



School District of Marshfield

Course Syllabus

Course Name: English - Grade 8

Length of Course: 1 Year

Credits: 1 Credit

Course Description:

Students will be involved in the writing process, specifically advancing their skills to include organized note-taking and the development of the five-paragraph essay with an effective introduction, body, and conclusion as well as understanding the need for accurate word choice. Students will write five-paragraph essays preparing them for senior high. District specific vocabulary for eighth grade will be utilized. Students will participate in a variety of oral presentations and discussions, as well as use technology to acquire and communicate information clearly and effectively. Students will read a variety of fiction and nonfiction and analyze writings in the effort to advance upper level critical thinking skills. Students will recognize situations that require different language styles.

Learning Targets:

Reading/ Literature:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how dialogue or incidents in a drama reveal aspects of a character and provoke a decision.
- Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible.

Writing:

- Write arguments to support claims with clear reasons and relevant evidence that focus on organization skills of the introduction, body, and concluding paragraphs using the writing process.
 - Acknowledge and distinguish claim from alternate or opposing claims
- Write informative/explanatory texts to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - Cite credible sources
 - Use graphic organizers
 - Include appropriate vocabulary and varied transitions
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - Engage reader
 - Introduce point of view
 - Use narrative techniques (dialogue, pacing, description, and reflection), a variety of transition words and phrases, and precise words to develop elements of the plot that unfold naturally and logically.
 - Include plot line
 - Provide logical conclusion
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting.
- Write routinely over extended time frames.

Speaking/ Listening:

- Engage effectively in a range of collaborative discussions using correct formal English.
 - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of evidence presented.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Present claims and finding, emphasizing salient points; use appropriate eye contact, adequate volume, and clear pronunciation.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
 - Explain the functions of verbals such as infinitives
 - Form and use verbs in the active and passive voice
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation (comma, ellipses, dash) to indicate a pause or break.
 - Use an ellipsis to indicate an omission.
 - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurate grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Media Technology:

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Use technology to produce writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Analyze the purpose of information presented in media and formats (visually, quantitatively, and orally) and evaluate motives (social, commercial, political) behind its presentation.

Research/Inquiry:

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Draw evidence and relevant information from text and credible resources; quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

College and Career Readiness Anchor Standards for Speaking and Listening:
Comprehension and Collaboration:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence.

Presentation of Knowledge and Ideas:

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Demonstrate command of formal English when indicated and appropriate.

Topic Outline:

Book Club Fridays—(a novel per quarter).. Novels students will choose from: *Bomb*, *The Hobbit*, *Messenger*, *Gathering Blue*, *Starters*, *Stargirl*, *Starters*, *am the Cheese*.

Reading:

- Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Speaking and Listening:

- Engage effectively in a range of collaborative discussions using correct formal English.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of evidence presented.

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Present claims and finding, emphasizing salient points; use appropriate eye contact, adequate volume, and clear pronunciation.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
 - Explain the functions of verbals such as infinitives
 - Form and use verbs in the active and passive voice
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation (comma, ellipses, dash) to indicate a pause or break.
 - Use an ellipsis to indicate an omission.
 - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurate grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Media Technology:

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Use technology to produce writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Analyze the purpose of information presented in media and formats (visually, quantitatively, and orally) and evaluate motives (social, commercial, political) behind its presentation.

College and Career Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- Integrate and evaluate information in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence.

Presentation of Knowledge and Ideas:

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Demonstrate command of formal English when indicated and appropriate.

Formative Assessments: Friday Group Summaries

Summative Assessments: Quarterly Group Projects/Presentations

Topic Outline—Units and Themes with Targets:

Quarter 1 (9 weeks)

1. Communication unit: Eighth grade introduction,
Listening/Communication/Speech skills (2-3 Weeks)
 - A. Formative Assessments-Class Discussions/Informal Speeches
 - B. Summative Assessment-Student Chooses a Theme and Presents a Short Speech Utilizing the Newly Learned Techniques.
 - C. Common Core State Standards:
 - a. Engage effectively in a range of collaborative discussions using correct formal English.
 - a. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of evidence presented.
 - b. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
 - c. Present claims and finding, emphasizing salient points; use appropriate eye contact, adequate volume, and clear pronunciation.

2. Focus on Change: "The Lottery," The 1940s: A Decade of Change (3-4 Weeks)

- A. Formative Assessment: Paragraph Writing: Organization and Ideas
- B. Summative Assessment: Paragraph Writing: Organization and Ideas
- C. Common Core State Standards:
 - a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 - b. Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - c. Compare and contrast the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
 - d. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible.
 - e. Write arguments to support claims with clear reasons and relevant evidence
 - f. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

3. PENS Unit (1-2 Weeks)

- A. Formative Assessment: Identifying Different Parts of Sentences
- B. Summative Assessment: Writing Complete Sentences
- C. Common Core State Standards:
 - a. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
 - 1. Explain the functions of verbals such as infinitives
 - 2. Form and use verbs in the active and passive voice
 - b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 1. Use punctuation (comma, ellipses, dash) to indicate a pause or break.
 - 2. Use an ellipsis to indicate an omission.
 - 3. Spell correctly.
 - c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- d. Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
4. Standardized Practice and Testing (1 Week) "100 Handkerchiefs" and Urban Legends from Literature Textbook:
- A. Formative Assessments: Paragraph Writing: Organization and Ideas: Inferences: Vocabulary: Comprehension
 - B. Summative Assessment: Comprehension and Vocabulary Quiz
 - C. Common Core State Standards:
 - a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - b. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 - c. Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - d. Demonstrate command of the conventions of standard English grammar and usage when writing.
 - e. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 1. Use punctuation (comma, ellipses, dash) to indicate a pause or break.
 - 2. Use an ellipsis to indicate an omission.
 - 3. Spell correctly.
 - f. Use knowledge of language and its conventions when writing and reading.
 - g. Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
 - h. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - i. Acquire and use accurate grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Quarter 2 (9 weeks)

1. Short Story Unit: Stories from Tenderness Survives and Literature Textbook @ 3-4 Weeks:

A. Formative Assessment: In Class Discussions and Writings

B. Summative Assessment:

a. Write a Narrative Utilizing the Skills Listed Below:

b. Comprehension/Inference Quizzes

C. Common Core State Standards:

a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

b. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

c. Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

d. Compare and contrast the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

e. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible.

f. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage reader

2. Introduce point of view

3. Use narrative techniques (dialogue, pacing, description, and reflection), a variety of transition words and phrases, and precise words to develop elements of the plot that unfold naturally and logically.

4. Include plot line

5. Provide logical conclusion

g. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

h. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting.

- i. Write routinely over extended time frames.
- 2. Non-Fiction: Stories in Literature Textbook (3-4 Weeks)
 - A. Formative Assessment: In Class Discussions, Writings, Research
 - B. Summative Assessments:
 - a. Students Will Present a Multimedia and Visual Display To Support a Nonfiction Piece of Writing to Present to Class.
 - b. Comprehension Quizzes
 - A. Common Core State Standards:
 - a. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
 - b. Use technology to produce writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
 - c. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - d. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
 - e. Present claims and finding, emphasizing salient points; use appropriate eye contact, adequate volume, and clear pronunciation.
- 3. Novel: The Giver (5-6 weeks) (Book and Movie)
 - A. Formative Assessments: Daily Journal Writings/Text Summaries, In Class Discussions/Written Essays and Comprehension Quizzes, Study Guides
 - B. Summative Assessments:
 - a. Five-Paragraph (or more) Essay
 - b. Comprehension Quizzes
 - C. Common Core State Standards:
 - a. Write informative/explanatory texts to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - 1. Cite credible sources
 - 2. Use graphic organizers
 - 3. Include appropriate vocabulary and varied transitions
 - b. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- c. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- d. Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- e. Compare and contrast the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- f. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible.
- g. Engage effectively in a range of collaborative discussions using correct formal English.
 - 1. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of evidence presented.
- h. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- i. Analyze the purpose of information presented in media and formats (visually, quantitatively, and orally) and evaluate motives (social, commercial, political) behind its presentation.
- j. Draw evidence and relevant information from text and credible resources; quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- k. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- l. Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
- m. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- n. Acquire and use accurate grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - 1. Write routinely over extended time frames.

Quarter 3 (9 Weeks)

1. Novel: The Giver (5-6 weeks) (Book and Movie) (continued)
 - A. Formative Assessments: Daily Journal Writings/Text Summaries, In Class Discussions/Written Essays and Comprehension Quizzes, Study Guides
 - B. Summative Assessments:
 - a. Five-Paragraph (or more) Essay
 - b. Comprehension Quizzes
 - A. Common Core State Standards:
 - a. Write informative/explanatory texts to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 1. Cite credible sources
 2. Use graphic organizers
 3. Include appropriate vocabulary and varied transitions
 - b. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - c. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 - d. Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - e. Compare and contrast the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
 - f. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible.
 - g. Engage effectively in a range of collaborative discussions using correct formal English.
 1. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of evidence presented.
 - h. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
 - i. Analyze the purpose of information presented in media and formats (visually, quantitatively, and orally) and evaluate motives (social, commercial, political) behind its presentation.

- j. Draw evidence and relevant information from text and credible resources; quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- k. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- l. Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
- m. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- n. Acquire and use accurate grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- o. Write routinely over extended time frames.

2. Drama and Movie: The Diary of Anne Frank (4-5 Weeks)

- A. Formative Assessments: Daily Journal Writings/Text Summaries, In Class Discussions/Written Essays and Comprehension Quizzes
- B. Summative Assessments:
 - a. Five-Paragraph (or more) Essay
 - b. Videotaped Student-Community Interview
 - c. Comprehension Quizzes
- C. Common Core State Standards:
 - a. Write arguments to support claims with clear reasons and relevant evidence that focus on organization skills of the introduction, body, and concluding paragraphs using the writing process.
 - 1. Acknowledge and distinguish claim from alternate or opposing claims
 - b. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - c. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 - d. Analyze how dialogue or incidents in a drama reveal aspects of a character and provoke a decision.
 - e. Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on

meaning and tone, including analogies or allusions to other texts.

- f. Compare and contrast the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- g. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible.
- h. Engage effectively in a range of collaborative discussions using correct formal English.
 - 1. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of evidence presented.
- i. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- j. Analyze the purpose of information presented in media and formats (visually, quantitatively, and orally) and evaluate motives (social, commercial, political) behind its presentation.
- k. Draw evidence and relevant information from text and credible resources; quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- l. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- m. Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
- n. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- o. Acquire and use accurate grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- p. Write routinely over extended time frames.

Quarter 4 (9 weeks)

1. Novel: Homecoming (5-6 weeks)

- A. Formative Assessments: Daily Journal Writings/Text Summaries, In Class Discussions/Written Essays and Comprehension Quizzes

B. Summative Assessment:

- a. Student Choice Technology Presentation
- b. In Class Written Essays

C. Common Core State Standards:

- a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- b. Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- c. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible.
- d. Engage effectively in a range of collaborative discussions using correct formal English.
 - 1. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of evidence presented.
- e. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- f. Analyze the purpose of information presented in media and formats (visually, quantitatively, and orally) and evaluate motives (social, commercial, political) behind its presentation.
- g. Draw evidence and relevant information from text and credible resources; quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- h. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- i. Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
- j. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- k. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- l. Write routinely over extended time frames.

- m. Acquire and use accurate grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- n. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- o. Use technology to produce writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

2. Poetry @ 4 weeks

- A. Formative Assessments: Daily Poem Writings, In Class Discussions/Poem Identification
- B. Summative Assessment:
 - a. Create a Poem Using Cell Phone or Preferred Technology (option: Handwritten).
- C. Common Core State Standards:
 - a. Determine the meaning words and phrases as they are used in a text to include figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - b. Engage effectively in a range of collaborative discussions using correct formal English.
 - 1. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of evidence presented.
 - c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
 - d. Analyze the purpose of information presented in media and formats (visually, quantitatively, and orally) and evaluate motives (social, commercial, political) behind its presentation.
 - e. Draw evidence and relevant information from text and credible resources; quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 - f. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- g. Determine the meaning of unknown and multiple-meaning words or phrases, choosing flexibility from a range of strategies.
- h. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- i. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- j. Write routinely over extended time frames.
- k. Acquire and use accurate grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- l. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- m. Use technology to produce writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Required Core Resources:

Texts

- *The Language of Literature* (McDougal Littell, 2002)
- *Proficiency in the Sentence Writing Strategy: Instructor's Manual* (Jean B. Schumaker and Jan Sheldon, 2011)
- *Proficiency in the Sentence Writing Strategy: Student Lessons*, (Vol 1, Jean B. Schumaker and Jan Sheldon, 2010)
- "100 Handkerchiefs" by Christine Miskovits
- *Homecoming* by Cynthia Voigt
- *The Giver* by Lois Lowry

Video List

- *The Giver*
- *The Diary of Anne Frank*
- *The Monkey's Paw*
- *The Veldt*