

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS, 8TH GRADE

The 2023 Indiana Academic Standards EIGHTH GRADE English/Language Arts are the full-column headings and in the left-hand column. They are listed by skill and not in chronological order. Therefore, the right column refers to the portion of curriculum that emphasizes the skill in the Hammond Baptist Schools curriculum—*ENGLISH: “Study To Shew Thyself Approved unto God”*—which is divided into 36 weeks and covers grammar, spelling with vocabulary and idioms, composition, and books relating to our history, *The Old Church Downtown* and *The Fundamental Man*.

The Hammond Baptist Junior High English classes support and cooperate with the other academic classes to prepare a backboard, tabletop display, written & illustrated paper, and oral report for the Annual Academic Fair held each spring. The 6th-graders’ theme is the Bible; 7th-graders’, science; and 8th-graders, history.

EIGHTH GRADE: ENGLISH/LANGUAGE ARTS

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an *E*. The learning outcome statement for each domain immediately precedes each set of standards.

READING: COMPREHENSION	
<i>LEARNING OUTCOME:</i> Students analyze the author’s technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
8.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)	As the 8 th graders read and respond to a weekly portion in <i>The Fundamental Man</i> and <i>The Old Church Downtown</i> , completing one a semester, they demonstrate their abilities in reading comprehension, vocabulary understanding and usage, analytical response, revisions, and application in both written and oral formats.
8.RC.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)	
8.RC.3 Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (E)	
8.RC.4 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	
8.RC.5 Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
8.RC.6 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
8.RC.7 Analyze a case in which two or more text provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	
8.RC.8 Use context to determine or clarify the meaning of words and phrases.	
8.RC.9 Distinguish among the connotations of words with similar denotations.	

8.RC.10 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Weekly spelling and vocabulary lists, especially Weeks 13-16; 19-21; 24; 26-27, and 29-30.
8.RC.11 Interpret figures of speech (e.g., verbal irony, puns) in context.	A different expression or idiom is introduced with each week's spelling and vocabulary list.
WRITING	
<i>Learning Outcome:</i> Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.	
8.W.1 Write arguments in a variety of forms that: a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, k and evidence. d. Establish and maintain a consistent style and tone appropriate for the purpose and audience. e. Provide a concluding statement or section that follows and supports the argument presented. (E)	Every week, the students write short response essays related to the weekly spelling & vocabulary, the readings from <i>The Old Church Downtown</i> & <i>The Fundamental Man</i>, as well as to the Scripture that form the basis of the points of the FBC Mission Statement: Why we are here as Christians and what our responsibilities are <i>after</i> salvation. Emphasized second semester preparing for and writing the research paper for the Academic Fair: the 8th-grade's topic relates to history.
8.W.2 Write informative compositions in a variety of forms that: a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. e. Establish and maintain a style appropriate for the purpose and audience. f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)	Short responses relating to readings in <i>The Fundamental Man</i>, <i>The Old Church Downtown</i>, and during the research process second semester for the Academic Fair paper. The research paper for the Academic Fair: the 8th-grade's topic relates to history.

8.W.3 Write narrative compositions in a variety of formats that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or character. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows and reflects on the narrated experiences or events. (E)	Short paragraphs relating to the spelling/vocabulary words of the week, to the readings in <i>The Fundamental Man</i>, <i>The Old Church Downtown</i>, as well as to the Scripture that form the basis of the points of the FBC Mission Statement—explaining what we believe—and during the research process for the Academic Fair’s paper.
8.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	In short responses related to the spelling & vocabulary words of the week, to the readings in <i>The Fundamental Man</i>, <i>The Old Church Downtown</i>, and to the FBC Mission Statement, but extensively in the Academic Fair’s research paper.
8.W.5 Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)	The Academic Fair project—which includes a backboard, a display, a paper, an oral presentation, and preparation to answer questions posed by others—is done in stages. 1. How to find a topic 2. How to research & take notes 3. How to give credit (bibliography cards & note cards) 4. How to formulate a thesis 5. How to outline 6. How to write and illustrate the paper: - Introduction - Body - Conclusion 7. How to present and hand in the final paper

8.W.6 Demonstrate command of English grammar and usage, focusing on: a. Verbs—Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)	In connection with writing the Academic Fair paper, the concepts are introduced in 8th grade, but not mastered until 9th & 10th grades and reviewed for the high school's term papers in the 11th & 12th grades. 8th-grade Grammar: 8 parts of speech (Wks. 1-18; verb voices [Wk 8]) Punctuating words, phrases, clauses (Wks. 21-22) Complements (Wks. 19-28) Appositives & NDAs (Wks. 31-32) Compound/Complex sentences (Wks. 35-36)
8.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on: a. Punctuation—Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)	This is done weekly with responses to readings and in the spelling & vocabulary Skill Builders and especially in paper for the Academic Fair.
COMMUNICATION AND COLLABORATION	
<i>LEARNING OUTCOME:</i> Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.	
8.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	Each point of the FBC Mission Statement is reviewed and discussed—further discussion weekly.
8.CC.2 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas.	
8.CC.3 Acknowledge new information expressed by others, and when warranted, qualify or justify personal views in reference to the evidence presented.	Relating to all points 8.CC.3-8:
8.CC.4 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social commercial political) behind its presentation.	The skills are accomplished as the points of the FBC Mission Statement and corresponding Bible verses are introduced and reviewed beginning with Week One.
8.CC.5 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.	The skills are accomplished in light of doing to the research for the Academic Fair paper.
8.CC.6 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Students gain these skills as they participate in Teenage Soul Winning every Saturday and talk with others about their need of salvation.
8.CC.7 Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	

8.CC.8 Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information. (E)	
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8th Grade: BIBLIOGRAPHY

In addition to the Bible:

ENGLISH: "Study To Shew Thyself Approved unto God." Hammond: Hammond Baptist Curriculum, 2005-2024.

McKinney, Keith and Merhalski, Gail. *The Old Church Downtown: The Incomplete History of the First Baptist Church of Hammond, Indiana.* Hammond: First Baptist Church, 2002.

Schaap, Cindy Hyles. *The Fundamental Man.* Hammond: Hyles Publications, 1990.