

COURSE: GRADE 8 ENGLISH

OBJECTIVES

WRITING

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

READING

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently;
4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

COURSE TEXTS

Novel: [Novels will have writing tasks assigned each week; see descriptions at the end]

- (i) **Novels:** *The Secret Diary of Adrian Mole*, *Around the World in 80 Days*, *The Uglies*;
- (ii) **Alternative novel:** *Pigman*
- (iii) **Short Stories:** *Three Questions*, *The Adventure of the Copper Beeches*, *Flowers of Algernon*, *The Blind Spot*
- (iv) **Poems:** Shakespeare, Walt Whitman, William Blake

STUDY AIDS

A complete set of photocopies and texts of the assigned readings

Paper and a pen or pencil for note-taking

A college level dictionary

Sections

Time Slot	Teacher	Day	Time
~1	Catherine Roberts	Friday	7:00 p.m. – 9:00 p.m.
~2	Troy Morash	Saturday	2:30 p.m. – 4:30 p.m.

WEEK 1 – Jan 6 or Jan 7

- Vocabulary Words: definitions, fill-in-the-blank, synonyms, antonyms
- Writing: journal entry
- Idioms/phrasal verbs: get
- Composition: proofreading

WEEK 2 – Jan 13 or Jan 14

- Short Story: Three Questions short story – theme, mood, characterization, allegory
- Grammar: Verb Tenses in Written and Spoken Communication
- Vocabulary: Homophones and homographs

WEEK 3 – Jan 20 or Jan 21

- Grammar: Verb Tense Review (present, past, future)
- Novel: **The Secret Diary of Adrian Mole**
- Proofreading
- Vocabulary: Prefixes and suffixes - Idioms/phrasal verbs: go

WEEK 4 – Jan 27 or Jan 28

- Grammar: Problems with Verbs
- Read novel **The Secret Diary of Adrian Mole**
- Vocabulary: Compound words and connotations
- Phrasal verbs: put

WEEK 5 – Feb 3 or Feb 4

- Poetry: Shakespeare's Sonnet 18 – form
- Read novel **The Secret Diary of Adrian Mole**
- Vocabulary: Idioms/phrasal verbs: take
- Sentence structure/types of sentences

WEEK 6 – Feb 10 or Feb 11

- Writing: Journal
- Read novel **The Secret Diary of Adrian Mole**
- Composition: clustering/outlining essay
- Vocabulary: Effective nouns and verbs

WEEK 7 – Feb 17 or Feb 18

- Essay – introductions
- Read novel **The Secret Diary of Adrian Mole**
- Grammar: Subject-Verb Agreement
- Composition: Paragraph structure

WEEK 8 – Feb 24 or Feb 25

- Essay: Draft one
- Poetry: Whitman's Leaves of Grass – images and metaphors
- Transitional words
- Inverted sentences/subjects and predicates

WEEK 9 – Mar 3 or Mar 4

- Reading: The Adventure of the Copper Beeches
- Grammar: Prepositions
- Compound subjects/predicates
- Simple, Compound and complex sentence structure
- Writing a poem/ various forms free verse

WEEK 10 – Mar 10 or Mar 11

- MID-TERM TEST
- Spelling rules
- Composition: proofreading
- Grammar Review

WEEK 11 – Mar 17 or Mar 18

- **Around the world in 80 Days**
- Grammar: Word Forms
- Prefixes
- Grammar: Conditional verb sentences “if...”
- Vocabulary: Who and whom

WEEK 12 – Mar 24 or Mar 25

- **Around the world in 80 Days Chapters 1-2**
- Vocabulary: Idioms/phrasal verbs: various
- Plural nouns (spelling)
- Letter of complaint
- Spelling test
- Subject complements

WEEK 13 – Mar 31 or Apr 1

- **Around the world in 80 Days Chapters 3-4**
- Grammar: Modal verbs
- Vocabulary: Idioms/phrasal verbs: various
- Punctuation: ellipsis/colon/semicolon

WEEK 14 – Apr 7 or Apr 8

- **Around the world in 80 Days Chapters 5-7**
- Vocabulary: Idioms/phrasal verbs: various
- Writing: Character’s Perspective
- Direct/indirect objects
- Grammar: Correlative conjunctions

WEEK 15 – Apr 14 or Apr 15

- **Around the world in 80 Days Chapters 8-10**
- Building a perfect response paragraph
- Voice and point of view
- Composition: proofreading
- Idiom and slang

WEEK 16 – Apr 21 or Apr 22

- **Around the world in 80 Days Chapters 11-12**
- Grammar: Gerunds and Infinitives
- Vocabulary: Idioms/phrasal verbs: various
- Proofreading

WEEK 17 – Apr 28 or Apr 29

- Vocabulary test
- Reading short story: Flowers of Algernon
- Sentence fragments/run-on sentences/comma splice
- Idioms/phrasal verbs: various

WEEK 18 – May 5 or May 6

- Grammar: Misplaced and dangling modifiers
- Split infinitives
- Syllable breaks
- IQ test/Essay on intelligence/learning
- Grammar: Participle phrases

WEEK 19 – May 12 or May 13

- **Novel: The Uglies**
- Composition: Topic sentences/supporting details/ordering information
- Composition: Expanding sentences: Compound and complex sentences
- Punctuation: semicolon

WEEK 20 – May 19 or May 20

- **Novel: The Uglies**
- Punctuation: comma, punctuating dialogue, apostrophes
- Grammar: Review verb tense/subject verb agreement

WEEK 21 – May 26 or May 27

- **Novel: The Uglies**
- Composition: 5-Paragraph Essay/structure
- Grammar: prepositions

WEEK 22 – Jun 2 or Jun 3

- **Novel: The Uglies**
- Grammar and sentence structure: Parallel structure
- Final assessment review

WEEK 23 – Jun 9 or Jun 10

- **Final Assessment**

***STUDY QUESTIONS, EXERCISES, AND READING RESPONSES ARE DUE
THE FOLLOWING CLASS***

Novels

All reading material is designed to develop students' appreciation of literature and improve their reading comprehension skills. Reading comprehension exercises encourage students to read carefully and critically by asking them to recall details, pick out main themes, make inferences and draw conclusions. Vocabulary exercises introduce new words. Stop and Think exercises encourage students to summarize; make predictions; discuss themes; infer motivation; compare situations with current events; and more. Reviewing the Story exercises include objective and open-ended exercises.

***The Secret Diary of Adrian Mole aged 13 ¾* by Sue Townsend (diary/comedy/coming of age)**

"Teen angst has never been such serious business--or this much fun! In his secret diary, British teen Adrian Mole excruciatingly details every morsel of his turbulent adolescence. Adrian sees all, and he has something to say about everything. Delightfully self-centered, Adrian is the sort of teen who could rule a much better world--if only his crazy relatives and classmates would get out of his way."

***Around the world in 80 Days* by Jules Verne (Adventure/historical)**

Jules Verne's *Around the World in Eighty Days* is a rip-roaring adventure story set, in the first place, in Victorian England, but which ranges throughout the world following its protagonist Phileas Fogg. Written with a cosmopolitan and open view of the world, and with a boy's own spirit of adventure, *Around the World in Eighty Days* is a brilliant exponent of its genre.

Unlike many of his more science-based fiction, Jules Verne's *Around the World in Eighty Days* is interested in the capabilities of technology in his own time, and the things that human beings can achieve armed only with a sense of adventure and an exploratory spirit.

***The Uglies* by Scott Westerfeld (dystopian/fantasy)**

Uglies is a 2005 science fiction novel by Scott Westerfeld. It is set in a future post-scarcity dystopian world in which everyone is turned "Pretty" by extreme cosmetic surgery upon reaching age 16. Due to the variety of important themes--dystopic society, our relation to nature, science and technology, beauty—the *Uglies* provides an opportunity to allow students to explore the points and learn to value other opinions as a tool to further their own ideas. The characters in the book are convinced how to think and live a "right way". Many students struggle with this kind of conformity in the high school setting rather than allowing their true selves to be apparent. By utilizing this book for a literary unit, students can not only learn how to decipher meanings behind the text but also take away the idea to respect other opinions no matter what they come across in life.