

English: Grade 8

Text:	Glencoe McGraw-Hill, <i>Glencoe Reader's Choice – Literature Course 3</i> (2002) Glencoe McGraw-Hill, <i>Glencoe Writer's Choice – Grammar and Composition, Grade 8</i> (2001) Designated reading books for each quarter
Supplemental Materials:	Glencoe McGraw-Hill, <i>Teacher's Wraparound Edition, Reader's Choice & Writer's Choice</i> Teacher-made worksheets, quizzes, and tests Pre-screened, age-appropriate websites for internet research Classroom library/bookshelf with wide selection of books for students
Course Description:	This course is designed to prepare the middle school student for the transition to high school English. 8 th grade English seeks to improve writing skills of students, developing an awareness of audience and purpose; to review and develop knowledge of grammar; to extend and deepen reading comprehension, fiction and non-fiction; to heighten literary appreciation and powers of inference; to incorporate technology as a means to produce work following formal guidelines, and as a valuable resource for research; to increase vocabulary and dictionary skills; to enhance decoding and word study skills, while instilling appreciation for the dynamic nature of language; to become more effective oral communicators. Approximately half of the students take a full year Grammar course in 8 th grade.
Methods of Evaluation:	Students can be evaluated through class work tasks, including group presentations and written work, extended writing assignments, tests, quizzes, quarterly exams, and/or any other form of evaluation instrument the instructor finds applicable to the course.
Course Objectives:	To improve writing skills, students will: <ol style="list-style-type: none">1. use appropriate Standard English in written work.2. use webbing or mapping to develop and organize even complex ideas.3. expand writing vocabulary4. use writing process to develop and review structure and sequence.5. continue to write accurate and effective sentences, including topic, supportive, and concluding/transitional sentences of paragraphs.6. produce paragraphs and compositions for a variety of purposes, including exposition, narration, description, and persuasion.7. make suitable research notes to avoid plagiarism and facilitate original report writing based upon internet material.

8. demonstrate ability to organize ideas to answer a discussion or essay question fully, using guidelines for effective five part essay writing.
9. format quotations following MLA guidelines.
10. consider the significance of audience and purpose when writing, with regard to vocabulary, tone, presentation and organization of content, including informative booklets.
11. apply those elements considered to comprise good writing, such as attention to detail or use of adjectives in description.
12. write original poetry using sensory details, an interesting range of vocabulary, and with attention to mood and rhythm.
13. write different types of poetry, including, diamante and free verse, with particular attention to literary techniques.
14. use available electronic techniques in writing.

To develop **grammar** skills, students will:

1. review different types of sentences: declarative, interrogative, imperative, and exclamatory.
2. recognize the functions of the eight parts of speech.
3. analyze the parts of a sentence in simple, compound, complex, compound-complex sentences.
4. avoid fragments and run-on sentences.
5. recognize and use verbals and verbal phrases: gerunds, participles, and infinitives.
6. apply standard rules of capitalization and punctuation.
7. spell frequently used words correctly and apply common spelling rules.

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

1. explore, discuss and probe ideas of interesting people, places and things from the past, present and future through oral and silent reading.
2. identify, organize and discuss main ideas and details in literature.
3. define, explore and explain word reference and imagery.
4. compare and contrast passages or poems.
5. draw logical conclusions, based upon evidence.
6. infer that which is not stated directly.
7. distinguish between fact and opinion.
8. read for facts: comprehension, relevant information selection and retrieval.

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

1. respond to questions and engage in discussion of personal opinions in a supportive and mutually respectful environment.
2. understand the importance of sequence of events.
3. identify and examine cause and effect.
4. develop inference and support ideas with close reference

to the text.

5. trace character development and consider character situation and motivation in order to encourage empathy and to identify elements of characterization.
6. appreciate how opinions may change as characters are developed.
7. identify setting and its importance to the story or novel.
8. identify point of view and narrative voice, and consider its significance and bias.
9. identify, explore and discuss a theme (possibly multiple themes) or moral of a story, and consider the writer's implied meaning or purpose.
10. explore meaning and effectiveness of figurative language, such as simile or metaphor.
11. identify and begin to appreciate elements of style: dramatic irony, creation of mood or tone, rhythm, repetition, alliteration, etc.

To increase **vocabulary** and **dictionary skills**, students will:

1. use a dictionary and thesaurus.
2. appreciate the usefulness of synonyms and antonyms in writing.
3. use vocabulary words successfully in speaking and writing.
4. identify parts of speech and their impact in writing.
5. identify and review spelling patterns and commonly misspelled words.
6. recognize and distinguish homographs and homophones.
7. increase understanding and use literary terminology when discussing any text.
8. identify a prefix, suffix and word root.
9. decipher word meanings using context clues.

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

1. express ideas in a variety of oral contexts, spontaneous and prepared.
2. apply listening skills in the discussion and analysis of spoken ideas.
3. present information in a way that is clear, structured, informative, accurate, interesting and original, with due attention to purpose and audience.
4. give oral and/or dramatic presentations for various purposes, individually or as part of a team.
5. present information of various types: personal, expository, persuasive and informative.