

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline  
Honors English 8**

**DATE:** November 2003

**Proposed Grade Level(s):** 8

**Grading:** A-F

**Prerequisites:** Combination of achievement tests and grades consistent with demonstrated above grade level work in English Language Arts

**BRIEF COURSE DESCRIPTION:**

The curriculum for this course meets the California Standards for English Language Arts in reading, writing, written and oral English language conventions, and listening and speaking for the eighth grade. In addition, students are accelerated to explore standards for subsequent grade levels. They are given opportunities to delve more deeply into literature searching for complex themes and relationships and to support their assertions with textual references. This course requires students to understand and apply in writing and oral discussion the academic language of the discipline.

**GENERAL GOALS/PURPOSES:**

Honors English Language Arts at the eighth grade level is designed to prepare students with skills and strategies that will allow them to be successful in honors and/or advanced placement classes. This course focuses on active engagement with the text including a firm understanding of the author's purpose. Students are required to analyze, identify, define, explain, and critique fictional and non-fictional text, and primary source documents and to support their assertions in well-organized written and oral presentations.

**STUDENT READING COMPONENT:**

**Word origins:**

Students use knowledge of word origins and word relationships, using historical and literary context clues to determine meaning of specialized vocabulary in other disciplines.

**Reading Comprehension:**

Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

**Literary response and Analysis:** Students read and respond to historically or culturally significant works that reflect and enhance their studies in history and social science.

**STUDENT WRITING COMPONENT:**

**Writing:**

Students will write clear, coherent, and focused essays. The writing exhibits awareness of audience and purpose. Students will read and speak with a command of standard English conventions appropriate to this grade level.

## **STUDENT ORAL COMPONENT:**

### **Listening and Speaking:**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.

## **DETAILED UNITS OF INSTRUCTION:**

See attached appendix with descriptions of the units of instruction including how the CORE curriculum will be differentiated for honors students. Differentiation elements include:

### **Acceleration:**

Students will explore selected standards, representing more complex and in-depth analysis of text, found in subsequent grades.

### **Enrichment:**

Students will be given opportunities to research in-depth topics related to English Language Arts, such as author or genre studies, or topics related to other curricular areas, and to bring their own novel but well supported interpretations to their research.

### **Independent Reading:**

Students will be exposed to reading material representing various genres and points of view. Students will be encouraged to read widely and to begin to develop a sense of their own personal reading preferences, and biases. Students will be asked to expand their reading beyond their current personal tastes.

## **THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:**

Writing, Reading, and Language Arts

**LAB FEE, IF REQUIRED:** None

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

Please see appendix.

## **DISTRICT ESLRs TO BE ADDRESSED:**

Middle school English students will become:

- **Self-directed Learners** who will read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Effective Communicators** who can clearly articulate their ideas in writing using standard American English and deliver effective oral presentations and arguments in both formal and informal settings. They will be able to analyze appropriate levels of formality in speech and writing and hone active listening skills.
- **Quality Producers/Performers** who understand the importance of neat, organized work (both written and oral) that demonstrates their thinking and understanding. They will take pride in all assignments and realize the value of creating an error-free product.
- **Constructive Thinkers** who are able to complete tasks with organization, logic, reasoning, and writing skills that they have developed. They will reflect on their work and/or actions to enhance the outcome and value of their contributions.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use collaborative groups to strengthen their own understanding in addition to providing constructive feedback and support for others.

- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. They will be people who accept the consequences of their actions and demonstrate their understanding of their role in the learning process.

CHAPTER 1 (5 weeks)	CHAPTER 2 – (5 weeks)
<p><i>Reading Acceleration</i></p>	<p>Diagram the main character and the subordinate character, showing the conflict between them. The visual organizer should also show how the conflict is resolved. (p.85).</p>
<p><i>Adding Depth to Writing</i></p> <p>Discuss story’s tone. Is it comic, tragic, horrifying? Have students write an analysis of the tone, identify, give examples, and explain how it might affect readers’ reactions.</p>	<p>Tubman says: “Freedom’s not bought with dust.” Have students respond to this quote (p.99).</p>
<p><i>Enrichment</i></p> <p>Have groups create a set of relevant, researchable questions generated from information found in an article. (p.58).</p>	<p>Encourage students to use “oral history” as a keyword to locate archives of oral history in a variety of subject areas. (p.97). <a href="http://www.GoHRW.com">www.GoHRW.com</a> HLLA 8-2 American Slave Narratives</p>
<p><i>Research</i></p>	
<p><i>Additional Reading</i></p> <p><u>A Gathering of Days; We Shall Not Be Moved</u>, by Joan W. Blos</p>	<p><u>Little Women</u> by Louisa May Alcot <u>North Star to Freedom</u> by Gena K. Gorrell</p>

**Use the Language feature found toward the end of each chapter**

## Grade 8

2<sup>nd</sup> Quarter

CHAPTER 3 (5 weeks)	CHAPTER 4 (6 weeks)
<i>Reading Acceleration</i>	Identify functions of the soliloquy in dramatic Literature (p.220).
<i>Adding Depth to Writing</i>	Challenge the students to choose a subject about which there is some controversy. Students should address in their reports the complexity of their subjects and the discrepancies they found in the available information (p.672).
<i>Enrichment</i>  Have students form two teams of negotiators – one representing the farmers, and the other representing the strawberry pickers. Then research and discuss issue and plan their arguments (p.197).	Have students listen to two well-known songs with the same theme. Then have students look for words or images that recur within each song and across the two lyrics that help to convey the theme (p.211).
<i>Research</i>  The Cold War: How was it fought? What were the philosophies of the two sides? What was the outcome? How does Bradbury's story reflect the times? (p.169).	Using the timeline on page 215 as a guide, research a few of the major world events of the 1930's (p.215).
<i>Additional Reading</i>  <u>The Call of the Wild</u> by Jack London <u>The Flight of Red Bird: The Life of Zitkala-Sa</u> by Gertrude Bonnin	<u>Behind the Barbed Wire</u> by Daniel Davis

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## Grade 8

### 3rd Quarter

CHAPTER 4 (4 weeks)	CHAPTER 5 (5 weeks)
<p><i>Reading Acceleration</i></p> <p>Encourage students to consider the differences between authors' uses of figurative language. Which author creates a more meaningful and appealing image of words and of language. (p.392).</p>	<p>Move students toward the 9<sup>th</sup> grade standard 3.2 – discuss how a topic might be addressed in different prose forms. Have students choose any prose work they have recently read on their own. Each student can write a literary critique that identifies the form of prose of this work, analyzes its relationship to the work's overall theme, and discusses how the work might have been different if it had been written in a different form of prose.</p>
<p><i>Adding Depth to Writing</i></p> <p>Help students anticipate and answer reader concerns. Students may prepare brief questionnaires and evaluate several people's responses to them. Generate a few key questions about the issue. Analyze results to analyze audience and plan essays.</p>	
<p><i>Enrichment</i></p>	<p>Define/explore elegies of different types by different authors (p.448).</p>
<p><i>Research</i></p> <p>Delve deeper into the strange life of Edgar Allen Poe and his influence, using <a href="http://www.GoHRW.com">www.GoHRW.com</a> HLLA 8-5</p>	<p>Chart ideas expressed and techniques used in several poems by the same author (p.453).</p>
<p><i>Additional Reading</i></p> <p><u>Hatchet</u>; <u>Black Hands, White Sails</u> by Patricia C. and Fredrick L. McKissack</p>	<p><u>This Tree is Older Than You Are</u> by Naomi Shihab Nye</p>

**Use the Language feature found toward the end of each chapter**

<p><b>CHAPTER 7 (5 weeks)</b></p>	
<p><i>Reading Acceleration</i></p> <p>Move students toward 9<sup>th</sup> grade standard 3.5 which requires that students find support in texts for universal themes (p.509).</p>	
<p><i>Adding Depth to Writing</i></p> <p>Brainstorm topics from the world of sports. Decide on a focus and title as well as a structural pattern for organization for several of the topics (p.486).</p>	
<p><i>Enrichment</i></p> <p>Explore the appeal of symbols. Cite several literary works that use symbols (p.491).</p>	
<p><i>Research</i></p>	
<p><i>Additional Reading</i></p> <p><u>A Christmas Carol; At Home with the Presidents</u> by Juddi Morris Suggested readings: magazines and websites isted on pp.558-559</p>	

**Use the Academic Language feature found toward the end of each chapter**

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