in respective roles in a timely manner.		

HANDWRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

WLP.8.3
Maintain legible cursive writing with proper spacing and consistent slant.
 	
WLP.8.6
Write by hand with speed and fluency appropriate for grade 8.
	Cursive Handwriting Skills
	WLP.8.3
	
	Fluency
	WLP.8.6
		Cursive Handwriting Skills
		• Know and demonstrate cursive handwriting skills.
		• Produce legible cursive writing with proper formation, size and spacing, consistent slant, and proper indentation.
		
		Fluency
		• Write by hand with speed and fluency.
			Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.
			
			  Daily Written Work
			  Writing Samples
			  Timed Writing Tasks
			  Worksheets
				Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.
				
				Gospel Values
				  Community
				  Compassion
				  Faith in God
				  Forgiveness
				  Hope
				  Justice
				  Love
				  Peace
				  Respect for Life
				  Service
				  Simplicity
				  Truth
				
				Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.