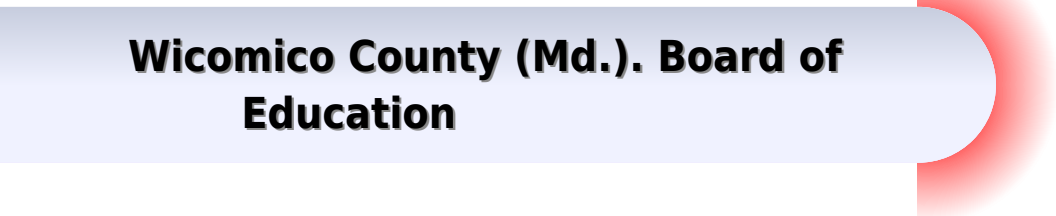


K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
7	ENBRC-1g-7.1: Read intensively to determine the author's purpose	ENBLC-1g-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	ENBVC-1g-1.5: Compare and contrast the presentation of the same topic in different viewing genres	ENBV-1g-6: Determine the meaning of words and expressions that reflect the local culture by noting context clues	ENBLT-1g-8: Describe the notable literary genres contributed by African writers ENBLT-1g-3.3: Draw similarities and differences of the featured selections in relation to the theme	ENBWC-1g-6: Organize notes taken from an expository text ENBWC-1g-6.2: Arrange notes in one-step word, phrase, and sentence outline forms	ENBPF-1g-3: Deliver a self-composed informative speech ENBOL-1g-2.8: Use the correct stance and behavior	ENBG-1g-7: Use parallel structures ENBG-1g-8: Use appropriate cohesive devices in composing an informative speech
8	ENBRC-1h-7.1: Read intensively to determine the author's purpose	ENBLC-1h-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	ENBVC-1h-1.5: Compare and contrast the presentation of the same topic in different viewing genres	ENBV-1h-6: Determine the meaning of words and expressions that reflect the local culture by noting context clues	ENBLT-1h-3: Explain how a selection may be influenced by culture, history, environment, or other factors	ENBWC-1h-6: Organize notes taken from an expository text ENBWC-1h-6.2: Arrange notes in one-step word, phrase, and sentence outline forms	ENBOL-1h-3.1.2: Highlight important points in an informative talk using appropriate presentation aids	ENBG-1h-7: Use parallel structures ENBG-1h-8: Use appropriate cohesive devices in composing an informative speech
9	ENBRC-1i-7: Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) for one's purpose	ENBLC-1i-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	ENBVC-1i-1.5: Compare and contrast the presentation of the same topic in different viewing genres	ENBV-1i-6: Determine the meaning of words and expressions that reflect the local culture by noting context clues	ENBLT-1i-3: Explain how a selection may be influenced by culture, history, environment, or other factors	ENBWC-1i-6: Organize notes taken from an expository text ENBWC-1i-6.2: Arrange notes in one-step word, phrase, and sentence outline forms	ENBPF-1i-3: Deliver a self-composed informative speech	ENBG-1i-7: Use parallel structures ENBG-1i-8: Use appropriate cohesive devices in composing an informative speech
10	Culminating Task							

Grade 8 Curriculum Guide

**Wicomico County (Md.). Board of
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Grade 8 Curriculum Guide:

English Language Arts Grade 8 Newfoundland. Department of Education, 2011 *Career Education Grade 8 Curriculum Guide* Wicomico County (Md.). Board of Education, 1998 General Science Whitesboro Central Schools. Curriculum and Instruction, 1967 **Curriculum Guide, English and Social Studies, Grades 7, 8, 9** Minneapolis Public Schools, 1951 **Resources in Education** , 2001-10 *English-Language Arts Model Curriculum Guide, K-8* California. Department of Education, 1988 **Research in Education** , 1969 *English GATE* Wicomico County (Md.). Board of Education, 1996 **Home Economics Education** Ohio State University. Center for Vocational and Technical Education, 1972 **English Language Arts Curriculum Guide** West Allis (Wis.), West Milwaukee (Wis.), 1981

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