

## 8th Grade Composition/Public Speaking Curriculum Map

Month	Objectives/Learning Goals	Applicable State and National Learning Standards	Assessments
August	<ol style="list-style-type: none"> <li>Students will be able to identify and explain the different steps in the writing process</li> <li>Students will be able to identify examples of descriptive writing and explain the importance of using descriptive language in their writing. They will be able to write an essay focused solely on using descriptive language.</li> </ol>	<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.W.8.4</li> <li>CCSS.ELA-LITERACY.W.8.5</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.W.8.3.D</li> <li>CCSS.ELA-LITERACY.W.8.4</li> <li>CCSS.ELA-LITERACY.W.8.5</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Students will have a quiz to assess their ability to identify and explain the steps in the writing process.</li> <li>Students will study different forms of descriptive writing and will have a summative assessment that includes writing a descriptive essay.</li> </ol>
September	<ol style="list-style-type: none"> <li>Students will begin studying the formal process of public speaking.</li> <li>Students will take what they have learned about public speaking and apply that to their first public speaking unit, debate. They will pair up and plan a formal debate complete with arguments and rebuttals.</li> </ol>	<ol style="list-style-type: none"> <li>1 &amp; 2</li> <li> <ul style="list-style-type: none"> <li>CC.8.SL.6</li> <li>CC.8.SL.4</li> <li>CC.8.SL.2</li> <li>CC.8.SL.1.c</li> <li>CC.8.SL.1.d</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Students will watch videos about and study the formal public speaking process. They will have small writing assignments and many in-class discussions about this topic.</li> <li>Students will go through the entire process of a formal debate. They will partner up, choose topics, do research, write out their debate speech, and complete a formal debate with their partner.</li> </ol>
October	<ol style="list-style-type: none"> <li>Students will be able to identify examples of persuasive writing and what the author's purpose is. They will be able to write a persuasive essay that contains a clear opinion with supportive reasons.</li> <li>Students will complete a speaking unit titled "15 Minutes of Fame."</li> </ol>	<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.W.8.1</li> <li>CCSS.ELA-LITERACY.W.8.1A</li> <li>CCSS.ELA-LITERACY.W.8.1B</li> <li>CCSS.ELA-LITERACY.W.8.1C</li> <li>CCSS.ELA-LITERACY.W.8.1D</li> <li>CCSS.ELA-LITERACY.W.8.1E</li> <li>CCSS.ELA-LITERACY.W.8.5</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>CC.8.SL.4</li> <li>CC.8.SL.6</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Students will study the different elements that make up persuasive writing. They will have a final assessment where they will have to choose something that impacting the whole country or world today, do some research about that topic, and write a persuasive essay. Their essay will need to properly introduce the researched topic as well as their own opinion on the topic. They will also need to include a counterargument.</li> <li>Students will be assigned different random topics, such as giving a Grammy winner speech, a presidential inauguration speech, or a graduation speech. They will need to do research on their assigned speech topic and write a short, 30 second</li> </ol>

			speech.
November	1. Students will be able to identify the different elements of narrative writing and apply those to a personal situation that has happened to them.	1 CCSS.ELA-LITERACY.W.8.3 CCSS.ELA-LITERACY.W.8.3A CCSS.ELA-LITERACY.W.8.3B CCSS.ELA-LITERACY.W.8.3C CCSS.ELA-LITERACY.W.8.3D CCSS.ELA-LITERACY.W.8.3E CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5	1. Students will review the different elements of narrative writing, but learn how to apply those to a nonfiction narrative. They will choose something that has happened personally to them and write a story about the incident, incorporating all of the narrative elements.
December	1. Students will learn the processes and differences of summarizing and paraphrasing.	1. CC.8.W.4 CC.8.W.5	1. Students will learn the difference between summarizing and paraphrasing. They will practice these skills with numerous practice assignments and have a final, summative assessment.
January	1. Students will learn the processes and differences of summarizing and paraphrasing 2. Students will learn proper email etiquette.	1 & 2 CC.8.W.4 CC.8.W.5	1. Students will learn the difference between summarizing and paraphrasing. They will practice these skills with numerous practice assignments and have a final, summative assessment. 2. Students will learn the proper way to write a formal email and discuss the various rules and etiquette. They will have practice assignments throughout the short unit.
February	1. Students will create and present a Google Slides Presentation about an item on their bucket list. They will practice their public speaking skills while presenting this.  2. Students will be able to complete the formal research process of choosing a topic, doing research using reputable websites, paraphrasing and taking notes, creating a works cited page, writing an outline, and using in-text citations correctly. This will be the first of the two research projects they complete. They will each be assigned a famous African-American person to research for Black History month.	1. CC.8.SL.4 CC.8.SL.5 CC.8.SL.6 CC.8.W.6 CC.8.W.7 CC.8.W.8 2. CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.8.2A CCSS.ELA-LITERACY.W.8.2B CCSS.ELA-LITERACY.W.8.2C CCSS.ELA-LITERACY.W.8.2D CCSS.ELA-LITERACY.W.8.7 CCSS.ELA-LITERACY.W.8.8 CCSS.ELA-LITERACY.W.8.9	1. Students will make a bucket list and pick one thing to do a mini research project on. They will research everything involved in making this bucket list item happen and then create a presentation to share with the class. They will practice using the public speaking skills they have worked on during the year so far. 2. Students will learn the formal research process of choosing a topic, doing research using reputable websites, paraphrasing and taking notes, creating a works cited page, writing an outline, and using in-text citations correctly. They will each be assigned a famous African-American to research for Black

			History month, do the research, and write an essay informing the readers about the person.
March	1. Students will complete a Shark Tank presentation and project.	1. CC.8.SL.4 CC.8.SL.5 CC.8.SL.6	1. Students will work in groups to design an item of their choice and create a whole presentation to pitch their product as if they were on the show, "Shark Tank." They will use research skills, presentation skills, and public speaking skills to try and sell their product to the "sharks." This will focus mostly on public speaking skills.
April	1. Students will be able to complete the formal research process of choosing a topic, doing research using reputable websites, paraphrasing and taking notes, creating a works cited page, writing an outline, and using in-text citations correctly. This will be the second of the two research projects they complete. Each student will choose a future career they are interested in pursuing and research all aspects of that career.	1. CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.8.2A CCSS.ELA-LITERACY.W.8.2B CCSS.ELA-LITERACY.W.8.2C CCSS.ELA-LITERACY.W.8.2D CCSS.ELA-LITERACY.W.8.7 CCSS.ELA-LITERACY.W.8.8 CCSS.ELA-LITERACY.W.8.9	1. Students will learn the formal research process of choosing a topic, doing research using reputable websites, paraphrasing and taking notes, creating a works cited page, writing an outline, and using in-text citations correctly. They will each choose a career they are interested in, do the research, and write an essay informing the readers everything about that career.
May	1. Students will complete a short unit on writing horror stories.	1. CC.8.W.3 CC.8.W.3.a CC.8.W.3.b CC.8.W.3.c CC.8.W.3.d CC.8.W.3.e CC.8.W.4	1. Students will study how descriptive details and mood can impact a story, particularly horror stories. They will watch videos of interviews with writers of the horror genre, complete many practice assignments where they analyze mood in this type of writing, and then have a final assessment where they write a short horror story.