

Accelerated English: Grade 8

Text:	<p>Chin, Beverly Ann, Wolfe, Denny, et al. (2002): <i>The Reader's Choice Course 3</i>, Glencoe/McGraw-Hill: New York, NY.</p> <p>Lester, Mark, O'Neal, Sharon, et al. (2001): <i>The Writer's Choice, Grade 8</i>, Glencoe/McGraw-Hill: New York, NY.</p> <p>Other designated novels or class readers, traditionally but not limited to <i>The Outsiders</i> by S.E. Hinton and <i>The Westing Game</i> by Ellen Raskin (Summer Readers), <i>The Giver</i> by Lois Lowry, <i>The Bronze Bow</i> by Elizabeth George Speare, and <i>The Merchant of Venice</i> by William Shakespeare</p>
Supplemental Materials:	<p>Glencoe <i>Literature, The Readers Choice</i>, Teacher Wraparound Edition Glencoe <i>Writer's Choice, Grammar and Composition</i>, Teacher Wraparound Edition</p> <p>Additional Glencoe materials and teacher resources</p> <p>Teacher-created assignment sheets, tests, quizzes, and worksheets</p>
Course Description:	<p>This course is designed to prepare students for the transition to high school English. At an accelerated and challenging pace, students study a combination of literature, writing, grammar, and vocabulary objectives. 8th grade Accelerated English provides coursework for students to improve writing skills of students, review and deepen an understanding of grammar and apply the knowledge in writing, extend and deepen reading comprehension through challenging literature, heighten literary appreciation with much attention to author's craft, incorporate technology as a means to produce work following formal guidelines and as a valuable resource for research, increase vocabulary skills by studying vocabulary through literature, and become more effective oral communicators.</p> <p>In order to be placed in Accelerated English, students have to be recommended by their seventh grade English and LAS teacher, obtain an outstanding score on a grammar test given at the end of the seventh grade year, and have an A average in English in seventh grade. Only 19% of the accelerated English students take a full year Grammar course in 8th grade.</p>
Methods of Evaluation:	<p>Students are most regularly evaluated through related literature and grammar homework, vocabulary quizzes, reading check quizzes, tests, essays, and class participation and discussions. Students are also evaluated through projects, journals, group presentations, individual oral presentations, and a 9-week comprehensive exam.</p>
Pace of Instruction:	<p>Each quarter, the following four aspects of English are explored: literature, writing, grammar, and vocabulary.</p> <p>Literature involves short stories, poetry, or non-fiction from the <i>Reader's Choice</i> textbook, novels, or drama. Writing involves at least one formal essay each quarter, narrative pieces, journals, paragraph responses, and complete-sentence responses. Grammar is studied through</p>

	<p>units in the <i>Writer's Choice</i> textbook and through writing assignments applying grammar lessons. Vocabulary lessons through <i>The Readers Choice</i> accompany each piece of literature studied. As novels are explored, selected vocabulary from each chapter is also studied in context. As an accelerated class, the pace of instruction is quick, and students complete many assignments as homework.</p>
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<p>Course Objectives:</p>	<p>During the year, to improve writing skills, students will</p> <ol style="list-style-type: none"> 1. Demonstrate the correct use of Standard English in written products. 2. Conduct research and document sources using a bibliography in MLA format. 3. Summarize or paraphrase without plagiarizing. 4. Produce various types of formal essays in response to literature, including persuasive, expository, and compare/contrast, and produce autobiographical and narrative pieces. 5. Capture the flavor of actual speech in written dialogue, punctuating and paragraphing correctly. 6. Construct a formal essay mastering elements such as an introduction, an argumentative thesis, well-developed paragraphs with clear topic sentences, and a conclusion. 7. State a position through a thesis statement with a <i>because</i> clause. 8. Support opinions logically using evidence from the text. 9. Write effective paragraphs with detail and logic for support, using smooth transitions between paragraphs and within paragraphs. 10. Review and use the writing process (prewriting, writing, revising, editing, and publishing) when creating works. 11. Pre-write and plan ideas for writing using various graphic organizers or outlines, creating a framework for an essay. 12. Revise and improve writing using student and teacher comments, suggestions, and corrections. 13. Consider purpose and audience when writing, with regard to vocabulary, tone, and convincing support for ideas. 14. Vary the length and style of sentences in writing, such as beginning sentences with adverbs, adverb clauses, prepositional phrases, etc. 15. Communicate opinions, judgments, and ideas about literature through informal writing, such as journals. 16. Use studied vocabulary in writing in the correct context, and use advanced and specific vocabulary in writing to replace general or overused words. <p>To improve grammar skills, students will:</p> <ol style="list-style-type: none"> 1. Review the functions of the eight parts of speech. 2. Review dependent (subordinate) and independent clauses. 3. Review the strategies for correcting sentence fragments and employing these strategies in writing.
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4. Review verb tenses.
5. Review subject/verb agreement.
6. Identify the appropriate use of commas, semicolons, and colons and to employ them in writing.
7. Distinguish between active and passive voice, and practice writing in active voice.
8. Identify pronoun antecedents and ensure pronouns agree with their antecedents.
9. Learn about and demonstrate control over the use of subject, object, and possessive pronouns.
10. Develop and understanding of indefinite, reflexive, intensive, interrogative, and demonstrative pronouns and use them in writing.
11. Identify essential and non essential clauses and determine whether or not the clause should be set off by commas.
12. Identify and use complex sentences and dependent clauses in writing, including adjective, adverb, and noun clauses.
13. Identify verbals and verbal phrases, including gerunds, infinitives, and participles.
14. Find the function of gerunds or gerund phrases in a sentence, such as a direct or indirect object, subject, predicate noun, and object of a prepositions.
15. Find the function of infinitives and infinitive phrases in sentences, such as a subject or direct object.
16. Diagram simple, compound, complex, compound complex sentences in order to review basic grammar elements, such as parts of speech, subjects and predicates, the four kinds of sentences, direct and indirect objects, predicate nouns, predicate adjectives, adjective, adverb, and noun clauses, prepositional phrases, verbal and verbal phrases, etc.

To improve **reading** skills, students will:

1. Practice oral reading frequently, increasing accuracy and fluency with appropriate speed.
2. Select key passages of significance for discussion or writing.
3. Make inferences and draw logical conclusions using evidence from the text.
4. Compare and contrast elements of stories or poems.
5. Recall important details from the text.
6. Increase comprehension by exploring and discussing challenging literature.
7. Predict outcomes, both written and orally, using foreshadowing clues and inferences.

To improve **literary appreciation and analysis** skills students will:

1. Explore ideas of interesting people, places and things from the past, present and future through oral and silent reading.
2. Review elements of a story, such as setting, exposition, conflict, rising action, climax, falling action, and resolution.
3. Read and explore challenging short stories, including

multicultural stories, along with novels, poetry, and a Shakespeare play.

4. Participate in class discussions regarding the literature in a supportive and mutually respectful environment.
5. Create relevant, provocative questions regarding literature for class discussion.
6. Identify and discuss characters in literature in terms of direct and indirect characterization, protagonist and antagonist, static and dynamic characters, and character motives.
7. Identify and discuss figurative language, including simile, metaphor, personification, hyperbole, etc.
8. Identify and discuss author strategies, such as flashback, foreshadowing, point of view, suspense, irony, humor, theme, motif, tone, mood, imagery, symbolism, etc.
9. Appreciate elements of style, including how a writer achieves a certain effect.
10. Select reading materials based on personal interest.

To improve **vocabulary** skills students will:

1. Study selected vocabulary from literature and learn how the word is used in a correct context.
2. Use context clues to determine the meaning of unfamiliar words and selected vocabulary words, and check the meaning of words using a dictionary.
3. Identify the part of speech for vocabulary words, and use the correct part of speech in writing with vocabulary words.
4. Practice using studied vocabulary correctly in writing assigned sentences, stories, or essays.
5. Spell vocabulary words correctly via regular spelling assessments.
6. Augment writing vocabulary by using a thesaurus to replace general or overused words.
7. Recognize synonyms and antonyms for assigned vocabulary words.

To become more effective **speakers** and **listeners**, students will:

1. Read text aloud using expression in voice, including different tones for dialogue and narration.
2. Speak in a loud enough volume for all classmates to hear when answering or asking questions, reading aloud, or presenting a product.
3. Present writing, projects, or speeches frequently with confidence.
4. Prepare and plan adequately for presentations.
5. Organize and structure information in a presentation with appropriate audience and purpose in mind.