



Independent School District of Boise City

English 8: Course Overview

Students will continue the reinforcement and expansion of reading/literature, writing and language/communication skills. Spelling, vocabulary development and standard language conventions will develop through reference to literature and writing studies. Through a modeling and process approach in various writing genres, skills will be applied, clarified, researched, and refined. Individualized spelling will be taught. Creative/critical thinking and oral communication skills will be developed.

Adopted Text: Allen, Janet, et al., eds. *Literature* (8). Evanston, IL: McDougal Littell, 2008.

Supplemental Text: Sebranek, Kemper and Meyer. *Write Source 2000*. Wilmington, MA: Houghton Mifflin Company, 1999.

English 8: Course Scope and Sequence

Quarter 1: Grammar, Sentence Structure, Writing Process

Essential [Required]	Expected	Extended	Sample Lang. Obj
<p>Literature: Teacher’s discretion but suggested that selections compliment the theme of Empathy and Tolerance.</p>	<p>Literature:</p>	<p>Literature: “Flowers for Algernon”</p>	<p>Language Objectives are drawn from State English Language Development Standards, the National Council for Teachers of English, and International Reading Association.</p> <p>Picture books, video clips, and teacher summaries are appropriate. Teachers may also choose to have students relate a short story from their country or culture.</p>
<p>Concepts (ELD 4.1.1) : Review the steps of the writing process : Prewriting Drafting Revision Editing Publication Review or teach paragraph</p>	<p>Concepts (ELD 3.2.4): Character Setting Plot Theme</p>	<p>Concepts: Introduce Following terms (2nd Semester EOC): Alliteration Metaphor Simile Onomatopoeia Personification</p>	<p>Concepts: Talk about each step of the writing process in small groups. Act out each step of the writing process.</p> <p>Draw pictures of each step of the writing process. Tell other students about your pictures in the writing process order.</p>

<p>and/or essay structure/organization (ELD 4.1.1):</p> <p>Thesis statement Topic sentence Transitions Supporting detail Conclusion</p>		<p>End Rhyme Internal Rhyme Stanza Free Verse Repetition Hyperbole Line Breaks</p> <p>NOTE: A Poetry Portfolio, that may be used for the QTR 4 common assignment, may be a year long project if so determined by teacher.</p>	<p>Choose a graphic organizer and then complete it for your topic.</p> <p>List your ideas in an outline format.</p>
<p>Writing: 8 parts of speech (ELD 4.3.4):</p> <ul style="list-style-type: none"> • Nouns (abstract, concrete and proper) • Verbs (past, present, future) • Adverbs (comparative, superlative) • Adjectives (predicate) • Articles (a, an, the) • Conjunctions (subordinating, coordinating) • Pronouns (possessive) • Prepositions (phrases) • Interjections <p>Commas (ELD 4.3.3) (items in series and compound sentences, appositives)</p>	<p>Writing (ELD 4.3.4): Noun-verb agreement Pronoun-antecedent agreement Run-ons Fragments</p>	<p>Writing (ELD 4.3.2): Dependent and Independent Clauses Infinitives</p>	<p>Writing Divide your paper into six sections. Label each section and draw a picture for each part of speech.</p> <p>On separate cards, write different nouns and verbs. In a small group, choose a card to act out while other students identify the word and the part of speech.</p> <p>In a small group, use teacher prepared sentence parts. Arrange words and word phrases to form logical sentences with correct punctuation.</p> <p>Write simple sentences. Work with a partner to combine simple sentences into compound sentences. Use conjunctions and correct punctuation.</p>

<p>Apostrophes (ELD 4.3.1) Common homophones (ELD 4.3.1) (their, there, they're and too, to and two, affect and effect etc.)</p> <p>Subject (ELD 4.3.2) – simple and compound Predicate (ELD 4.3.2) — simple and compound Simple Sentences Compound Sentences (ELD 4.3.2) (comma use)</p> <p>Sentence Problems (ELD 4.3.2) — fragments, run-ons</p> <p>Sentence Types (ELD 4.3.2) Declarative — makes a statement Interrogative- asks a question Imperative — gives a command Exclamatory — express strong feeling</p> <p>Semi-colons Dialogue — punctuation (ELD 4.3.3)</p>			<p>Draw pictures of homophones and write a caption using the correct homophone. Cut out pictures and words to paste into a flip book.</p> <p>Identify and label the parts of speech.</p> <p>Write sentences and draw pictures to create posters of sentence types.</p> <p>Discuss a topic of shared interest. Write and punctuate a portion of the conversation using dialogue.</p> <p>Write a dialogue between two unlike topics (a squirrel and a tree, a rock and a path, a pencil and a writer). Hello, my name is _____.</p>
<p>Quarter 1 Common Writing Assignment: Teacher will be responsible for developing a prompt for a 5-paragraph essay connected to teacher's choice of literature focus. The assignment will be scored for content, conventions and organization. This assignment will represent 10% of quarter grade. Write a paragraph organized around a central idea with supporting details (ELD 4.1.1).</p>			

Quarter 2: Grammar, Sentence Structure, Writing Process, Expository Essay

Essential [Required]	Expected	Extended	Sample Lang. Obj
<p>Literature: Teacher’s discretion</p>	<p>Literature: Teacher’s discretion</p>	<p>Literature: “Jabberwocky” by Louis Carroll</p>	<p>Literature: Teacher’s discretion</p>
<p>Concepts: Steps of the writing process (ELD 4.1.1): Prewriting Drafting Revising Editing Publishing</p> <p>Essay structure/organization (ELD 4.1.1): Thesis statement Topic sentence Transitions Supporting detail Conclusion</p> <p>Writing/Activities (ELD 4.3.4): 8 Parts of Speech, including: abstract, concrete and proper nouns, verb tense – past, present, future, comparative adverbs adjectives after linking verbs, conjunctions – and, or, but, because possessive pronouns prepositional phrases</p>	<p>Concepts (ELD 3.2.4): Character Setting Plot Theme</p> <p>Writing/Activities: Polish conclusion to restate the thesis in a new way or leave the audience with a Call to Action</p>	<p>Literature: Use Poetry to teach parts of speech (e.g. “Jabberwocky”).</p> <p>Films: <i>Grammar House Rock</i></p> <p>Punctuation – colons, parentheses</p> <p>Writing/Activities: Diagram Relays – a twist on diagramming sentences – Have students compete as relay teams to label parts of speech in a sentence written on the board</p>	<p>Complete a graphic organizer as a pre-write.</p> <p>Read written paragraphs out loud. Listen for fluency.</p> <p>Edit writing using a shortened check list and editing marks.</p> <p>Checklist URL: http://www.boiseschools.org/curriculum/language_supplement/editing_symbols.pdf</p> <p>Read a paragraph and highlight each part of the paragraph structure using different colors. Create a key to identify each part.</p> <p>Write sentences in present tense. Change the verb tense to show past and future tense. Discuss how the verb changes the meaning of each sentence.</p> <p>Write word groups to show singular and plural possession (dog, dog’s, dogs, dogs’).</p> <p>Punctuate sentences that have not been punctuated and explain your reasoning to a partner.</p>

<p>Articles – a, an, the</p> <p>Subject and predicate – we/saw</p> <p>Complete Sentences (ELD 4.3.2)</p> <p>Apostrophes (ELD 4.3.1)</p> <p>Common Homophones (ELD 4.3.1) – eg. Their, there, they’re and too, to and two, affect and effect etc.</p> <p>Punctuation (ELD 4.3.3) – end marks, commas, quotation marks, apostrophes, semi colons</p> <p>Common Writing Assignment</p>			
<p>Quarter 2 Common Writing Assignment: Students will have 90 minutes to write an Expository Essay (Paragraph ELD 4.1.1), which addresses a prompt provided by the teacher. Teachers will score essays using the rubric available on the English 8 curriculum webpage. This assignment will represent at least 10% of quarter grade.</p>			

Quarter 3: Poetry, Research			
Essential [Required]	Expected	Extended	Sample Lang. Obj
<p>Literature: “Oranges” by Gary Soto (Elements of Literature) (ELD 3.2.3)</p>	<p>Literature: Variety of Poems Selected by Teacher and Students. (ELD 3.2.3)</p>	<p>Literature: Variety of Poems Selected by Teacher and Students.</p> <p>Student Composed Poems.</p>	<p>Literature: See essential and expected.</p>
<p>Concepts: Figurative Language: Metaphor Simile Personification Hyperbole</p> <p>Imagery (sensory detail)</p> <p>Sound Devices: Onomatopoeia Alliteration End Rhyme Internal Rhyme Repetition</p> <p>Line Breaks Stanza Free Verse</p>	<p>Concepts: Identify (in context) figurative language, imagery, sound devices etc. Practice spotting poetic devices in poetry as a class, in small groups and independently (ELD 2.1.4)</p>	<p>Concepts: Memorize (recite or write from memory) a self-selected poem of 20 lines or more. Poetry Reading/Celebration</p> <p>Note: The poetry unit is not necessarily designed to fill the full nine weeks of 3rd quarter. 4th quarter also may be used for extending Holocaust Unit, further expansion of expository and/or two- part essay writing, or short stories or novel unit of teacher choice that compliments 8th Grade Empathy and Tolerance Theme.</p>	<p>Draw and label pictures of metaphors, similes and personification.</p> <p>Write words and word phrases that appeal to the five senses.</p> <p>Assemble a word poem cut from magazines pictures and words.</p> <p>Write an alliteration poem using a different letter for each line or stanza.</p>

<p>Writing: Research skills (ELD 3.2.2) – paraphrasing, summarizing, note taking, MLA: works cited, parenthetical citations, evaluation of sources. Standard manuscript format. (ELD 4.2.2) Research may focus on Quarter 4 Anne Frank Unit, correlate with current 8th grade studies in other content areas, or be of teacher and/or student choice</p> <p>Presentation of research findings (ELD 2.1.2, ELD 2.1.3)</p> <p>Common Writing Assignment</p>	<p>Writing: Compose original poems in a variety of genres including free verse.</p> <p>Literary Analysis – discuss style, literary devices, content, meaning and theme.</p>	<p>Writing/Activities: A Poetry Portfolio that may include 3 original poems incorporating figurative language, imagery and sound devices (see above). It may also include Literary Analysis (discuss style, poetic devices, poet’s intent, content and meaning), an index, additional original work, additional analysis, illustrations and/or a recitation.</p> <p>Note: The Poetry Portfolio may be a yearlong project if so determined by teacher.</p>	<p>Writing: Jigsaw a short reading. Paraphrase and explain your portion of the reading. Write a summary of the whole article.</p>
<p>Quarter 3 Common Assignment will be a Research Project - Teacher to choose one of the following: A Research Paper complete with research notes, rough draft, final draft and Work Cited Page or a Presentation with research notes, outline and Works Cited Page. Criteria to be weighted by teacher. Research may focus on Quarter 4 Anne Frank Unit, correlate with current 8th Grade Studies in other content areas, or be of teacher and/or student choice. This assignment will represent 10% of quarter grade. (ELD 2.1.2, 2.1.3, 3.2.2, 4.1.1)</p>			

Quarter 4: Literature			
Essential [Required]	Expected	Extended	Sample Lang. Obj
<p>Literature: <i>Diary of Anne Frank – the play</i> (ELD 3.2.4)</p> <p>Short Story (ies), Novel or poetry of teacher choice at end of quarter.</p>	<p>Literature: Holocaust Related Literature: Poetry, First Person Accounts, Historical Fiction</p>	<p>Literature: <u>The Diary of Anne Frank</u> (original diary) <u>Night</u> <u>Devil’s Arithmetic</u></p>	<p>Literature: See Essential and Expected.</p>
<p>Concepts: Themes: Empathy and Tolerance Friendship Parent/Child Relationships Personal Growth Courage Materialism Propaganda Bias and Prejudice Censorship Literary Devices (ELD 3.2.4): Characterization – Static Character, Dynamic Character Point of View Setting Plot – Exposition, Rising Action, Climax, Falling Action, Resolution Conflict – internal, External Irony Flashback Theme</p>	<p>Concepts: With support in helping individual students relate to specific concepts, students will be able to discuss and understand themes related to the study of the Holocaust.</p> <p>Films: <i>Diary of Anne Frank</i> (film)</p>	<p>Concepts: Holocaust, Himmler Treaty of Versailles, Death Camps, Warsaw Ghetto Uprising, Dr. Mengele, Third Reich, Nazi, Israel, Zionism, Deportation, Dehumanize, Hitler Youth, Gestapo, Nuremberg Laws, Nuremberg Trials, Final Solution, BBC</p> <p>Films: <i>Escape from Sobibor</i> <i>Anne Frank</i> <i>Remembered</i> <i>Night and Fog</i> <i>Swing Kids</i></p>	<p>Draw a story plot of each main event of the story. Identify each part of the plot.</p>

<p>Related Terms (EOC):, Genocide, anti-Semitism, Hitler , Concentration Camps, Righteous Gentile, Auschwitz and Bergen-Belsen, Hanukkah, Star of David, Swastika, Propaganda, Stereotyping, Typhus, Scapegoat, Target Group</p> <p>Concepts: Analyze examples of propaganda used by the Nazi's and/or examples from other eras to express political perspective/bias.</p>	<p>Discuss and analyze in small groups (ELD 1.1.2)</p>		<p>Write the definition of a vocabulary word on one side of a flashcard and draw a picture on the other side. With a partner play concentration, matching terms and pictures.</p> <p>Play vocabulary bingo matching terms with definitions.</p>
<p>Writing: Common Writing Assignment</p>	<p>Writing:</p>	<p>Writing/Activities: Journal Writing Reader's Response Reader's Theater Visit Anne Frank Memorial Living Voices</p>	
<p>Quarter 4 Common Writing Assignment: As determined by teacher, students will create a literature response to a novel, short story or poem. This may written or oral. Teacher may elect to extend the poetry unit in Quarter 3 and use the extended poetry portfolio activity for this assignment. This assignment will represent 10% of quarter grade. (ELD 2.1.2, 3.2.3, 4.1.1)</p>			