English Language Arts 8
Syllabus

Course Description:

This course serves as a critical bridge from middle school to the increased academic demands of high school. The curriculum is rigorously designed to build and refine the essential skills students need to excel in advanced coursework. We will focus on mastering the writing process, engaging in deep literary analysis, expanding academic vocabulary, and applying complex grammar concepts. The primary goal is to ensure every student enters 9th grade as a confident, capable, and independent thinker, reader, and writer.

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
Rites of Passage **(Unit 1)** **Novel-Freak the Mighty** **<u>Skills:</u>** Characterization Conflict Plot Theme	**September** **6 weeks**	**RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.** **Determine the theme of a text and analyze its development RL. 2** **Analyze how incidents in a story propel the action RL. 3**	**TDA on Demand Writing** **Novel unit exam**
Horror **<u>Skills:</u>** Mood Tone Irony Foreshadowing Suspense	**October** **3 weeks**	**CCSS.ELA-LITERACY.RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.** **CCSS.ELA-LITERACY.L.8.5.a: Interpret figures of speech (e.g., verbal irony, puns) in context.**	**Unit Exam** **Narrative Writing**

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Resilience **(Unit 2)** **Play-The Diary of Anne Frank** **<u>Skills:</u>** Conflict Elements of Drama Comparing text interpretation	**November-December** **6 weeks**	**Analyze how dialogue affects a drama RL.3** **Read and comprehend Literature, including dramas RL.10** **Cite evidence to support inferences. RL.1**	**TDA Writing Prompt**
Human Intelligence **(Unit 4)** **Novel- Flowers for Algernon** **<u>Skills:</u>** Author's craft Voice Style	**January** **2-3 weeks**	**Analyze how incidents in a story propel the action or reveal aspects of a character RL.3** **Analyze the impact of allusions on meaning. RL.4** **Read and comprehend literature RL.10**	**Unit Exam and/or short research paper**
The Maze Runner/ The Uglies **(Unit 4/5)** **A continuation of the Human Intelligence Unit, with the choice to read "The Uglies" from Unit 5, "Pushing Boundaries."** **<u>Skills:</u>** Symbolism Dystopian Fiction Genre Study Foreshadowing Flashback Microcosm	**February-March** **6 weeks**	**CC.1.3.8.D** **Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.** **CC.1.4.8.S** **Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.**	**TDA Writing Prompt**

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The Outsiders (Unit 1) **Rites of Passage (aligns with unit)** **<u>Skills</u>** Symbolism Motifs Themes Characterization	**April-May** **6 weeks**	**CC.1.3.8.F** **Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone** **CC.1.3.8.G** **Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.**	**One Pager with a choice of prompts**

Resources: Saavas My Perspectives Textbook,

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