

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

English 8

Date: April 2016

Course Length: One year

Proposed Grade Level(s): 8

Subject Area: ELA

Grading: A-F

Credits: N/A

CTE Sector/Pathway: NA

Articulation Units: N/A

Prerequisite(s): Placement recommendations include the following: *i-Ready* Scale Score 583+; overall CAASPP Score of 3 or 4

Intent to Pursue ‘A-G’ College Prep Status: N/A

COURSE DESCRIPTION:

English 8 is a grade-level course designed to provide a comprehensive curriculum in English language arts with integration of the CA ELD Standards that were adopted by the SBE November 2012 (CDE 2014).

This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require the critical thinking, problem solving and collaboration demanded of 21st century living and learning, with emphasis on meaning making, effective expression, content knowledge, and language development.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop the readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning, or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering an unknown term important to comprehension or expression.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS:

N/A

DETAILED UNITS OF INSTRUCTION:

Unit 1: Suspense!

Unit Driving Question: What attracts us to stories of suspense?

Unit Overview: What attracts us to suspense? What keeps us from closing the book or changing the channel? What compels us to experience in stories the very things we spend our lives trying to avoid? These are the questions students will explore in this Grade 8 unit. Alfred Hitchcock. Stephen King. Edgar Allan Poe. The masters of suspense are at work in this unit, and after reading classic thrillers, students will try their own hands at the genre, applying what they have learned about suspense to their own narrative writing projects. Student will begin this unit as readers, brought to the edge of their seats by hair-raising tales, and they will finish as writers, through hair raising stories of their own.

Featured Genres: drama, poetry, nonfiction, novel, short story

Key Reading Skills: authors’ purpose, author’s point of view, theme, story elements, plot, textual evidence, character, poetic elements

Key Language Skills: word meanings, Greek and Latin affixes and roots

Key Writing Skills: organize narrative writing, introductions, narrative techniques and sequencing, descriptive details, dialogue, audience and purpose, conclusions, transitions

Extended Writing Project: Reading stories of suspense is one thing; creating them is another entirely. The extended writing project for this unit, however, helps students do exactly that. Skill lessons and clear writing process steps help demystify the narrative writing process and provide students with instruction and practice around all Common Core State Standards addressing narrative writing. In the end, students will have their own tale of suspense to share with their peers and their parents.

Unit 2: In Time of War

Unit Driving Question: What does our response to conflict say about us?

Unit Overview: How do we behave during war? In the dangerous, heightened period of war, people make extreme decisions, sometimes reflecting the very best of humankind, and sometimes the worst. What do our responses to war and other conflicts teach us about ourselves? This Grade 8 unit prompts students to explore this question and consider the complexities of wartime morality as it existed during World War II. The unit opens with a powerful speech, “Blood, Toil, Tears and Sweat,” delivered by Winston Churchill as the United Kingdom entered into the war against German fascism. Other selections explore both the hope and despair created by war, as expressed by Anne Frank, John Boyne, Elie Wiesel and other Holocaust survivors, young people in Germany, Japanese Americans, as well as proponents of peace, prisoners of war, and more. Students will explore the brave, critical, and illuminating choices that those in extreme conflict are forced to make, and the ramifications of these choices.

Featured Genres: drama, novel, diary, narrative nonfiction, speech, debate

Key Reading Skills: textual evidence, central or main idea, informational text elements, dramatic elements, theme, media, point-of-view, character, argument and claim, compare and contrast, reasons and evidence, author’s purpose and point of view, informational text structure

Key Writing Skills: audience, purpose, and style, research and note-taking, thesis statement, organize argumentative writing, supporting details, introductions and conclusions, transitions, sources and citations

Extended Writing Project: As students progress through the unit, they will practice various techniques for analyzing literature and informational text. The extended writing project for this unit helps students analyze what they have read and researched in order to develop arguments through a well-constructed analysis of a variety of primary and secondary sources. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

Unit 3: A Moral Compass

Unit Driving Question: How can life experiences shape our values?

Unit Overview: How is character formed? People are not simply good or bad, but reflect the diversity of human experience. This Grade 8 unit prompts students to explore this question and consider the complexities of morality. How do human beings draw upon their experiences to make a difference in the world and to make themselves better people? One of the first steps is learning about the world. This unit opens with “Abuela Invents the Zero,” a short story by Judith Ortiz Cofer that chronicles a teenage girl’s struggles with her traditional Puerto Rican grandmother and the culture clash it represents. Other selections delve into rich characters and character-building situations as created by Anton Chekhov, Langston Hughes, Luisa May Alcott, Mark Twain, Gary Soto, Rudolfo Anaya, William Blake, and Pablo Neruda. Students will explore the complexities of how people become who they are as well as investigate ways to realize their own potential in the world.

Featured Genres: short story, memoir, poetry, novel, nonfiction

Key Reading Skills: theme, character, central or main idea, tone, plot, point-of-view, media, story structure, allusion, poetic structure, author's purpose and point of view, reasons and evidence, compare and contrast

Key Language Skills: figurative language, connotation and denotation, word relationships

Key Writing Skills: thesis statement, audience and purpose, organize narrative writing, supporting details, introductions, transitions, conclusions, style, sources and citations, career development

Extended Writing Project: As students progress through the unit, they will practice various techniques for analyzing literature. The extended writing project for this unit helps students analyze what they have read and develop claims through a well-constructed literary analysis. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

Unit 4: The Civil War

Unit Driving Question: How did the War Between the States redefine America?

Unit Overview: This unit explores the Civil War (1861-1865) through fiction, journals, non-fiction narratives, speeches, letters, and poetry. The unit begins with an excerpt from the Newbery-award-winning novel Across Five Aprils, which lays out the main arguments for and against the war, and moves more deeply into the lives of characters who experience the war. Other selections share the words of President Abraham Lincoln, novelist Stephen Crane, activist Sojourner Truth, and poet Walt Whitman, as well as those of soldiers and other historical figures. Students will explore the impact of the Civil War from a variety of perspectives, as well as research the effects of civil conflicts around the world that continue to this day.

Featured Genres: speech, autobiography, poetry, novel, journal, letter, nonfiction

Key Reading Skills: informational text structure, tone, informational text elements, figurative language, point of view, character, compare/contrast, media, theme, arguments and claims, central or main idea, text evidence, poetic structure

Key Language Skills: connotation and denotation, figurative language

Key Writing Skills: thesis statement, audience and purpose, organize informative writing, supporting details, introductions, body paragraphs and transitions, conclusions, style, sources and citations

Extended Writing Project: As students progress through the unit, they will consider various perspectives on the events leading up to, during, and after the American Civil War and apply this information to other conflicts in the United States as well as civil wars around the world. The extended writing project for this unit helps students analyze and develop these ideas through a well-constructed informative/explanatory essay on how the Civil War changed Americans and their views on freedom. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

TEXTBOOKS AND RESOURCE MATERIALS:

Text: StudySync Grade 8 BookheadEd Learning, LLC 2015

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading: Literature

1. Cite textual evidence (Units 1-4)
2. Determine theme or central idea (Units 1, 3-4)
3. Analyze how dialogue or incident propel plot (Units 1, 3-4)
4. Determine the meaning of words and phrases in text (Units 1, 3-4)
5. Compare and contrast text structures (Units 3-4)
6. Analyze how differences in point-of-view creates effects (Units 2-4)
7. Analyze the extent a media version stays faithful to a text (Units 2-3)

8. N/A
9. Analyze how modern fiction draws on past works (Unit 3)
10. Read and comprehend literature independently and proficiently (Units 2 and 4)

Reading: Informational Text

1. Cite textual evidence (Units 2-4)
2. Determine theme or central idea (Units 2-4)
3. Analyze connections and distinctions between texts (Units 2-4)
4. Determine the meaning of words and phrases in text (Units 2-4)
5. Analyze paragraph structure (Units 1-4)
6. Determine and analyze author's point of view (Units 1-3)
7. Evaluate advantages and disadvantages of different mediums (Units 2 and 4)
8. Delineate and evaluate claims and arguments (Units 2-4)
9. Analyze texts with conflicting opinions (Units 2-4)
10. Read and comprehend literary nonfiction independently and proficiently (Units 2-4)

Writing

1. Write arguments to support claims (Units 2-3)
2. Write informative/explanatory texts (Units 3-4)
3. Write narratives on real or imagined events (Units 1-2)
4. Produce clear and coherent writing (Units 1-4)
5. Develop and strengthen writing (Units 1-4)
6. Use technology to produce and publish writing (Units 2-4)
7. Conduct short research projects (Units 2-4)
8. Gather relevant information from multiple sources (Units 2-4)
9. Draw evidence from literary or informational text (Units 2-4)
10. Write routinely over both extended and shorter time frames (Units 2-4)

Speaking & Listening

1. Engage in a range of collaborative discussions (Units 1-4)
2. Analyze information presented in diverse media (Units 1-4)
3. Delineate a speaker's argument and claims (Units 1-4)
4. Present claims and findings (Units 1-4)
5. Integrate multimedia and visual displays into presentations (Units 1-4)
6. Adapt speech to contexts and tasks (Units 1-4)

Language

1. Demonstrate command of standard English grammar and usage (Units 1-4)
2. Demonstrate command of standard English capitalization, punctuation, and spelling (Units 1-4)
3. Use knowledge of language when writing, speaking, reading, or listening (Units 2 and 4)
4. Determine meaning of unknown words (Units 1-4)
5. Demonstrate understanding of figurative language (Units 2-4)
6. Acquire and use grade-appropriate vocabulary (Units 2-4)

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a life-long tool for success in the classroom and beyond.

- **Effective Communicators:** who are able to read clearly and project their voices; read with the appropriate inflection and emphasis; and participate appropriately in small group and class discussions.
- **Collaborative Workers:** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as group presentations on topics that are raised in reading. Students will demonstrate a respect of the varying viewpoints offered from different members of a group and work produced by groups will demonstrate effort by all students.
- **Constructive Thinkers:** who reflect on their reading and writing to enhance the outcomes of their work. Students will practice metacognitive strategies to improve their reading comprehension.
- **Quality Producers/Performers:** who take pride in all assignments and realize the value of creating a product that is original in substance and an example of a personal best effort.
- **Responsible Citizens:** who are prepared to contribute to our democracy in positive ways. Through their reading experiences students will gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.

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