Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: **English 8**
Course Number: **00007**

Course Description and Prerequisites: **English 7**
    Eighth grade students will learn to communicate in an effective manner. Students will read and study various types of literature including fiction, nonfiction, drama, and poetry.
    Advanced grammar studies will include common usage errors, complex sentences, sentence combining, and vocabulary. Using the writing process, students will focus on editing and revising. Students will use precise language to create a style and personal voice in their writing.
    The eighth grade English curriculum is designed to develop and build upon basic communications skills in the areas of reading, writing, speaking, and listening.
    No final exam is required. A comprehensive test as part of the last marking period is optional

Suggested Grade Level: **8**

Length of Course: ____One Semester   **X** Two Semesters _____Other

Units of Credit: None

PDE *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s)**
English, Middle Level English

Certification verified by WCSD Human Resources Department:
  x Yes   ____No

Board Approved Textbooks, Software, Materials:
Title:
Publisher:
ISBN #:
Copyright Date:
Date of WCSD Board Approval:

BOARD APPROVAL:
    Date Written: **January 2009**

    Date Approved:_____

    Implementation Year:___**2009-2010**__

Suggested Supplemental Materials: See Instructional Order of Conventions Chart.
Technology suggested but not limited to Smart Board, LCD projector, and laptop computers

PA Academic Standards:
    1.1.8 Learning to Read Independently
    1.3.8 Reading, Analyzing and Interpreting Literature
    1.4.8 Types of Writing
    1.5.8 Quality of Writing
    1.6.8 Speaking and Listening
    1.7.8 Characteristics and Functions of the English Language
    1.8.8 Research

WCSD Academic Standards:

Industry or Other Standards:

WCSD EXPECTATIONS

      WCSD K-12 EXPECTATIONS for instruction in writing, reading, mathematics, and technology have been developed and revised annually. The teacher will integrate all WCSD EXPECTATIONS into this planned instruction.

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

      The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

1.1.8 Learning to Read Independently (1.1B, 1.1C, 1.1D, 1.1E, 1.1F)
    A. Preview selection and interpret graphics.
    B. Set a purpose for reading.
    C. Relate prior knowledge.
    D. Make predictions.
    E. Read to determine meaning of text.
    F. Determine meanings of unfamiliar words while reading.
        1. Identify roots, prefixes, suffixes.
        2. Use context clues.
        3. Use dictionary as needed.

1.3.8 Reading, Analyzing and Interpreting Literature (1.3A, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F)
    A. Read and understand works of literature.
    B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.
    C. Analyze the effect of various literary devices.
        1. Identify figurative language. (e.g., personification, simile, metaphor, hyperbole, imagery allusion)
        2. Apply sound techniques (e.g., rhyme, rhythm, meter, alliteration)
        3. Recognize literary structures. (e.g., foreshadowing, flashbacks)
    D. Identify poetic forms. (e.g., ballad, sonnet, couplet)
    E. Analyze drama to determine the reasons for a character's actions, taking into account the situation and basic motivation of the character.
    F. Read and respond to nonfiction and fiction, including poetry, drama, myths, folktales, and legends.

1.4.8 Types of Writing (1.4A, 1.4B, 1.4C)
- informational (report, essay, and article)
- persuasive

1.5.8 Quality of Writing (1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.5F, 1.5G)
   A. Write with a sharp, distinct focus.
      1. Identify topic, task and audience.
      2. Establish a single point of view.
   B. Write using well-developed content appropriate for the topic.
      1. Gather, determine validity and reliability of and organize information.
      2. Employ the most effective format for purpose and audience.
      3. Write paragraphs that have details and information specific to the topic and relevant to the focus.
   C. Write with controlled organization.
      1. Sustain a logical order within sentences and between paragraphs using meaningful transitions.
      2. Establish topic and purpose in the introduction.
      3. Restate the topic in an effective conclusion.
   D. Revise for Style
      - variety of word choice
      - variety of sentence structures (kinds, types, and lengths)
      - voice and tone
   E. Edit for Conventions.
   F. Present written work for publication when appropriate.

1.6.8 Speaking and Listening (1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F)
   A. Listen to others.
      1. Ask probing questions.
      2. Analyze information, ideas and opinions to determine relevancy.
      3. Take notes when needed.
   B. Listen to selections of literature. (fiction and/or nonfiction)
   C. Speak using skills appropriate to formal speech situations.
      1. Use complete sentences.
      2. Pronounce words correctly.
      3. Adjust volume to purpose and audience.
      4. Adjust pace to convey meaning.
      5. Add emphasis and inflection to enhance meaning.
   D. Contribute to discussions.
   E. Participate in small and large group discussions and presentations.
   F. Use media for learning purposes.

1.7.8 Characteristics and Function of the English Language (1.7A, 1.7B, 1.7C)
   A. Describe the origins and meanings of common, learned and foreign words used frequently in the English language. (e.g., carte blanche, faux pas)
   B. Analyze the role and place of standard American English in speech, writing and literature.
   C. Identify new words that have been added to the English language over time.

1.8.8 Research (1.8.8A, 1.8.8B, 1.8.8C)
   A. Select and refine a topic for research.
   B. Locate information using appropriate sources and strategies**.**
      - Determine valid resources for researching the topic, including primary and secondary sources.
      - Evaluate the importance and quality of the sources.
      - Select essential sources. (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases)
      - Use tables of contents, indices, key words, cross-references and appendices.
      - Use traditional and electronic search tools.

C. Organize, summarize and present the main ideas from research.
- Identify the steps necessary to carry out a research project.
- Take relevant notes from sources.
- Develop a thesis statement based on research.
- Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
- Use formatting techniques to create an understandable presentation for a designated audience.

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: ____ Yes   __X__No

District-wide Final Examination Required: ____ Yes   __X__No

Course Challenge Assessment:

REQUIRED COURSE SEQUENCE AND TIMELINE

Refer to Instructional Order of Conventions Chart.

Recommended Time: Although time has been allotted for direct instruction, these items will be ***integrated*** throughout the school year.

5 weeks	Writing Instruction
6 weeks	Write for various purposes
4 weeks	Develop in students an understanding of the English language
4 weeks	Read, analyze, and interpret literature
4 weeks	Develop communication skills
4 weeks	Use of technology
11 weeks	Edit for conventions and usage.
3 weeks	Additional time needed at the discretion of the teacher

WRITING TEAM:

Bobbi Hessley   Amy Kuppertz   Barb Hawley
Peggy Mesing   Terry Borger
Input from all Grade 8 Language Arts instructors

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination?   ____ Yes   __X__No

2. Does this course issue a mark/grade for the report card?
   __X__Yes____ No

3. Does this course issue a Pass/Fail mark?   ____ Yes   __X__No

4. Is the course mark/grade part of the GPA calculation?
   ____ Yes   __X__No

5. Is the course eligible for Honor Roll calculation?__X__ Yes   ____ No

6. What is the academic weight of the course?
   __X__No weight/Non credit   ____ Standard weight
   ____ Enhanced weight   (Describe)_____

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Instructional Order of Conventions

6th grade English	7th grade English	8th grade English
use of auxiliary verbs	transitive and intransitive verbs	active and passive voice of verbs
regular and irregular verbs	introduce direct objects	cases and uses of pronouns
conjugation of verbs	pronouns and antecedents	plurals and possessives
subjects and predicates	letter writing review	misplaced modifiers
coordinating conjunctions	prepositional phases - adjective and adverb phrases	verb complements: direct objects, indirect objects, predicate nominative, predicate adjective
introduce prepositional phrases	diagram sentences with prepositional phrases	simple sentences with compound parts
underlining and quoting of titles	fragments and run-ons	compound sentences: commas and coordinate & correlative conjunctions
plurals and possessives	commas in compound sentences	commas with appositives
letter writing	quotations in dialogue	commas with nouns of direct address and in introductory phases
diagrams of simple sentences	subject and verb agreement	tense shift
fragments and run-ons	comparison of adverbs and adjectives	introduce sentence combining: illustrate introductory phrases and dependent clauses