Welcome back 8th graders! Below you will find the details about the class this year. Please read them carefully and let me know if you have any questions! I look forward to an awesome year!

**Course Description:**
Throughout this course, students will engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The class focuses on four areas: Literature; Composition; Grammar, Short Stories, Usage and Mechanics (GUM); and Vocabulary.

**Course Outline:**

1. **Writing- Abydos Writing Pro Grade Level 8** (This is a spiraling curriculum which builds and reviews upon previously taught skills. Each level is more complex than the level preceding it.)
   a. 4 major essay assignments:
      i. Narrative and Poetry (Quarter 1)
      ii. Expository (Quarter 2)
      iii. Research Report for science fair (Quarter 3)
      iv. Persuasive (Quarter 4)
   b. The Writing Process
      i. Stage 1-Priming the text
      ii. Stage 2-Prewriting
      iii. Stage 3-Composing
      iv. Stage 4-Revising
      v. Stage 5 -Writing Conferencing
      vi. Stage 6- Peer Editing
      vii. Stage 7-Publishing

2. **Independent Reading-Accelerated Reader Program (All 4 Quarters)**
   a. Independent reading practice
   b. Reading comprehension assessments
3. Vocabulary book-Sadlier-Oxford Vocabulary Workshop Level C (This is a spiraling curriculum which builds and reviews upon previously taught skills. Each level is more complex than the level preceding it.)

   Example of Level C word list- abandon, abstract, accelerate, accentuate, adaptable, adjust, administration, advocate, agency, ammunition, apparel, appreciate, array, assemble, asteroid attainable, behalf, bond, bondage, brace, calamity, campaign, capital, captivity, captured, celestial, chamber, chasm, civil, civilian, clarify, coincide, combustion, commotion, compound...

   1. Units 1-4 (Quarter 1)
   2. Units 5-8 (Quarter 2)
   3. Units 9-12 (Quarter 3)
   4. Units 13-15 (Quarter 4)

   a. Topics covered in vocabulary program
      1. Greek and Latin roots
      2. Antonym
      3. Synonyms
      4. Analogies
      5. Denotation
      6. Connotation

4. Grammar for Writing Sadlier Level 8 Grammar for Writing will replace Shurley Grammar. Grammar for Writing is an effective tool to address goals in the component of writing and language conventions of the current writing standard. The study of language conventions along with writing applications will lead the student into the critical goal of achieving writing to sources and allow students to use precise language and appropriate vocabulary and style with the use of critical transitions. These learned transitions will help develop arguments that support claims along with evidence with the goal of persuasion to a target audience, use informative and explanatory passages that convey and present ideas to develop a topic using relevant facts, details and examples, and last the student will compose narratives in fiction and nonfiction using key narrative tourniquet to develop a story and reach the audience. Development in writing strategies and collaborative writing all while using complex sentence construction. (This is a spiraling curriculum which builds and reviews upon previously taught skills. Each level is more complex than the level preceding it.)
Quarter 1

The Writing process
Prewriting
Drafting revising
Editing and proofreading
Publishing and Presenting

**Personal Narrative**

Effective Sentences and word choice
Sentence fragments
Ren on Sentences
Parallel Structure
String Sentences
Wordy Sentences
Colorful Language
Denotation and Connotation
Figurative Language

Quarter 2

Sentence Variety and Structure
Varying Sentence Length
Varying Sentence Beginnings
Independent and Subordinate Clauses
Types of Sentence Structure
Using Phrases
Combining Sentences Coordinating Conjunctions
Combining Sentences: Key Words and Phrases
Combining Sentences: Subordinate Clauses

**Compare-Contrast Essay** (Prentice Hall “The Choice” Dorothy Parker, “The Road Not Taken” Robert Frost (44). “All But Blind” Walter de La Mare

Main Ideas and Topic Sentences
Methods of Elaboration
Improving Paragraph Unity
Patterns of Organization
Improving Paragraph Coherence
Descriptive and Narrative Paragraphs
Expository and Persuasive Paragraphs
Quarter 3

Parts of an Essay Review
Developing the Thesis
Writing an Introduction
Body Paragraphs
Writing a Conclusion

**Persuasive Essay**
Complete Sentences
Subjects and Predicates
Identifying the Subject
Compound Subjects and Verbs
Direct and Indirect Objects
Subject Complements

**Writing a Business letter**
Using Nouns
Compound and Collective Nouns
Using Pronouns
Subject and object Pronouns
Who or Whom?
Possessive Nouns and Pronouns
Pronoun-Antecedent Agreement
Clear Pronoun Reference

Quarter 4

Adjectives and Adverbs
Comparing with Adjectives and Adverbs
Avoiding Comparison Problems
Double Negatives
Misplaced and Dangling Modifiers
Using Prepositions and Prepositional Phrases
Using Conjunctions and Interjections

**Cause-and Effect Essay**
Subject-Verb Agreement
Agreement of Subject and Verb
Compound Subjects
Indefinite Pronouns and Inverted Sentences
Special Nouns
Other Agreement Problems
End Marks and Abbreviations
Commas I
Commas II
Commas III
Semicolons and Colons
Quotation Marks and Italics
Punctuation Dialogue
Apostrophes
Other Marks of Punctuation

**Research Report**
Names and Titles of People
Geographical Names
Quotations, Organizations, and Titles
Other Capitalization Rules
Spelling Rules
Adding Prefixes Suffixes
Formatting Plurals
Frequently Misspelled words
Commonly Confused Words.

5. Literary Analysis and Appreciation
   - Identify defining characteristics of a variety of literary forms and genres
   - Understand elements of plot development
   - Identify cause and effect relationships
   - Identify conflict and resolution
   - Understand elements of character development
   - Identify character traits and motivations
   - Describe characters based on speech, action, and interactions with others
   - Make inferences and draw conclusions
   - Recognize effect of setting and culture on a literary work
   - Compare and contrast works from different time periods
   - Identify and interpret specific literary techniques
   - Understand and interpret point of view
   - Understand use of language to convey mood
   - Understand use of dialect
   - Interpret symbolism
   - Recognize and analyze the use of irony
   - Recognize and explain poetic devices
   - Identify and discuss theme Compare and contrast literary selections and characters
6. Reading selections from Prentice Hall Literature Silver Level include BUT ARE NOT LIMITED TO AND ARE SUBJECT TO CHANGE:

<table>
<thead>
<tr>
<th>Quarter 1-Prentice Hall Literature Silver Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ray Bradbury</td>
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<tr>
<td>&quot;The Drummer Boy of Shiloh&quot;</td>
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<tr>
<td>Robert Frost</td>
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<td>&quot;The Road Not Taken&quot;</td>
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<td>Amy Ling</td>
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<td>&quot;Grandma Ling&quot;</td>
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<tr>
<td>Langston Hughes</td>
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<td>&quot;Winter Moon&quot;</td>
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<td>Walt Whitman</td>
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<td>&quot;Poets to Come&quot;</td>
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<td>Leo Tolstoy</td>
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<td>&quot;The Old Grandfather and His Little Grandson&quot;</td>
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<tr>
<th>Quarter 2-PHL</th>
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<tbody>
<tr>
<td>Ann Petry</td>
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<tr>
<td>&quot;Harriet Tubman: Guide to Freedom&quot;</td>
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<tr>
<td>Henry Wadsworth Longfellow</td>
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<tr>
<td>&quot;The Wreck of the Hesperus&quot;</td>
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<tr>
<td>Langston Hughes</td>
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<tr>
<td>&quot;Harlem Night Song&quot;</td>
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<tr>
<td>Pablo Neruda</td>
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<td>&quot;Ode to Enchanted Light&quot;</td>
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<td>Paul Laurence Dunbar</td>
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<td>&quot;Harriet Beecher Stowe&quot;</td>
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<td>Stephen Vincent Benét</td>
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<tr>
<td>from John Brown's Body</td>
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<td>Frances Goodrich and Albert Hackett</td>
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<td><em>The Diary of Anne Frank</em></td>
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<tr>
<th>Quarter 3-PHL</th>
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<tbody>
<tr>
<td>Alice Walker</td>
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<tr>
<td>&quot;Choice: A Tribute to Dr. Martin Luther King, Jr.&quot;</td>
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<tr>
<td>Victor Hernández Cruz</td>
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<td>&quot;Los New Yorks&quot;</td>
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<tr>
<th>Non-Fiction</th>
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<tbody>
<tr>
<td><em>BOMB The Race to Build and Stead</em></td>
</tr>
<tr>
<td><em>The World’s Most Dangerous Weapon</em></td>
</tr>
<tr>
<td>Steve Sheinkin</td>
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<tr>
<td>Informational Texts/Research Skills</td>
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</tbody>
</table>
### Quarter 4-PHL

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Walter Dean Myers</td>
<td>&quot;Brown vs. Board of Education&quot;</td>
</tr>
<tr>
<td>Walt Whitman</td>
<td>&quot;O Captain! My Captain!&quot;</td>
</tr>
<tr>
<td>Brent Ashabranner</td>
<td>&quot;Always to Remember: The Vision of Maya Ying Lin&quot;</td>
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<tr>
<td>Martin Luther King, Jr.</td>
<td>&quot;The American Dream&quot;</td>
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<tr>
<td>Edgar Allan Poe</td>
<td>&quot;The Tell-Tale Heart&quot;</td>
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<tr>
<td>Virginia Driving Hawk Sneve</td>
<td>&quot;The Medicine Bag&quot;</td>
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</tbody>
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#### 7. Novel Study - Fiction
- a. *Catching Fire* Suzanne Collins
- b. *Mocking Jay* Suzanne Collins
- c. *The Outsiders* by S.E. Hinton

#### 8. Speaking (All 4 Quarters)
- a. Enunciation/Clarity
- b. Rate of speech
- c. Volume
- d. Eye Contact
- e. Posture
- f. Gestures
- g. Articulation

### Classroom Rules
- Respect yourself and others.
- Use appropriate language and volume at the right time.
- Listen to and follow all instructions.
- Excellence only: come prepared to learn.
- Stay seated unless you have permission to move around the room.

### SMCS Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
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<tr>
<td>B</td>
<td>80%-90%</td>
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<td>C</td>
<td>75%-79%</td>
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<tr>
<td>D</td>
<td>70%-74%</td>
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<tr>
<td>F</td>
<td>69% or below</td>
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</table>
ELA Grading Policy

Tests/Papers 40%
Quizzes/Projects 30%
Homework 20%
Conduct/Participation 10%

TOTAL – 100%

Cheating/Plagiarism/Privacy

Cheating and/or plagiarism will not be tolerated and will result in an automatic grade of zero. Plagiarism has and always will be Academic theft. This includes copying homework, classwork, test answers, talking during a test or quiz, allowing someone to copy your work, and trying to pass off someone else’s work as your own.

Absent Work
The SMCS attendance policy is located on the school’s website. The student is responsible for any missed assignments. Teachers are not responsible for compiling absent work. Students are given one for each day absent to make up work Tests will be taken within two days of students returning.

Late Work
The student is responsible for turning in each and every assignment he/she has been assigned on the following class day. There will be 10 points deducted for a late assignment after 1 day, after that it will be a zero. However, students will still be responsible for completing the work whether credit is earned or not during recess or electives. Being absent follows under Absent work.

AR Recognition
Students will be expected to earn a minimum amount of points at the minimum percentage passing as indicated in the AR account. AR certificates will be given out at the end of each quarter. Incentives for students will be awarded at the end of every semester.

Telephones
Students may not carry or use cell phones or other electronic equipment during school hours. Cell phones and other electronic equipment brought for after-school use must be secured in the school office during the day, not kept in lockers, book bags, or given to the homeroom teacher, etc. Students may make emergency phone calls in the School Office.