

English 8 Course Outline

Course Description

In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students read critically the arguments and specific claims in a text, assessing whether the author's evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Students, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Students connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade students build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and are able to justify their own views in light of evidence presented by others. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word in order to comprehend a text and call upon a range of strategies to determine word meanings, (CDE, 2014).

8th Grade Board Approved Reading Texts:

<i>Across Five Aprils</i>	<i>And Then There Were None</i>
<i>April Morning</i>	<i>Experiencing in Poetry</i>
<i>Jacob Have I Loved</i>	<i>Midsummer Night's Dream</i>
<i>My Brother Sam is Dead</i>	<i>Pigman</i>
<i>Red Badge of Courage</i>	<i>Red Pony</i>
<i>Shane</i>	<i>Tucker</i>
<i>Walk Across America</i>	<i>White Fang</i>

Semester One Priority Objectives

Unit 1: Author's Craft - Reading Literature for Theme (as developed through plot elements) - August 15 – September 23, 2016

TVUSD Assessment (CIA): September 19 - September 23, 2016

Students will be able to:

- Determine theme or central idea related to plot elements.
- Annotate fiction text focusing on theme/main idea and use of author's language.
- Discuss and analyze theme related to coming of age.

Unit 2: Theme (Informative/Explanatory) September 26 - December 2, 2016

TVUSD Assessment (CIA): November 28 – December 2, 2016

Students will be able to:

- Determine theme and related to plot elements (character, setting, and conflict)
- With a given theme, write an objective summary that explains how story elements support the theme.
- Establish and maintain a formal style with the use of evidence from the text and provide relevant commentary.

Final Review and Exam: December 5-9, 2016

TVUSD Semester One Final Assessment: December 12-16, 2016

Semester Two Priority Objectives

Unit 3: Central Idea January 4 - February 3, 2017

TVUSD Assessment: January 30- February 3, 2017

Students will be able to:

- Use literary non-fiction to analyze central idea.
- Cite textual evidence which strongly supports analysis of the text.
- Provide commentary related to evidence provided.

Unit 4: Research February 6 - March 3, 2017

TVUSD Assessment: February 27 – March 3, 2017

Students will be able to:

- Use multiple sources to gather information and address a given topic.
- Cite textual evidence to support their interpretation of the research.
- Use varied and multimedia resources to support a claim, analysis, and reflection.

Unit 5: Argument March 6 - May 5, 2017

TVUSD Semester Two Final Assessment: May 22 - May 31, 2017

Students will be able to:

- Use knowledge of language and its conventions when writing, speaking, reading, and listening.
- Present arguments to back up claims with the use of multimedia resources.
- Cite textual evidence that *most strongly* supports an analysis of what the text says literally and implies.