

**RUTHERFORD PUBLIC SCHOOLS**

**GRADE 8**

**ENGLISH LANGUAGE ARTS  
ACCELERATED  
CURRICULUM**

**2015**

**Approved by the RBOE: June 15, 2015**

**Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016**

## INTRODUCTION

This curriculum is designed to challenge students with the opportunity to develop appropriate skills in writing, reading, viewing, word knowledge, listening, research, and speaking skills as they prepare for a more independent role as advanced high school students. Through the use of a writing text, class discussion, collaborative learning, and traditional literature (fiction, informational, literary nonfiction) students will increase their reading, verbal and communication skills through an exploration of literature. Building on previous skills, the students will continue to use the writing process skills to create writing samples of varied types. Students will also synthesize information and comprehend more complex texts in reading.

During this course, the study of literature, author and literary techniques will intensify, and vocabulary development will be stressed. Learning will be an interactive activity involving students and teachers. By focusing on the student's ability to write and providing ample opportunities to use critical thinking skills, the curriculum will prepare the students for future academic challenges.

Additionally, students will be exposed to varied activities and means of instruction that will emphasize high level thinking skills in order for students to better analyze, synthesize, and evaluate. Reading is a complex process through which readers actively construct meaning and connect with others' ideas. These ideas may be presented in written, oral, aural and/or viewing forms. A competent reader is a reader who integrates information in the text with what he or she already knows. In order for reading to be meaningful and purposeful, students will be encouraged to have a voice and choice in selecting material to be read in order that a strong "reader" connection is made.

Enabling students to construct meaning from the text is a major goal in this course of study.

This will be accomplished using various means of instruction that will emphasize discovery, discussion, and evaluation. Active participation by the students is essential in developing the life long skill of reading.

All students will read books/novels that consist of fiction, non-fiction and literary non-fiction. The curriculum consists of units of study that incorporate skills and strategies that give the students opportunities to learn and become more proficient readers. Through the various readings, students will be required to extend their understanding/comprehension in their writing.

## NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

## COURSE OUTLINE

- Grammar, Usage, and Mechanics
  - Grammar
    - Parts of Speech
      - Nouns

- Pronouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Conjunctions
- Interjections
- Parts of a Sentence
  - Complete Sentences, Fragments and Run Ons
  - Subject and Predicate
  - Direct and Indirect Objects
  - Predicate Nominatives
  - Predicate Adjectives
  - Object Complements
- Phrases
  - Adjective Phrases
  - Adverb Phrases
  - Appositive Phrases
  - Participial Phrases
  - Gerund Phrases
  - Infinitive Phrases
- Clauses
  - Independent Clauses
  - Subordinate Clauses
  - Adjective Clauses
  - Adverb Clauses
  - Noun Clauses
- Usage
  - Parallel Sentence Structure
  - Subject-Verb Agreement
  - Subject and Object Pronouns
  - Antecedent Agreement
  - Misplaced and Dangling Modifiers
- Mechanics
  - Punctuation
    - End Marks
    - Commas
    - Colons
    - Semicolons
    - Quotation Marks
    - Punctuating Dialogue
    - Apostrophes
    - Hyphens
    - Parentheses
    - Dashes
  - Capitalization
    - Proper Nouns

- Proper Adjectives
  - Titles
- Modern Language Association Style
  - Modern Language Association Tenets
    - Research and Writing
      - Selecting a Topic
      - Conducting Research
      - Compiling a Bibliography
      - Evaluating Sources
      - Taking Notes
      - Outlining
      - Writing Drafts
    - Plagiarism and Academic Integrity
      - Definition of Plagiarism
      - Consequences of Plagiarism
      - Information Sharing
      - Forms of Plagiarism
      - When Documentation is Not Needed
    - The Physical Format of the Paper
      - Margins
      - Text Formatting
      - Heading and Title
      - Page Numbers
    - Documentation, Citing Sources and Works Cited
      - The List of Works Cited
      - Parenthetical Citations
  - The Research Project
    - The English Language Arts Research Project will follow the MLA (Modern Language Association) style.
    - Students will spend time in the library and the computer lab to research their topics.
    - The interdisciplinary possibilities extend from Social Studies (history and cultures) to Science (heredity and physical traits).
    - The project will be evaluated according to the teacher's criteria.
- Writing Styles
  - Summer Reading Project
  - Writing a Description
  - Writing a Narrative
  - Writing an Example Based Essay
  - Writing a Classification Essay
  - Writing a Process Analysis
  - Writing a Comparison and Contrast Essay
  - Writing a Definition Essay
  - Writing a Cause and Effect Essay
  - Writing a Synthesis Essay
  - Writing an Argument
  - Writing an Analysis
  - Writing an Analogy
  - Writing the Creative Essay

- Writing with Humor
- Writing with Irony
- Writing Satire
- Writing Development
  - Stylistic development is nurtured by emphasizing the following:
    - A wide-ranging vocabulary used appropriately and effectively
    - A variety of sentence structures, including appropriate use of subordination and coordination
    - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis
    - A balance of generalization and specific illustrative detail
    - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
- Reading
  - Themes
    - Teenagers in Conflict
    - The American Experience
    - Holocaust/Prejudice Reduction
    - Classic Themes in Literature
  - Literature
    - Reading Fiction
    - Plot
    - Point of View
    - Character
    - Setting
    - Tone and Style
    - Theme
    - Symbol
    - Literary Devices
  - Non-Fiction
    - Elements of Non-Fiction
      - Thesis
      - Unity
      - Organization
      - Beginnings and Endings
      - Paragraphs
      - Transitions
      - Effective Sentences
    - Language of Non-Fiction
      - Diction
      - Tone
      - Figurative Language
      - Rhetorical Devices
- Standardized Test Practice

## **METHODS OF ASSESSMENT**

### Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
  - Tests
  - Quizzes

- Homework
  - Classwork
  - Class Participation
  - Writing Assignments
  - Oral Presentations
  - Individual Projects, Presentations and Reports
  - Group Projects, Presentations and Reports
  - Technology Projects
  - Journals
  - Sample/Practice Standardized Tests
- Teacher/Curriculum Assessment will be conducted according to the following statement:
    - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and how they align to state standards.

## GROUPING

English Language Arts Grade 8 classes are homogenously grouped.

## ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

English Language Arts Grade 8 is a full year course.

## RESOURCES

- References
  - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
  - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
  - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Texts
  - *Writer's Craft*, McDougall, Littel
  - *Vocabulary From Latin and Greek Roots*. Prestwick House, 2003.
  - *Explorations in Literature*, Scott, Foresman
- Supplemental Texts
  - *Plays Without Endings – Tough Choices*, Pearson

- Units of Study
  - **Teenagers in Conflict – Anchor Text: *The Outsiders* and/or *The Chocolate War***
    - *8<sup>th</sup> Grade*
    - *Angel Dust Blues*
    - *Chicken Soup for the Teenage Soul*
    - *Contender, The*
    - *Dead Poet’s Society (Film)*
    - *Freak the Mighty*
    - *Friends ‘Till the End*
    - *Killing Mr. Griffin*
    - *Other Side of Truth, The*
    - *Outsiders, The (Film)*
    - *Running Loose*
    - *Scorpions*
    - *Searching for David’s Heart*
    - *Silent to the Bone*
    - *Speak (Text)*
    - *Speak (Film)*
    - *Staying Fat for Sarah Byrnes / Running Loose*
    - *Swallowing Stone, The*
    - *That was Then, This is Now – Hinton*
    - *Who Am I?*
    - *You Don’t Know Me*
  - **The American Experience – Anchor Text: *Time Capsule***
    - *Another Way to Dance*
    - *Born Confused*
    - *Doorways*
    - *Eagle’s Shadow*
    - *Having Our Say*
    - *House on Mango Street*
    - *Join In*
    - *Latitudes (Non-Fiction)*
    - *Out of the Dust (Poetry)*
    - *Parrot in the Oven*
    - *Ribbons*
    - *Scorpions*
    - *Slave Dancer*
    - *Spite Fences*
    - *Tangled Threads*
    - *The Jumping Tree*
    - *True North*
    - *Under the Blood Red Sky*
    - *Warriors Don’t Cry (Non-Fiction)*
    - *West Side Story (Film)*
  - **Holocaust/Prejudice Reduction Unit – *Daniel’s Story* and/or *Warriors Don’t Cry* and/or *Night***
    - *Cage, The*

- *Devil on My Heels*
  - *Devil's Arithmetic*
  - *Dragon Wing*
  - *Good Night, Maman*
  - *I Never Saw Another Butterfly (Poetry)*
  - *In My Hands*
  - *Lattitudes (Non-Fiction)*
  - *Life is Beautiful (Film)*
  - *My Bridges of Hope*
  - *Nuremberg*
  - *Stones in the Water*
  - *Through My Eyes*
  - *To Be a Slave (Non-Fiction)*
  - *Touch Wood*
  - *Voices of the Holocaust (Non-Fiction)*
  - *Walkabout*
  - *Warriors Don't Cry*
  - *Wave, The*
  - *West Side Story (Film)*
- **Classic Themes in Literature – Anchor Text: *To Kill a Mockingbird* and/or *Animal Farm***
    - *Animal Farm (Text)*
    - *Animal Farm (Film)*
    - *Pearl, The*
    - *Fahrenheit 451*
    - *To Kill a Mockingbird (Film)*
    - *Watership Down (Film)*
    - *West Side Story (Film)*
    - *Retold American Classics, Volume 1*
    - *Retold American Classics, Volume 2*
    - *Retold American Non-Fiction, Volume 1*
    - *Retold American Non-Fiction, Volume 2*

## METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success.



By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

### **SUGGESTED ACTIVITIES**

- Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.
- Students will read for a variety of purposes.
- Participate in Literature Circles.

### **INTERDISCIPLINARY CURRICULUM COORDINATION**

Interdisciplinary curriculum coordination will be done with the social studies department on a regular basis. There are possible connections to the business and technology departments. Throughout the year, students will use resources from these departments in order to complete various research reports and presentations.

### **DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students’ prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

## Examples of Strategies and Practices that Support:

## Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

## Gifted &amp; Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

## English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

**PROFESSIONAL DEVELOPMENT**

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

**COMMON WRITING TERMINOLOGY**

<b>Term</b>	<b>Meaning</b>
<b>Writing Process</b>	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
<b>Writing Terms</b>	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
<b>Writing Genres</b>	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12



**GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE**

<b>Skills By Grade Level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Capitalization		X	X	X	X	X	X	X	X
Days of the Week	X	X	X	X	X	X	X	X	X
First Letter of a Sentence	X	X	X	X	X	X	X	X	X
First Letter of First, Middle and Last Names	X	X	X	X	X	X	X	X	X
Geographic Places		X	X	X	X	X	X	X	X
Holidays		X	X	X	X	X	X	X	X
In Dialogue				X	X	X	X	X	X
Letter Salutations/Closings			X	X	X	X	X	X	X
Months of the Year	X	X	X	X	X	X	X	X	X
Proper Nouns	X	X	X	X	X	X	X	X	X
The Word "I"	X	X	X	X	X	X	X	X	X
Titles		X	X	X	X	X	X	X	X
Uppercase and Lowercase Letters	X	X	X	X	X	X	X	X	X
<b>Grammar – Parts of Speech</b>									
Adjectives	X	X	X	X	X	X	X	X	X
Adverbs			X	X	X	X	X	X	X
Compound Words		X	X	X	X	X	X	X	X
Conjunctions				X	X	X	X	X	X
Interjections					X	X	X	X	X
Modifiers	X	X	X	X	X	X	X	X	X
Nouns	X	X	X	X	X	X	X	X	X
Participles					X	X	X	X	X
Perfect/Past Perfect Tense	X	X	X	X	X	X	X	X	X
Plural Words	X	X	X	X	X	X	X	X	X
Prepositional Phrases						X	X	X	X
Prepositions						X	X	X	X
Pronouns			X	X	X	X	X	X	X
Tense	X	X	X	X	X	X	X	X	X
Verbs	X	X	X	X	X	X	X	X	X
<b>Punctuation</b>									
Apostrophe Use (contractions; possessives)			X	X	X	X	X	X	X
Colon/Semicolon			X	X	X	X	X	X	X
Comma (dialogue)			X	X	X	X	X	X	X
Comma (in a series)		X	X	X	X	X	X	X	X
Ellipses			X	X	X	X	X	X	X
End marks (period, question mark, exclamation point)	X	X	X	X	X	X	X	X	X
Parentheses					X	X	X	X	X
Punctuating Dialogue			X	X	X	X	X	X	X
Quotation Marks			X	X	X	X	X	X	X



**GRADE 8 SCOPE AND SEQUENCE**

<b>Month</b>	<b>Genre/Type of Writing</b>	<b>Assessment/Publish</b>	<b>Notes</b>
<b>September</b>	Beginning of the Year Routines: Workshop, stamina, task/audience/purpose Narrative: historical fiction		*Teacher may need to administer baseline timed writing assessment for SGO
<b>October</b>	Narrative: historical fiction (continued), horror/mystery	*One completed historical fiction piece to be saved for portfolio	*Final product should be typed. Teacher will reserve computer lab time or laptops carts.
<b>November</b>	Informative/explanatory: essays, compare and contrast		
<b>December</b>	Informative/explanatory: essays (continued), compare and contrast (continued), summarizing, literary analysis (character analysis)		
<b>January</b>	Informative/explanatory: literary analysis (character analysis continued) Argument: science essay based on research (started at the end of the month)	*One completed literary analysis piece to be saved for portfolio	*Final product should be typed. Teacher will reserve computer lab time or laptops carts.
<b>February</b>	Argument: science essay based on research	*One completed opinion piece to be saved for portfolio	*Final product should be typed. Teacher will reserve computer lab time or laptops carts.
<b>March</b>	Narrative: fantasy (personification)		*May continue into April due to PARCC testing
<b>April</b>	Informative/explanatory: research paper		
<b>May</b>	Informative/explanatory: research paper Argument: literary-based		*Teacher may also need to administer end of the year timed assessment for SGO

<b>June</b>	Argument: literary-based (continued)		*Teacher will set aside time for students to review work in portfolio to assess growth
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September	October	November	December	January
<p>Theme: Teenagers in Conflict or Prejudice Reduction</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: Teenagers in Conflict or Prejudice Reduction</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: Prejudice Reduction or Teenagers in Conflict</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: Prejudice Reduction or Teenagers in Conflict</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>	<p>Theme: American Experience or Classic Themes in Literature</p> <p>Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings</p> <p>Writing: In Conjunction with Reading Selections</p> <p>Grammar, Usage, and Mechanics</p> <p>Writing: Standards-Aligned Genres</p> <p>Vocabulary Acquisition from Readings and from Greek/Latin text</p> <p>Standardized Test Preparation</p> <p><i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i></p>

February	March	April	May	June
Theme: American Experience or Classic Themes in Literature	Theme: American Experience or Classic Themes in Literature	Theme: Classic Themes in Literature or American Experience	Theme: Classic Themes in Literature or American Experience	Theme: Classic Themes in Literature or American Experience
Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings	Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings	Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings	Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings	Non-Fiction Companion Pieces to Literature Will Compliment Selected Readings
Writing: In Conjunction with Reading Selections	Writing: In Conjunction with Reading Selections	Writing: In Conjunction with Reading Selections	Writing: In Conjunction with Reading Selections	Writing: In Conjunction with Reading Selections
Grammar, Usage, and Mechanics	Grammar, Usage, and Mechanics	Grammar, Usage, and Mechanics	Grammar, Usage, and Mechanics	Grammar, Usage, and Mechanics
Writing: Standards-Aligned Genres	Writing: Standards-Aligned Genres	Writing: Standards-Aligned Genres	Writing: Standards-Aligned Genres	Writing: Standards-Aligned Genres
Vocabulary Acquisition from Readings and from Greek/Latin text	Vocabulary Acquisition from Readings and from Greek/Latin text	Vocabulary Acquisition from Readings and from Greek/Latin text	Vocabulary Acquisition from Readings and from Greek/Latin text	Vocabulary Acquisition from Readings and from Greek/Latin text
Standardized Test Preparation	Standardized Test Preparation	Standardized Test Preparation	Standardized Test Preparation	Standardized Test Preparation
<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>	<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>	<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>	<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>	<i>*Students will write for a variety of purposes and utilize acquired vocabulary words and G.U.M skills in writing samples.</i>

