



Advanced 7th Grade English Language Arts

8th Grade English Language Arts – Year at a Glance Course #1001070, #1001090

A Note to Parents: State standards require your student’s language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, and cultural spectrum. Students are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher’s goal is to create a safe learning environment for all students while actively engaging them in every aspect of literacy.

Please note the units of study listed below indicate the course sequence. Instructional pacing may vary.

Course Description

The purpose of this course is to provide grade 8 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

General Notes: The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

International Baccalaureate Middle Years Program Note: The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the program. The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

CPALM Link

Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

M/J Language Arts 3: <https://www.cpalms.org/PreviewCourse/Preview/4951>

M/J International Baccalaureate Language & Literature 3: <https://www.cpalms.org/PreviewCourse/Preview/3112>

	Unit of Study	Sample Texts
<p>Quarter 1</p> <p>Aug. 10th - Oct. 12th</p> <p>Semester 1 Novel: The Outsiders (Fiction)</p>	<p><i>Everyone Loves a Mystery:</i> What attracts us to the mysterious?</p>	<ul style="list-style-type: none"> • Let 'Em Play God (Informational Text) • Sympathy (Poetry) • The Lottery (Fiction) • The Tell-Tale Heart (Fiction) • Monster (Fiction/Drama) • The House on Mango Street (Fiction) • Phineas Gage: A Gruesome but True Story about Brian Science (Informational)
<p>Quarter 2</p> <p>Oct. 13th - Dec. 21st</p> <p>Semester 1 Novel: The Outsiders (Fiction)</p>	<p><i>Past and Present:</i> What makes you, you?</p>	<ul style="list-style-type: none"> • The Gift of the Magi (Fiction) • Call of the Wild (Fiction) • I'm Nobody! Who are you? (Poetry) • Nothing Gold Can Stay (Poetry) • The Road Not Taken (Poetry)
<p>Quarter 3</p> <p>Jan. 8th - March 7th</p> <p>Semester 2 Novel: The Hobbit (Fiction)</p>	<p><i>Spiral review of state standards from previous units of study.</i></p> <p><i>Hear Me Out:</i> How do you choose the right words?</p>	<ul style="list-style-type: none"> • Speech to Ohio Women's Conference Ain't I a Woman (Non-Fiction) • A Day that Will Live in Infamy (Non-Fiction) • Address to the Nation on Sept.11,2001 (Non-Fiction) • Address to the Nation on the Explosion of the Challenger • Gaming Communities (Argumentative) • The Adventures of Tom Sawyer (Fiction) • Anne Frank The Diary of a Young Girl (Non-Fiction) • Narrative of the Life of Fredrick Douglass (Informational)
<p>Quarter 4</p> <p>March 18th - May 24th</p> <p>Semester 2 Novel: The Hobbit (Fiction)</p>	<p><i>No Risk, No Reward:</i> Why do we take chances?</p>	<ul style="list-style-type: none"> • Mother to Son (Poetry) • Slam, Dunk, and Hook (Poetry) • Cocoon (Poetry) • Sonnet 18 (Poetry) • Villanelle of Change (poetry) • A Night to Remember (Informational) • Long Walk to Freedom (Informational)

Course Resources

Core Textbook:

Florida Studysync 8 (McGraw Hill) - students log in through MySCS: <https://my.sarasotacountyschools.net/>

Other Resources:

iReady- students log in through MySCS: <https://launchpad.classlink.com/sarasota>

Florida Assessment of Student Thinking (FAST) Portal <https://flfast.org/>

FAST Overview: <https://flfast.org/-/media/project/client-portals/florida-fast/pdf/fast-facts.pdf>

For additional supplemental resources, please see your child's syllabus.