

<b>Course Title: GRADE EIGHT ENGLISH- LANGUAGE ARTS-B</b>	<b>Course Description</b>
<p><b>Course No.</b> N/A <b>Grade level:</b> 8</p> <p><b>Text and Resource Options:</b>            *A. <i>Bridges to Literature</i>, Level III; McDougal-Littell            B. <i>Language Network!</i>; McDougal-Litell            C. <i>Spell It Out, Purple</i>; Steck-Vaughn            D. Grade-level appropriate literature</p> <p>*Primary Adoption</p>	<p><b>Course Value:</b> *One Semester</p> <p><b>Credit Value:</b> One Course</p>
<p align="center"><b>Course Content: Key Content Standards and Course Objectives</b></p> <ol style="list-style-type: none"> <li><b>Vocabulary and Concept Development:</b> use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases (8-1.1), use word meanings within the appropriate context and be able to verify those meanings (8-1.3).</li> <li><b>Reading Comprehension:</b> Analyze text that uses proposition-and-support patterns (8-2.2), use information from a variety of consumer, workplace, and public documents to explain a situation or decision and/or to solve a problem (8-2.6).</li> <li><b>Literary Response and Analysis:</b> Analyze relevance of setting to the mood, tone, and meaning of text (8-3.4), evaluate the structural elements of the plot (8-3.2), analyze how a work of literature reflects the heritage, traditions, attitudes and beliefs of its author (8-3.7).</li> <li><b>Writing Strategies:</b> Create compositions that establish a controlling impression, have a coherent thesis, and/or make a clear and well-supported conclusion (8-1.1), establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques (8-1.2), revise writing for word choice, organization, consistent point of view (8-1.6).</li> <li><b>Writing Applications:</b> Write biographies, auto biographies, short stories, and/or narratives (8-2.1), write responses to literature (8-2.2), write research reports (8-2.3), write persuasive compositions (8-2.4).</li> <li><b>Written and Oral English Language Conventions:</b> Use correct punctuation and capitalization (8-1.5), use correct and varied sentence types and sentence openings (8-1.1), edit written manuscripts to reflect proper grammar (8-1.4).</li> <li><b>Listening and Speaking Strategies:</b> Prepare a speech outline based upon a chosen pattern of organization that generally includes an introduction, transitions, previews, and effective conclusion (8-1.4), deliver oral responses to literature that interpret reading and provide insight (8-2.2).</li> </ol>	<p>This literature-based curriculum will integrate written and oral language skills, reading comprehension, and literary analysis using various literary genres. Writing and grammar assignments will be based on the individual needs of the students as determined by the teacher. The quality and complexity of the materials to be read by students are illustrated in the <i>California Reading List</i>.</p> <p>The purpose of this course is to help students master many of the foundational skills and standards that are required to pass the English-Language Arts portion of the California High School Exit Examination.</p> <p>*Open entry/open exit</p>
<p align="center"><b>Methods of Study</b></p>	<p align="center"><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>Students will complete all activities assigned.</li> <li>Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>Students will complete all assignments and assessments with a minimum of 70% accuracy.</li> <li>The supervising teacher will be satisfied with the quality of the student's work.</li> </ol>

# GRADE EIGHT ENGLISH-LANGUAGE ARTS B

## Course Outline

### I. Textbook Assignment Options:

#### A. *Bridges to Literature, Level III (1 Course)*

- Read each Selection in Units 7-12.
- For each selection above, write the definitions to the words in the “Vocabulary Preview”
- For each selection above, complete the “Think It Through” exercises at the end of each selection.
- Complete one Extension Activity

#### B. *Spell It Out, Purple (1 Course)*

- Read and complete all exercises in the textbook.

#### C. Language Network! (1 Course)

(Direct Instruction or course contract required)

### II. Extension Activities (select 1)

1. Read “Earthquakes.” Recall the last earthquake report you heard. Where did it happen and how strong was it? What damage did it cause? Research earthquakes using the Internet, an encyclopedia, newspaper, or other materials. Write a 500-700 word report of your findings. Your report should cover the different causes of earthquakes, earthquake preparedness, and information on a major earthquake that has occurred in history. For each source you use, write the title, author, and date published on a notecard. Provide the “url” for any online sources you use. After completing a rough draft, edit and revise your paper. Type a final draft using Microsoft Word. Use your notecards to create a bibliography and include it with your final draft. (WR 2)
2. Read “The Roswell Incident.” When you hear the words “flying saucer,” what images come to your mind? Why do you think people are so interested in the idea of visitors from other planets? Do you believe in extraterrestrials? Why or why not? Write a 500-700 word essay that discusses whether or not you believe in extraterrestrials. You may want to include more detailed information of the Roswell incident or another incident of a close encounter. Type a final draft using Microsoft Word.
3. Read “Anne Frank: Child of the Holocaust.” Research the Holocaust using the Internet, an encyclopedia, newspaper, or other materials. Be sure to include the causes and effects of the Holocaust. Write a 500-700 word report on the Holocaust. For each source you use, write the title, author, and date published on a notecard. After completing a rough draft, edit and revise your paper. Type a final draft using Microsoft Word. Use your notecards to create a bibliography and include it with your final draft. (WR 2)
4. Teacher generated activity, approved by site administrator.

### III. Evaluation

- Unit and/or final test.
- All textbook work must meet the 70% accuracy level for a “C” grade.