

Course Title:	English 8 Current
Department:	English Language Arts
Grade Level:	8
Time Per Day/Week:	42 minutes per day, every day
Length of Course:	Full Year

Course Overview:
English 8 focuses on both literature and composition. Students read and respond to a variety of literature including informational texts, poetry, essays, short stories, and novels. Emphasis is placed on critical reading and writing through shared responses and class discussion. Students write in the areas of description, narration, argumentation, and exposition. The development of analytical skills is also a key focus of the eighth grade English curriculum. Correct grammar usage and a formal approach are stressed daily in writing and speaking.

Primary Resources:
Textbook: <i>MyPerspectives</i>; Savvas Core Texts: <i>Brown Girl Dreaming</i> (Woodson); <i>The Diary of a Young Girl</i> (Frank)
Secondary Resources (District Approved):

Unit 1 Name:	Foundational Skills of Analyzing Literature
Days in Unit:	30
Representative Learning Goals	
● Support textual evidence with explicit verbiage, inferences, conclusions, and opinions drawn from the text. ● Evaluate the advantages and/or disadvantages of using different mediums to present a particular topic or idea. ● Determine a central idea of a text and analyze its development including the involvement of the characters, setting, and plot. ● Analyze dialogue, incidence, drama, and poetry to determine the actions of a character and his or her decisions in the text, ● Apply rules of standard English grammar to students' writing.	

Unit 2 Name:	The Economy of Words with Short Fiction
Days in Unit:	25-30
Representative Learning Goals	
• Determine the meaning of unknown and multi-meaning words or phrases based on grade-level reading and content. • Introduce claim(s), acknowledge and distinguish claim(s) from opposing claims, and support the writer's purpose by logically organizing reasons and evidence. • Evaluate the specific claims in a text and determine whether the reasoning is valid and the evidence is relevant and sufficient. • Analyze the foundations of literature to determine the actions of a character and his or her decisions in the text. • Identify and evaluate textual evidence that supports explicit verbiage, inferences, conclusions, and opinions drawn from the text.	

Unit 3 Name:	The Thrill of Suspense
Days in Unit:	35-40
Representative Learning Goals	
• Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional stories. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. • Evaluate the advantages and/or disadvantages of using different mediums to present a particular topic or idea. • Analyze how differences in the points of view of the characters and/or reader create tension or suspense through the use of dramatic, verbal and situational irony.	

Unit 4 Name:	Text Dependent Analysis Writing
Days in Unit:	Delivered within individual units
Representative Learning Goals	
• Develop and analyze the topic with relevant, well-chosen facts, quotes, and/or details • Identify and introduce the topic clearly, including a well-developed thesis. • Organize or claim with reasons and evidence clearly; clarify relationships among claims/reasoning/evidence by using words, phrases, and transitions to create cohesion. • Demonstrate understanding of vocabulary and figurative language in informational texts.	

- Use precise language and domain-specific vocabulary to inform, explain, or convey.

Unit 5 Name:	Historical Nonfiction Through Poetry <i>Core Text: Brown Girl Dreaming</i>
Days in Unit:	40
Representative Learning Goals	
• Analyze how a text makes connections among and distinctions between individuals, ideas, or events. • Analyze dialogue, incidence, and poetry to determine the actions of a character and his or her decisions in the text. • Cite textual evidence that supports analysis of explicit verbiage as well as inferences, conclusions, and generalizations within the text.	

Unit 6 Name:	Memoirs of the Holocaust <i>Core Text: The Diary of a Young Girl</i>
Days in Unit:	40
Representative Learning Goals	
• Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style. • Analyze how a text makes connections among and distinctions between individuals, ideas, or events. • Cite textual evidence that supports analysis of explicit verbiage as well as inferences, conclusions, and generalizations within the text. • Analyze dialogue, incidence, drama, and poetry to determine the actions of a character and his or her decisions in the text	

Assessments - Classroom-Based
Curriculum-Based Assessments: Quizzes, Unit Tests, Formal & Informal Writing, Collaborative and Individual Projects, Midterm & Final Exams
Assessments - Standardized
PSSA English Language Arts Grade 8

Standards
Pennsylvania Academic Standards for English Language Arts Grades 6-12