



8th Grade English Language Arts ADV

8th Grade Language Arts Adv – Year at a Glance

Course # 1001080, #1001085

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Cambridge Pre-AICE Program Note: The Cambridge Pre-AICE is a prestigious college preparatory program. It is designed for advanced students with a commitment to excellence, and provides a more rigorous, faster-paced instruction in the core subjects of math, science, and language arts. Advanced students can obtain high school credits toward acceleration in the subjects of Geometry, Algebra, Physical Science, Spanish and Emerging Technology.

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 Advanced: <https://www.cpalms.org/PreviewCourse/Preview/4961>

M/J English 3 Cambridge Lower Secondary: <https://www.cpalms.org/PreviewCourse/Preview/7413>

	Unit of Study	Sample Texts
Quarter 1 Aug 10 – Oct 12	<i>Divided We Fall:</i> Why do we feel the need to belong?	<ul style="list-style-type: none"> • The Necklace (Fiction) • Why I Lied to Everyone in High School About Knowing Karate (Informational) • Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone (Informational) • St. Lucy’s Home for Girls Raised by Wolves (Fiction) • Metamorphoses (Fiction) • Sure You Can Ask Me a Personal Question (Poetry) • Angela’s Ashes (Informational) • Welcome to America (Poetry) • I Have a Dream (Argumentative) • The Future in My Arms (Informational)
Quarter 2 Oct 13 – Dec 22	<i>The Call to Adventure:</i> What will you learn on your journey?	<ul style="list-style-type: none"> • Stopping by Woods on a Snowy Evening (Poetry) • 12 (from ‘Gitanjali’) (Poetry) • The Journey (Poetry) • Leon Bridges on Overcoming Childhood Isolation and Finding His Voice (Informational) • Highest Duty: My Search for What Really Matters (Informational) • Bessie Coleman: Woman who ‘dared to dream’ made aviation history (Informational) • Volar (Fiction) • Wild: From Lost to Found on the Pacific Crest Trail (Informational) • The Art of Choosing (Informational) • Restless Genes (Informational) • Apollo 13: Mission Highlights (Informational) • Winning: Is It Everything? (Argumentative)
Quarter 3 Jan 11 – Mar 11	<i>Declaring Your Genius:</i> How do you define intelligence?	<ul style="list-style-type: none"> • Señora X No More (Poetry) • from The Lost Letters of Frederick Douglass (Poetry) • An Indian Father’s Plea (Argumentative) • Speech to the Troops at Tilbury (Argumentative) • Georgia O’Keeffe (Informational) • The Most Dangerous Game (Fiction) • Outliers: The Story of Success (Argumentative) • The Origin of Intelligence (Argumentative) • The Secret to Raising Smart Kids (Argumentative) • The Odyssey (A Graphic Novel) (Fiction) • Odyssey (Fiction) • The Talented Tenth (Argumentative)
Quarter 4 Mar 22 – May 27	<i>The Art of Disguise:</i> How do we perform for different audiences?	<ul style="list-style-type: none"> • Quiet: The Power of Introverts in a World That Can’t Stop Talking (Argumentative) • The Prince (Argumentative) • Remarks to the Senate in Support of a Declaration of Conscience (Argumentative) • Romiette and Julio (Fiction) • The Tragedy of Romeo and Juliet (Act II, Scene II)(Drama) • Bringing My Son to the Police Station to Be Fingerprinted (Poetry) • The Pose (Fiction)

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| | | <ul style="list-style-type: none">• Blues Ain't No Mockin Bird (Fiction)• A Doll's House (Drama)• A Story of Vengeance (Fiction)• The Cask of Amontillado (Fiction)• Eulogy for Mahatma Gandhi (Informational) |
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Course Resources

Core Textbook:

Florida Studysync 9 (McGraw Hill) -students log in through <https://launchpad.classlink.com/sarasota>

Other Resources:

i- Ready-Students log in through <https://launchpad.classlink.com/sarasota>

FSA Practice materials: <https://fsassessments.org/families.html>

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