



8th 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
Quarter 1 Aug 10 – Oct 12	Everyone Loves a Mystery: What attracts us to the mysterious?	<ul style="list-style-type: none"> • The Tell-Tale Heart (Fiction) Monster (Fiction/Drama) • Let 'Em Play God (Informational Text) Sympathy (Poetry) • Ten Days in a Mad-House (Chapter IV) (Informational Text) The Lottery (Fiction) • The Graveyard Book (Fiction) • The Conjure-Man Dies: A Mystery Tale of Dark Harlem (Fiction) • The Monkey's Paw (Fiction) • Phineas Gage: A Gruesome but True Story About Brain Science (Informational Text) • The Gift of the Magi (Fiction)
Quarter 2 Oct 13 – Dec 22	Past and Present: What makes you, you?	<ul style="list-style-type: none"> • I'm Nobody! Who are you? (Poetry) • Commencement Address to the Santa Fe Indian School (Argumentative Text) • Curtain Call (Informational Text) • So where are you from? (Informational Text) Slam, Dunk, & Hook (Poetry) • Abuela Invents the Zero (Fiction) Inside Out and Back Again (Fiction) Theories of Time and Space (Poetry) The Road Not Taken (Poetry) • The House on Mango Street (Fiction)
Quarter 3 Jan 11 – Mar 11	No Risk, No Reward: Why do we take chances?	<ul style="list-style-type: none"> • The Vanishing Island (Informational Text) A Night to Remember (Informational Text) • Address to the Nation on the Explosion of the Space Shuttle Challenger (Argumentative Text) • A Kenyan Teen's Discovery: Let There Be Lights to Save Lions (Informational Text) • Mother to Son (Poetry) Learning to Read (Poetry) • Narrative of the Life of Frederick Douglass, an American Slave (Informational Text) • The Day I Saved a Life (Informational Text) The Call of the Wild (Fiction) • Cocoon (Poetry) • The Invisible One (Fiction)
Quarter 4 Mar 22 – May 27	Hear Me Out: How do you choose the right words?	<ul style="list-style-type: none"> • HUG (Fiction) • Gaming Communities (Informational Text) • Denee Benton: Broadway Princess (Informational Text) Cover Letter to LucasArts (Informational Text) • On Virtue (Poetry) • Speech to the Ohio Women's Conference: Ain't I a Woman? (Argumentative Text) • Across Five Aprils (Fiction) To America (Poetry) • Letters of a Civil War Nurse (Informational Text) Gettysburg Address (Argumentative Text) • The Adventures of Tom Sawyer (Chapter Two) (Fiction) • Blind (Fiction)

Course Resources

Core Textbook:

Florida Studysync 8 (McGraw Hill) - students log in through MySCS: <https://launchpad.classlink.com/sarasota>

Other Resources:

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

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

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