

Orange Unified School District

ENGLISH 8

Year Course

GRADE LEVEL: 8

PREREQUISITES: None

INTRODUCTION TO THE SUBJECT:

This course is designed to develop competence in the basic skills of reading, writing, speaking, and listening through a literature-based curriculum. Formal study of the writing application is integrated through all genres of literature, with emphasis on the process of writing (prewriting, pre-composing, writing, sharing, revision, editing, and publication) as well as on reading comprehension skills.

Study and technological skills continue to be developed along with the basic skills of reading, writing, speaking, and listening. Formal study of narrative, expository, persuasive, descriptive, technical, and work place documents are the applications introduced and developed at this level.

ESSENTIAL LEARNINGS: Students will

- Use their knowledge of word origins, word relationships, and context clues to determine the meaning of specialized vocabulary.
- Read and understand narrative and expository text, including classic and contemporary literature, magazines, newspapers, and online information.
- Read independently one million words annually.
- Write and speak with a command of Standard English (grammar, usage, punctuation).
- Write clear, coherent, and focused essays, e.g. narrative, expository, persuasive, research, and business letters.

FIRST TRIMESTER

ASSESSMENT BLUEPRINT:

Trimester	Standard	# of Questions
1	RW.1.2 Word origins	3
	RW.1.3 Word meanings within context	6
	RL.3.2 Plot and Conflict	4
	RL.3.6 Literary devices	2
	WC.1.1 Sentence types and openings	4
	WC.1.4 Grammar	4
	WC.1.5 Punctuation and capitalization	4
	WC.1.6 Spelling	3

Use CST Released Test Questions for examples of the Written and Oral Language Conventions (WC) <http://www.cde.ca.gov/ta/tg/sr/documents/cstrtqela8.pdf>

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

Weeks

- I. Grammar ongoing
- A. Sentence Combination (subordination, coordination, apposition)
 - B. Voice
 - C. Parallel Structure
 - D. Usage and Mechanics
 - E. Spelling and Vocabulary
- II. Writing Applications
- A. Narrative
 - B. Expository
 - C. Informal Writing (journal responses, show-not-tell paragraphs, blogs literary analysis, response to literature, timed writing, metacognition, etc.)
- III. Listening and Speaking ongoing
- IV. Short Story 5-6
- A. Required Core Literature
 - 1. Flowers for Algernon (point of view) – page 182
 - 2. The Tell-Tale Heart (plot) – page 522
 - 3. The Drummer of Shiloh (setting) – page 6
 - 4. Thank You, M’am (theme) – page 172
 - B. Extended Literature
 - 1. Charles (point of view) – page 22
 - 2. The Medicine Bag (theme) – page 582
 - 3. The Secret (other fiction) – page 118
 - 4. A Retrieved Reformation (plot) – page 242
 - 5. from *Hatchet* (other fiction) – page 166
 - 6. Any short story from Prentice Hall Bronze
 - 7. Other representative literature at teacher discretion
- VIII. Novel 3-4 not necessarily consecutive
- A. Core Literature (Choose at least two from the following)
 - 1. Across Five Aprils
 - 2. The Adventures of Tom Sawyer
 - 3. Buffalo Brenda
 - 4. The Call of the Wild
 - 5. Crazy Lady
 - 6. Day of Tears
 - 7. The Diary of Anne Frank
 - 8. Freak the Mighty
 - 9. The Giver
 - 10. Johnny Tremain
 - 11. The Light in the Forest
 - 12. A Midsummer’s Night Dream (**recommended HONORS**)
 - 13. My Brother Sam is Dead
 - 14. Night
 - 15. Red Pony
 - 16. Roll of Thunder, Hear My Cry
 - 17. Running Out of Time
 - 18. Any 8th grade novel from the OUSD Adopted Novel List

19. Other 8th grade representative novels at teacher discretion with District approval via District Instructional Materials Advisory Committee (IMAC)

SECOND TRIMESTER: ASSESSMENT BLUEPRINT:

Trimester	Standard	# of Questions
2	RW.1.1 Idioms, analogies, metaphors, similes	2
	RC.2.2 Proposition and support patterns	3
	RC.2.1 Compare and contrast features of consumer materials	2
	RC.2.5 Technical directions	2
	RC.2.6 Consumer, workplace, public documents	2
	RC.2.7 Evaluate unity, coherence, logic ... structural patterns	3
	RL.3.1 Purposes/characteristics of poetry	2
	RL.3.3 Compare and contrast literary characters	2
	RL.3.4 Relevance of setting to mood, tone, meaning of text	2
	RL.3.5 Recurring themes	1
	RL.3.6 Literary devices	3
	RL.3.7 Heritage, traditions, attitudes, beliefs of author	2
	WC.1.3 Subordination, etc. for relationship of ideas	2
	WC.1.4 Grammar	2
	WC.1.5 Punctuation and capitalization	2
	WC.1.6 Spelling	3
	WS.1.1 Establish impression, coherent thesis, conclusion	4
	WS.1.2 Transitions, parallel structures, similar writing techniques	3
WS.1.6 Revisions	2	

- I. Grammar ongoing
 - A. Sentence Combination (subordination, coordination, apposition)
 - B. Voice
 - C. Parallel Structure
 - D. Usage and Mechanics
 - E. Spelling and Vocabulary

- II. Writing Applications ongoing
 - A. Persuasive
 - B. Business Letter
 - C. Informal Writing (journal responses, show-not-tell paragraphs, blogs literary analysis, response to literature, timed writing, metacognition, etc.)

- III. Listening and Speaking ongoing

- IV. Non-fiction 6-7
 - A. Required Core Literature
 1. Harriet Tubman: Guide to Freedom (expository) – page 130
 2. Fire Extinguisher Warranty and How to Operate Your Extinguisher in a Fire Emergency (technical) – page 662
 3. Stopwatch Operating Instructions and Warranty (technical) – page 860
 4. Not to Go with the Others (narrative) – page 639
 5. Choice: A Tribute to Dr. Martin Luther King, Jr. (reflective) – page 364
 6. Darkness at Noon (persuasive) – page 408

B. Extended Literature

1. How to Be Polite Online (practical) – page 62
2. Brown vs. Board of Education (expository) – page 230
3. Crime-Solving Procedures for the Modern Detective (technical) – page 958
4. The Trouble with Television (persuasive) – page 668
5. The American Dream (persuasive) – page 672
6. from *I Know Why the Caged Bird Sings* (narrative) – page 32
7. Any non-fiction from Prentice Hall Bronze
8. Other representative literature at teacher discretion

V. Novel

3-4 not necessarily consecutive

A. Core Literature (Choose at least two from the following)

See list in Trimester I

THIRD TRIMESTER ASSESSMENT BLUEPRINT:

Trimester	Standard	# of Questions
3	RW.1.3 Word meanings within context	2
	RC.2.2 Proposition and support patterns	2
	RC.2.3 Similarities/differences in treatment, scope, organization	2
	RL.3.5 Recurring themes	2
	RL.3.6 Literary devices	2
	WC.1.1 Sentence types and openings	2
	WC.1.4 Grammar	2
	WC.1.5 Punctuation and capitalization	2
	WS.1.1 Establish impression, coherent thesis, conclusion	2
	WS.1.2 Transitions, parallel structures, similar writing techniques	3
	WS.1.6 Revisions	2

I. Grammar

ongoing

- A. Sentence Combination (subordination, coordination, apposition)
- B. Voice
- C. Parallel Structure
- D. Usage and Mechanics
- E. Spelling and Vocabulary

II. Writing Applications

ongoing

- C. Persuasive
- D. Business Letter
- E. Research
- F. Informal Writing (journal responses, show-not-tell paragraphs, blogs literary analysis, response to literature, timed writing, metacognition, etc.)

III. Listening and Speaking

ongoing

IV. Poetry

4-5

A. Required Core Literature

1. Paul Revere's Ride (narrative) – page 302
2. Blow, Blow, Thou Winter Wind (lyric) – page 836
3. Ode to Enchanted Light (form) – page 848

4. Silver (sound devices) – page 868
5. Old man (imagery) – page 70
6. O Captain! My Captain! (figurative language) – page 261
7. The Road Not Taken (speaker) – page 44
- B. Extended Literature
 1. Harlem Night Song (lyric) – page 834
 2. Two-Haiku (form) – page 849
 3. She Dwelt Among the Untrodden ways (form) – page 850
 4. Winter Moon (sound devices) – page 79
 5. Grandma Ling (imagery) page 68
 6. For My Sister Molly, Who in the Fifties (imagery) – page 882
 7. The Secret Heart (figurative language) – page 810
 8. All but Blind (speaker) – page 46
 9. The Choice (speaker) – page 48
 10. Any poetry from Prentice Hall Bronze
 11. Other representative literature at teacher discretion
- V. STAR Test Review and Testing 2-3
- VI. Drama 4-5
 - A. Required Core Literature
 1. The Diary of Anne Frank – page 700
 - B. Extended Literature
 1. Life is Beautiful – page 786
- VII. Novel 3-4
 - A. Core Literature (Choose at least two from the following)
See list in Trimester 1
- VIII. Oral Tradition—Extended based on teacher choice and time
 - A. Why the waves have Whitecaps (tales) – page 923
 - B. Chicoria (tale) – page 914
 - C. Paul Bunyan of the North Wood (tale) – page 945
 - D. Any myth, legend, or folk tale from Prentice Hall Bronze
 - E. Other representative literature at teacher discretion

DATE OF CONTENT REVISION: November 2002

DATE OF CURRENT CONTENT REVISION: December 2010

DATE OF BOARD APPROVAL: December 12, 2002

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	9	12%
1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	2	
1.2 Vocabulary and Concept Development: understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings	2	
1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	5	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).	18	24%
2.1 Structural Features of Informational Materials: compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals)	2	
2.2 Structural Features of Informational Materials: analyze text that uses proposition and support patterns	3	
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and differences between texts in the treatment, scope, or organization of ideas	2	

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning	2	
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a complex mechanical device by following technical directions	3	
2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	3	
2.7 Expository Critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	3	
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.	15	20%
3.1 Structural Features of Literature: determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet)	2	
3.2 Narrative Analysis of Grade-Level-Appropriate Text: evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved	3	
3.3 Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	2	
3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text	2	
3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works	1	
3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work	3	
3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)	2	

CALIFORNIA CONTENT STANDARDS: WRITING	# of Items	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	16	21%
1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style	2	
1.2 Sentence Structure: identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis	2	
1.3 Sentence Structure: use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas	3	
1.4 Grammar: edit written manuscripts to ensure that correct grammar is used	3	
1.5 Punctuation and Capitalization: use correct punctuation and capitalization	3	
1.6 Spelling: use correct spelling conventions	3	
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	17	23%
1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	4	
1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	4	
1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	3	
1.4 Research and Technology: plan and conduct multiple-step information searches by using computer networks and modems	NA*	
1.5 Research and Technology: achieve an effective balance between researched information and original ideas	NA*	
1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	6	
TOTALS	75	100%