



Independent School District of Boise City

Accelerated English 8: Course Overview	
Students will develop and enhance their language arts strengths in critical and creative thinking, through advanced writing and literature analysis.	
Adopted Text: Allen, Janet, et al., eds. <i>Literature</i> (8). Evanston, IL: McDougal Littell, 2008.	
Accelerated English 8: Course Scope and Sequence	
Semester 1	
<p style="text-align: center;">Essential – Required</p> <p>Literature: Teacher guided novel or unit from <i>Literature</i> text used to analyze literary elements and style (diction, syntax, figurative language, etc).</p> <p>On their own, students will read and respond to a novel of their choice (at least one per quarter).</p> <p>Literary Elements - (See <i>Literature</i> Part 1: Unit 1-4 and R102-112).</p> <ul style="list-style-type: none"> ▪ Conflict (internal/external) ▪ Characterization (static/dynamic) ▪ Point of view ▪ Mood ▪ Theme ▪ Symbol ▪ Tone ▪ Author’s purpose ▪ Irony <p>Explore above elements by comparing multiple selections.</p>	<p style="text-align: center;">Extended – Enrichment</p> <p>Literature: Recommend “Flowers for Algernon” (pg 188) or selections from Units 1-4 in <i>Literature</i>.</p> <p>Refer to the ten “Writing Workshops” in <i>Literature</i> text for possible reading responses (See Table of Contents). If writing literary analysis, teach MLA parenthetical citation.</p> <p>Socratic seminar on literature-based issue.</p> <p>Timed writes on literature-inspired questions.</p>
<p>Writing: Note-taking strategies</p> <p>Model, combine, and experiment with phrases and clauses to build syntactic maturity.</p>	<p>Writing: Recommend Cornell note-taking format</p> <p>Supplemental material available through <i>Image Grammar</i> by Harry Noden.</p>

<p>Application of the writing process to different types of writing:</p> <ul style="list-style-type: none"> ▪ Expository ▪ Narrative ▪ Descriptive ▪ Persuasive <p>Review or teach paragraph and/or essay structure/organization: (R 30-34)</p> <ul style="list-style-type: none"> ▪ Thesis statement ▪ Topic sentence ▪ Transitions ▪ Supporting detail (elaboration) ▪ Conclusion 	<p>Explore “Writing Workshops” in <i>Literature</i> text (see pg xxxxi).</p> <p>Practice five types of coherent transitions:</p> <ul style="list-style-type: none"> ▪ Time or sequence ▪ Spatial order ▪ Degree of importance ▪ Compare/contrast ▪ Cause/effect <p>(R 32-33)</p>
<p>Writing Mechanics:</p> <p>Review eight parts of speech emphasizing</p> <ul style="list-style-type: none"> ▪ Subject–verb agreement ▪ Pronoun-antecedent agreement ▪ Comparative adjectives ▪ Correct pronoun case <p>Mechanics</p> <ul style="list-style-type: none"> ▪ Apostrophes (contractions and possessives) ▪ Underlining versus quotation marks ▪ Capitalization (regions/directions) ▪ Colons ▪ Punctuating dialogue ▪ Commas (introductory phrases and items in a series) <p>Through modeling and writing, teach the following aspects of sentence construction:</p> <ul style="list-style-type: none"> ▪ Phrases (R 60) – prepositional, appositive, participial ▪ Clauses (R 62) – independent and dependent ▪ Parallelism (R 64) ▪ Passive/active voice (R 57) 	<p>Writing Mechanics:</p> <p>Introduce infinitives and gerunds (R 61-62)</p>

<p>Sentence Kinds (R 63-64)</p> <ul style="list-style-type: none"> ▪ Simple Sentences (including compound subjects and compound predicates) ▪ Compound Sentences (comma/semi-colon usage and coordinating conjunctions) ▪ Complex Sentences (comma usage and subordinating conjunctions) ▪ Compound-Complex Sentences (comma usage) 	
<p>Common Writing Assignment Quarter 1: Teacher will be responsible for developing a prompt for a multi-paragraph essay or narrative. The assignment will be scored for content, conventions and organization. This assignment will represent 10% of quarter grade.</p>	
<p>Common Writing Assignment Quarter 2: Students will have 90 minutes to write an expository essay, which addresses a prompt provided by the district. The essays are to be scored by 8th Grade District Teachers using the rubric available on the English 8 curriculum webpage. This assignment will represent at least 10% of quarter grade. Note: The score from this essay will be used as part of 9th grade accelerated placement.</p>	
<p>Semester 2</p>	
<p>Essential – Required</p>	<p>Extended – Enrichment</p>
<p>Literature:</p> <p>Teacher guided novel or unit from <i>Literature</i> text used to analyze literary elements and style (diction, syntax, figurative language, etc).</p> <p>On their own, students will read and respond to a novel (at least one per quarter).</p> <p>Literary Elements - (See <i>Literature</i> Part 1: Unit 1-4 and R 102-112)</p> <ul style="list-style-type: none"> ▪ Conflict (internal/external) ▪ Characterization (static/dynamic) ▪ Point of view ▪ Mood ▪ Theme ▪ Symbol ▪ Tone ▪ Author’s purpose ▪ Irony 	<p>Literature:</p> <p>Refer to the ten “Writing Workshops” in <i>Literature</i> text for possible reading responses. (See Table of Contents) If writing literary analysis, teach MLA parenthetical citation.</p> <p>Socratic seminar on literature-based issue.</p> <p>Timed writes on literature-inspired questions.</p> <p>Also consider non-fiction (see list on pg xxx-xxx) and/or selections written prior to 1900.</p>

<p>Explore the above elements by comparing multiple selections.</p>	
<p>Poetry: (See R 102-112)</p> <p>Read a variety of poetic forms (See <i>Literature</i> text, Unit 5).</p> <p>Write a variety of poetic forms as determined by the teacher.</p> <p>Students will create poetic images utilizing figurative language:</p> <ul style="list-style-type: none"> ▪ Metaphor (extended) ▪ Simile ▪ Personification ▪ Hyperbole ▪ Imagery (sensory detail) ▪ Symbolism <p>Students will create poetic sound utilizing:</p> <ul style="list-style-type: none"> ▪ Onomatopoeia ▪ Alliteration ▪ Assonance ▪ End rhyme ▪ Internal rhyme ▪ Rhyme scheme ▪ Repetition <p>Students will create poetic meaning by utilizing:</p> <ul style="list-style-type: none"> ▪ Stanza formation ▪ Line breaks ▪ Word placement ▪ Punctuation/capitalization <p>With the aid of a thesaurus, students will select precise words with the correct connotations.</p>	<p>Poetry:</p> <p>http://poetry.com http://www.loc.gov/poetry/180/Writing Without Walls Teen Ink</p> <p>Teacher may introduce concepts:</p> <ul style="list-style-type: none"> ▪ Meter ▪ Allusion ▪ Idiom ▪ Cliché ▪ Oxymoron <p>Memorize a poem of sixteen lines or more.</p> <p>Poetry reading/slam</p> <p>Socratic seminar</p>
<p>Research:</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Paraphrasing versus direct quoting 	<p>Research:</p> <p>Insert United Streaming video clips into PowerPoint presentations</p>

<ul style="list-style-type: none"> ▪ Summarizing ▪ Effective note-taking to avoid plagiarism ▪ MLA works cited page/slide ▪ Parenthetical citations for text and graphics ▪ Evaluating sources ▪ Gain familiarity with databases <p>Effective oral and visual presentation skills</p>	<p>Utilize PowerPoint transition techniques</p>
<p>Holocaust:</p> <p><i>Diary of Anne Frank</i> Themes:</p> <ul style="list-style-type: none"> ▪ Empathy versus apathy ▪ Tolerance versus prejudice ▪ Parent/child relationships ▪ Personal growth ▪ Attitude ▪ Courage ▪ Materialism <p>Synonyms for prejudice:</p> <ul style="list-style-type: none"> ▪ Racism ▪ Bias ▪ Discrimination ▪ Anti-Semitism <p>Methods of creating prejudice:</p> <ul style="list-style-type: none"> ▪ Stereotyping ▪ Propaganda ▪ Dehumanization ▪ Censorship ▪ Scapegoating <p>Results of prejudice:</p> <ul style="list-style-type: none"> ▪ Segregation ▪ Genocide ▪ Holocaust 	<p>Holocaust:</p> <p>Additional historical information:</p> <p>Pogroms, Treaty of Versailles, Third Reich, Nuremberg Trials, Lebensraum (living space), BBC, D-Day Invasion/Allied Invasion,</p> <p>Analyze examples of propaganda used by the Nazi's and/or examples from other eras to express political perspective/bias.</p> <p>Films:</p> <p><i>Anne Frank Remembered</i> <i>The Diary of Anne Frank</i> <i>A Special Presentation: Oprah and Elie Wiesel at Auschwitz</i> <i>Paper Clips</i> <i>The Wave</i> <i>Devil's Arithmetic</i> <i>Life is Beautiful</i> <i>Freedom Writers</i></p> <p>Literature:</p> <p><i>The Poisonous Mushroom</i> – German propaganda “First They Came for the Jews” by Pastor Martin Niemoller <i>Terrible Things</i> – Eve Bunting <i>Faithful Elephants</i> – Yukio Tsuchiya <i>Shin's Tricycle</i> – Tatsuharu Kodama <i>Night</i> – Elie Wiesel</p>

<p>Essential historical terms:</p> <p>Adolf Hitler (the Fuhrer, German chancellor) Heinrich Himmler, Josef Goebbels, Dr. Josef Mengele, Nazis, master race (Aryan), Gestapo, Hitler Youth, swastika, Nuremberg Laws, Kristallnacht, Star of David/yellow star, deportation, ghettos, Warsaw Ghetto Uprising, cattle cars, Final Solution, euphemism, concentration camps, gas chambers, Auschwitz, Bergen-Belsen, typhus, righteous gentiles, resistance, Hanukkah, Israel, Zionism</p>	<p>Additional Activities:</p> <p>Visit Anne Frank Memorial Living Voices</p>
<p>Poetry Common Assignment Quarter 3: Students will create a poetry portfolio. This assignment will represent 10% of quarter grade. Note: The poetry portfolio may be a year-long project if so determined by teacher.</p>	
<p>Research Common Assignment Quarter 4: Students will complete a research project that demonstrates the previously stated essential research skills. Research should focus on the theme of prejudice and should demonstrate oral, written, and technological skills (such as a PowerPoint presentation). This assignment will represent 10% of quarter grade.</p>	