



Manheim Township School District

LRIS/MTMS/MTHS COURSE SYLLABUS

NAME OF COURSE: 8th Grade ELA

COURSE NUMBER:

COURSE CREDITS: 1 credit

LENGTH OF COURSE: 1 year

TEACHER:

ROOM:

EMAIL:

I. General Course Description

In eighth grade, students grapple with high-quality, complex, nonfiction texts and great works of literature. The focus of informational texts shifts from narrative to expository. Students learn how to cite textual evidence supporting an analysis or critique. Students learn how to question an author's assumptions and assess the accuracy of the claims. Eighth grade students read closely and find evidence to use in their own writing; they analyze two or more texts that provide conflicting information on the same topic and identify whether the disagreement is over facts or interpretation. They analyze how point of view can be manipulated to create specific effects such as dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character, or highlight an idea. Students have developed a strong vocabulary of academic words, which they use to speak and write with more precision. Their writing continues to grow by focusing on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements.

II. Prerequisite:

Successful Completion of 7th grade ELA

III. Successful Completion of this Course

Upon successful completion of this course, students will go on to take 9th grade English courses.

IV. Standards

[PA ELA Standards](#)

V. Course Topics / Big Ideas:

- **The Power of Language in Reading and Writing**
 - In this module, reading, writing, speaking and listening standards will focus on the big idea of audience and purpose influencing a writer's choice of organizational pattern, language, and literary technique. Students read from, and write to, argumentative and narrative texts, as well as classic and contemporary literature. Students engage in class discussions involving the power of language. Students apply a broad range of reading, writing, speaking and listening skills to analyze main ideas, cite evidence that supports an analysis of text, determine the author's point of view and purpose in text, and analyze the influence of words and phrases in text.
- **Evolving Justice**
 - In this module, reading, writing, speaking and listening are constructed around the big idea of enhancing one's ability to express ideas and information while confronting how the concept of justice evolves. Students apply skills and strategies to effectively comprehend and evaluate a variety of texts, analyzing the author's choice of words, making inferences, developing generalizations, and drawing conclusions. Specifically, students analyze how the dialogue and/or incidents within the text propel the action, reveal aspects of the character, or provoke decisions. Utilizing critical thinking processes, students create meaning and tone in their own writings, demonstrating a complete understanding of the **importance of decision making on character development**.
- **Understanding Perspectives**
 - In this module, reading, writing, and speaking and listening focus on the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information while exploring various perspectives. Students engage in an examination of various perspectives that present multiple views. Students read from, and write to, informational texts as well as contemporary literature. Goals include opportunities for students to interact with a wide array of texts that support the ability to reason, analyze, and assess divergent thinking and various perspectives. **Key outcomes include understanding of the narrator's perspective, its relationship to the author, and the impact on the central message.**
- **Conformity**
 - In this module, reading, writing, speaking and listening focus on the big idea of audience and purpose influencing a writer's choice of organizational pattern, language, and literacy technique while grappling with the concept of individuality versus conformity. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to define whether the path to getting ahead is conformity or individualism. Students apply a broad range of reading, writing, speaking, and listening skills to determine and analyze main ideas, cite evidence that supports an analysis of text, determine the author's point of view and

purpose in text, analyze the influence and use of words and phrases in text, and acknowledge and distinguish between opposing claims.

- **Timeless Tales**

- In this module, reading, writing, and speaking and listening are confronted with the big idea of comparing the motives of people today to those of the past. Students should read from, and write to, various texts as well as classic and contemporary literature. Students will engage in activities to compare, contrast, and analyze text structures. **Students will look at modern and traditional literature, analyzing themes, characters, and events, including determining how the material is rendered new.**

VI. Text and Resources:

[MTSD Literary Canon](#)

VII. Required Class Materials:

- Charged iPad, headphones or earbuds, pen/pencil, SSR book, class novel, ELA section in binder

VIII. Grades:

[MS/HS Student Handbook- AF&G Guidelines](#)

X. Absences

When a student is absent and has not turned in their work, an “ABS” will appear in the gradebook. An “ABS” assignment is scored as a zero until it is finished. Absent students will be given make-up opportunities, without grade penalty, for all missed work. Missed work will need to be completed in a timely manner (equal to the length of time the student was absent). After the extended time a penalty may be assessed.

XI. Extra Support

- The teacher can be reached by email, Schoology message, or phone.