

**COURSE PROFICIENCY OUTLINE
LANGUAGE ARTS, GRADE EIGHT
TRACK II**

PURPOSE **State Standards 3.1, 3.2, 3.3, 3.4, 3.5**
Workplace Readiness Standards 1,2,3,4

The language arts program in grade eight not only continues to build on the basic skills in reading, grammar, and writing that the students have acquired in the previous grades, but also prepares them to successfully pursue the English curriculum at the high school. The major phases of work that a student covers are grammar, oral and written communication, reading comprehension skills, vocabulary development, study skills, and the study of literature.

I. STUDENT OUTCOMES **State Standards 3.1, 3.2, 3.3, 3.4, 3.5**
Workplace Readiness Standards 1,2,3,4

- A. Students will develop skills in writing, speaking, reading, listening, and viewing.
- B. Students will develop the skills necessary to interpret, analyze, and critique text.
- C. Students will demonstrate an ability to manage information and construct meaning through analysis, inference, interpretation, summaries, generalizations and appraisals utilizing a wide selection of materials.

II. CONTENT **State Standards 3.1, 3.2, 3.3, 3.4, 3.5**
Workplace Readiness Standards 1,2,3,4

A. Grammar and Mechanics

- 1. Types of phrases—adjective vs. adverb
- 2. Participles/participle phrase
- 3. Types of clauses: independent vs. subordinate, adjective/adverb
- 4. Simple/Compound/Complex/Compound-Complex sentences
- 5. Punctuation: focus on correct comma usage
- 6. “Words Often Confused” (there/their/they’re, you’re/your, etc.)
- 7. Thorough review and extension/expansion of all learned concepts in grades 6/7
- 8. Focused attention on proper application of grammar concepts in student writing

B. Composition

- 1. Development of revision/editing skills
- 2. Development of a multi-paragraph essay on topics that will ask the student to convince the reader of his/her position on an issue, propose solutions to problems, and relate causes and effects.

3. Development of a narrative essay that asks the student to use the writer's "voice" in response to prompts that relate to personal experiences and/ or reflections.
4. Development of a well-supported reaction to a story, book, article, or other text.
5. Single and/or multi-paragraph responses to a story, book, article, or other text.
6. Written response/reaction to a picture.
7. Optional research reports not to exceed five pages.

C. Reading

- * 1. Reinforcement and refinement of basic reading skills and development of the ability to locate information using a variety of reference material. These basic reading skills include both literal and inferential comprehension of the following:

main idea	inference
supporting details	drawing conclusions
comparison/contrast*	predicting outcomes
cause/effect*	author's purpose*
sequence	fact/opinion*
classifying/organizing	

2. Understanding and application of the following literary terms:

figurative language	flashback
plot	foreshadowing
setting	mood
characterization	symbol
flat/round characters	irony
protagonist/antagonist	point of view
conflict	theme
resolution	

3. Exposure to various literary types: novel, short story, drama, poetry, biography, and essay
4. Experience with various text types: narrative, informational, persuasive, everyday
5. Development of interpretative, analytical and appreciative skills
6. Developing oral reading skills that will reflect an understanding of the text while engaging the reader.
7. Developing self-correcting strategies to gain meaning from print both orally and silently.

D. Vocabulary

1. Meaning from context and precise meaning of words through definition, spelling, pronunciation, and usage in a sentence
2. Words based on reading selections and teacher-prepared units
- * 3. Effective use of dictionary and thesaurus

- E. Study Skills
 - 1. Listening
 - 2. Following directions
 - 3. Note taking
 - 4. Scanning, skimming, surveying techniques
 - 5. Test-taking strategies

III. **MATERIALS AND ACTIVITIES**

A. Texts

- 1. *Prentice Hall Literature/ New Jersey Penguin Edition Grade 8*
Pearson/ Prentice Hall 2007
- 2. Trade books: Theme related trade books appropriate for grade appropriate reading as individuals or within a flexible group setting/ literature circles.
- 3. *Wordly Wise* (Level 5), Educational Design Co.
- 4. *Language Network*, Grade 8. McDougal Littell.

B. Class work

- 1. Lectures, discussions, audio-visual materials, class texts, and supplementary reading materials will be utilized.
- 2. Skills in reading, writing, speaking, listening, viewing, and critical thinking will be stressed.
- 3. Assignments, quizzes, and tests will be graded and reviewed by teacher and pupils.

IV. **EVALUATION**

- A. Students will be expected to complete homework and class work learning assignments on time.
- B. Students will be expected to participate in class activities.
- C. Students will be expected to study for and to complete tests and quizzes successfully.
- D. Students will be expected to take comprehensive quarterly exams.
- E. Students will be expected to bring text, pencil or pen, notebooks, and other necessary materials to class.
- F. The final grade represents the teacher's professional judgment of the student's performance. All of the aforementioned activities and/or requirements are included in the evaluation process.

* These items are directly related to the state standards

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