

## ESSENTIAL COURSE OF STUDY: GRADE 8 2010-2011

H=additional Honors English requirements

Quarter 1 Aug. 31 – Oct. 29	LITERATURE	NONFICTION AND INFORMATIONAL MATERIAL	WRITING Comparison Contrast Essay (p.424)	Required Reading (See District required/ recommended reading list)	<b>REQUIRED ASSESSMENTS</b> Boldface=required
<b>Unit 1</b>	RW: Plot and Conflict <i>Raymond's Run</i> <i>The Ransom of Red Chief</i> <i>The Clean Sweep</i> <i>The Hitchhiker</i> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Inferences</li> <li>• Conflict</li> <li>• Predict</li> <li>• Sequence</li> <li>• Foreshadowing</li> </ul>	<i>My First Free Summer</i> <ul style="list-style-type: none"> <li>• Memoir</li> <li>• Cause-effect</li> </ul>	Personal Narrative	<b>The 6 Most Important Decisions You'll Ever Make</b> Nothing but the Truth-H To Kill a Mockingbird Screenplay-H Tales of Mystery and Terror-H	<b>Unit Tests</b> (A and B/C versions - new passages) Benchmark Tests (4 times a year - cumulative) <b>Writing products assessed                      with 6 Traits</b>
<b>Unit 2</b>	RW: Character and Point of View <i>The Treasures of Lemon                      Brown</i> <i>Rules of the Game</i> <i>Flowers for Algernon-H</i> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Inferences</li> <li>• Conclusions</li> <li>• Character traits</li> </ul>	<i>Harriet Tubman: Conductor on the                      Underground Railroad</i> <ul style="list-style-type: none"> <li>• Characterization</li> <li>• Monitor</li> <li>• Main idea and details</li> <li>• Biography</li> </ul>	Describing a Person		
<b>Unit 3</b>	RW: Setting and Mood <i>The Drummer Boy of Shiloh</i> <i>The Monkey's Paw</i> <i>Civil War Journal</i> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Inferences</li> <li>• Mood</li> <li>• Predict</li> <li>• Imagery</li> <li>• Speaker</li> </ul>	<i>The Story of an Eyewitness/Letter                      from New Orleans Leaving Desire</i> <ul style="list-style-type: none"> <li>• Scope</li> <li>• Purpose for reading</li> </ul>	<b>Comparison- Contrast Essay</b>		

<b>Quarter 2</b> <b>Nov. 1 –</b> <b>Jan. 21</b>	<b>LITERATURE</b>	<b>NONFICTION AND</b> <b>INFORMATIONAL</b> <b>MATERIAL</b>	<b>WRITING</b> <b>Choose one or</b> <b>combine: Personal</b> <b>Response to Media</b> <b>or Literature (p. 648)</b> <b>and Literary</b> <b>Analysis (p.742)</b>	<b>Reading</b> <b>Requirements</b> <b>(See District required/</b> <b>recommended reading</b> <b>list)</b>	<b>REQUIRED</b> <b>ASSESSMENTS</b> <b>Boldface=required</b>
<b>Unit 4</b>	RW: Theme and Symbol <i>Gil's Furniture Bought and Sold</i> <i>Pandora's Box-H</i> <i>The Old Grandfather and His Little Grandson/The Wise Old Woman</i> <i>The Diary of Anne Frank</i> <ul style="list-style-type: none"> <li>• Symbol</li> <li>• Inferences</li> <li>• Theme</li> <li>• Universal Theme</li> <li>• Purpose for Reading</li> </ul>	<i>A Diary from Another World/The Last Seven Months of Anne Frank</i> <ul style="list-style-type: none"> <li>• Synthesize</li> <li>• Generalizations</li> </ul>	Short Story	<i>The Diary of Anne Frank</i> <i>The Glory Field-H</i> <i>1984-H</i> <i>Under the Persimmon Tree-H</i> <i>Life as We Knew it</i> <i>Clay</i> <i>Sweet Whisper Brother</i> <i>Rush</i> <i>Virginia Hamilton</i>	<b>Unit Tests</b> <b>(A and B/C versions -</b> <b>new passages)</b> Benchmark Tests (4 times a year - cumulative) <b>Writing products assessed</b> <b>with 6 Traits</b>
<b>Unit 5</b>	RW: Appreciating Poetry <i>Lineage</i> <i>Simile: Willow and Ginko</i> <i>Macavity: The mystery</i> <i>Cat/Vermin</i> <i>We Alone</i> <i>Speech to the Young: Speech to the .../Mother to Son</i> <i>On the Grasshopper and.../Ode to Solitude</i> <i>One More Round/Not My Bones</i> <i>Boots of Spanish.../The Song of Hiawatha</i> <ul style="list-style-type: none"> <li>• Poetic form</li> <li>• Figurative language</li> <li>• Stanza</li> <li>• Sound devices</li> <li>• Rhyme scheme</li> <li>• Rhythm/meter</li> </ul>		<b>Personal Response to Media or Literature</b> (see note at top of column)		

<b>Quarter 3</b> <b>January 24-</b> <b>March 25</b>	<b>LITERATURE</b>	<b>NONFICTION AND INFORMATIONAL MATERIAL</b>	<b>WRITING</b> <b>Research projects</b>	<b>Required Reading</b> <b>(See District required/recommended reading list)</b>	<b>REQUIRED ASSESSMENTS</b> <b>Boldface=required</b>
<b>Unit 6</b>	RW: Style, Voice and Tone <i>New York Day Women</i> <i>The Lady, or the Tiger?</i> <i>Roughing It</i> <ul style="list-style-type: none"> <li>• Style</li> <li>• Sequence</li> <li>• Tone</li> <li>• Paraphrase</li> <li>• Voice</li> </ul>	<i>Roughing It</i> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Monitor</li> </ul>	<b>Quarter III/ Quarter IV: Career Research Report and Aligned Activities</b> <b>1. Persuasive Business Letter: A student writes a letter to a future employer identifying how they match the requirements for a career they envision. A resume is included describing educational experience, honors won, and references.</b> <b>2. A Career Research report investigating a potential future career.</b> <b>3. A writing piece celebrating a significant contribution accomplished in the future.</b>  <b>Literary Analysis</b> (see note for Quarter 2)	<i>Roll of Thunder, Hear My Cry</i>  <i>As You Like It</i>  <i>The Poetry of Robert Frost-H</i>	<b>Unit Tests</b> <b>(A and B/C versions - new passages)</b> Benchmark Tests (4 times a year - cumulative) <b>Writing products assessed with 6 Traits</b>

<b>Unit 7</b>	RW: History, Culture and the Author <ul style="list-style-type: none"> <li>• Author's Background</li> <li>• Compare and contrast</li> <li>• Cultural conflict</li> <li>• Inferences</li> </ul>	<i>Dreams from My Father</i> <i>Out of Many, One</i> <ul style="list-style-type: none"> <li>• Author's perspective</li> <li>• Autobiography</li> <li>• Cause-effect</li> <li>• Treatment</li> <li>• Compare and contrast</li> </ul>	Cause-Effect Essay	<b>Of Mice and Men</b> Multimedia presentation	
<b>Unit 9</b>		RW: Argument and Persuasion <i>Zoos: Myth.../Zoos Connect Us...</i> <i>Position on Dodge Ball.../The Weak Shall inherit...</i> <i>The Sanctuary of the School</i> <i>Educating Sons/The First Americans</i> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Fact and opinion</li> <li>• Persuasion</li> <li>• Author's Purpose</li> <li>• Compare/contrast</li> <li>• Historical context</li> </ul>	Persuasive Essay	Persuasive Speech	
<b>Quarter 4</b> April 4 - June 9	<b>LITERATURE</b>	<b>NONFICTION AND INFORMATIONAL MATERIAL</b>	<b>WRITING</b> Research Projects	<b>Required Reading</b> (See District required/recommended reading list)	<b>REQUIRED ASSESSMENTS</b> Boldface=required
<b>Unit 8</b>		RW: Reading Informational Text <i>Interview with a Song catcher</i> <i>Kabul's Singing Sensation</i> <ul style="list-style-type: none"> <li>• Text features</li> <li>• Summarize</li> <li>• Fact and opinion</li> <li>• Main ideas and details</li> </ul>		<i>A Whole New Mind-H</i> <i>That was Then, This is Now-H</i> <i>I, Robot-H</i> <i>The Gadget-H</i> <i>Photo by Brady: A Picture of the Civil War-H</i>	<b>Unit Tests</b> (A and B/C versions - new passages) Benchmark Tests (4 times a year - cumulative) <b>Writing products assessed with 6 Traits</b>

<b>Unit 10</b>		Research Strategies Workshop	<b>Research Report</b> (flexible due date completed by May 27, 2011)		
<b>Student Resources Handbook</b>		Reading Handbook <ul style="list-style-type: none"><li>• Reading informational texts</li><li>• Reading persuasive texts</li></ul>	Writing Handbook		