

8th Grade Literacy Syllabus

Mr. Shirbroun

I am excited for this year! We will read stories and novels, write personal narratives and arguments, discuss issues that matter to you, and collaborate during our time together. As a result, you will leave Harding Middle School ready for high school. I want you to feel challenged, learn new things, become more self-directed, share your ideas, be a part of a learning community, and have fun while you are in Room 127.

This year we are blending elements of Hip Hop into our curriculum in 8th grade Literacy, including music, street art, performance and possibly even dancing! We will also take a look at a theme in each unit that draws on current events and culture to get you thinking, writing and reading more about the world you live in.

	<u>Literacy Objectives</u>	<u>Focus Area</u>
<u>Unit 1</u>	Elements of a Text – Analyze text evidence; Analyze story elements; & analyze characters	Identity – What makes me who I am
<u>Unit 2</u>	Making Meaning from Text – Analyze the development of central idea/theme; Summarize key & supporting details	Violence and Power – What is it and how is it used in our culture?
<u>Unit 3</u>	Argumentation – Evaluate an argument and its specific claims; Write an argument to support analysis of a topic/text	Oppression – What groups are oppressed in our world? What can we do about it?
<u>Unit 4</u>	Author’s Craft – Analyze the structure of texts	Poverty and Wealth – What does it mean to be wealthy (hint: it’s not just money)?

Yearlong Objectives (taught throughout each unit): Apply grammar; Construct, edit, and revise writing; Comprehend text

Course Reading Materials

- *Literature*, Grade 8 by McDougal and Littell
- *The Outsiders* by S..E. Hinton (1st Semester)
- *Unwind* by Neal Shusterman (2nd Semester)
- Varied non-fiction articles and short stories from outside sources

Norms

Be Collaborative: Participate in class discussions and reading/writing activities. We will work in groups, and sometimes you may have to work with someone you don’t know or don’t want to work with. Be open and work with different people no matter your differences!

Be Professional: Come to class on time and prepared with a writing utensil. Right now, school is your job so be present and put forth your best effort! Sometimes we would rather be somewhere else or doing something else, but trust me: everything we do in class has a purpose.

Be Respectful: Everyone has different opinions. If you don’t have something nice to say, keep it to yourself. You can’t take back your words or actions, so ask yourself: Is it helpful? Is it necessary? Is it kind?

Yearlong Standards

The following skills will be taught and reported on throughout the school year. Below are the goals and scales for each yearlong standard.

Mastering Vocabulary (Semester 2)

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>In addition to score 3.0 performance, students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Analyze the impact of a specific word choice on meaning and tone in a text, including analogies or allusions to other texts Use common Greek or Latin affixes and roots as clues to the meaning of a word 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including technical meanings Use context as a clue to the meaning of a word or phrase Interpret figures of speech in context in a text Distinguish among the connotations (associations) of words with similar denotations (definitions) in a text 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening Identify specific words that have an impact on meaning and tone in a text Identify figures of speech in a text Demonstrate the use of context clues in structured sentences in isolation 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

Comprehending Text (Semester 1 and 2)

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Read text at the 1270+ Lexile Level (Advanced) 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Read text at the 1070-1269 Lexile Level (Proficient) 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Read text at the 930-1069 Lexile Level (Basic) 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Read text at the BR-929 Lexile Level (Below Basic)
<p>MAP Testing Deadlines: September 16th (Fall) January 20th (Winter) May 19th (Spring)</p>			

Constructing Writing (Semester 1 and 2)

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>In addition to score 3.0 performance, the student demonstrates a command of voice and style that rises above formulaic writing.</p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate the task, purpose, and audience Strengthen writing by planning, revising, and editing 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> Describe the task, purpose, and audience for a given writing task Describe how to modify samples of writing for a specific task, purpose, and audience Plan writing using a graphic organizer 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

Applying Grammar and Mechanics (Semester 2)

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar and usage when writing or speaking to:</p> <ul style="list-style-type: none"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects 	<p>Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar and usage when writing or speaking to:</p> <ul style="list-style-type: none"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers • Appropriately use commas and dashes in writing • Appropriately use an ellipsis to indicate an omission in quotations 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Use grammar and usage in isolation • Recognize and correct inappropriate verb usage • Use conventions in isolation • Use capitalization conventions, including in letters, abbreviations, acronyms, and initials 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

Unit 1: Identity & Making Meaning

In each unit, we will focus on one theme to accompany the unit standards. In this eight week unit, the theme is identity and the goal is to get to know one another and also analyze what we value. Students will create an identity memoir and read articles and short stories. Below are the standards that we will cover in unit one.

Analyzing Textual Evidence

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> • Support analysis with inferences and evidence paraphrased from text • Support analysis with inferences and evidence cited directly from text using MLA citation 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Recognize or recall specific vocabulary such as: evidence, inference, cite, paraphrase, source • When provided with an inference, evaluate and select quality textual evidence to support that inference 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

Analyzing Central Ideas

4 Innovating	3 Applying	2 Developing	1 Beginning
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In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> Analyze development of a central idea over the course of a non-fiction text Distinguish between relevant and irrelevant evidence in a text 	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> Recognize or recall specific vocabulary such as: analyze, central idea, relevant, irrelevant Determine central idea of a non-fiction text Recognize examples of irrelevant evidence in isolation 	Student's performance reflects insufficient progress towards foundational skills and knowledge.
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Unit 2: Violence & Elements of Literature

In each unit, we will focus on one theme to accompany the unit standards. In this ten week unit, the theme is violence and the goal is to understand different types of violence, effects of violence, and alternatives to violence. Students will create a collaborative art piece with a group and read *The Outsiders*, articles, and short stories. Below are the standards that we will cover in unit two.

Analyzing Theme

4 Innovating	3 Applying	2 Developing	1 Beginning
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> Analyze the relationship between theme and the characters, setting, and plot in a text 	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> Recognize or recall specific vocabulary such as: theme Determine a theme of a text 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

Analyzing Story Elements

4 Innovating	3 Applying	2 Developing	1 Beginning
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> Analyze how dialogue and events move the story forward and provokes characters to make decisions Analyze how events move the story forward and provoke characters to make decisions Analyze how differences in points of view between characters create such effects as suspense and humor 	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> Recognize or recall specific vocabulary such as: characterization, conflict, dialogue, protagonist, antagonist, suspense, tone Identify significant dialogue or events in a work of literature Identify how dialogue or events reveal information about a character Determine different points of view within a story 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

Unit 3: Oppression & Argumentation

In each unit, we will focus on one theme to accompany the unit standards. In this twelve week unit, the theme is

power and the goal is to understand different groups who face oppression, effects of oppression, and ways to empower oppressed groups. Students will create an argument writing piece, participate in a literature circle, and read articles and short stories. The book choices for the literature circle are *Unwind*, *Monster*, *Sold*, and *I am Malala*. Below are the standards that we will cover in unit three.

Evaluating Arguments and Purpose

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Evaluate whether the reasoning is logical in a specific claim or an entire argument Evaluate whether the evidence is sufficient in a specific claim or an entire argument Analyze how an author acknowledges and refutes counterclaims in an argument Analyze how two or more texts provide opposing information on matters of facts or interpretation of the same topic 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> Recognize or recall specific vocabulary such as: argument, claim, evaluate, interpretation, reasoning Delineate the argument and specific claims in a text Determine an author's point of view or purpose in a text Identify where two texts oppose on a matter of facts or interpretation 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

Writing Arguments

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Introduce the argument and claims Acknowledge and refute a counterclaim within the argument Organize reasons and evidence logically Support claims with logical reasoning and relevant evidence drawn from accurate, credible sources Use transitions to create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence Establish and maintain a formal style Provide a conclusion that supports the argument 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> Recognize and recall specific vocabulary such as: clarify, counterclaim, credible, refute Write a claim on a topic and relevant reasons/examples to support that claim Generate relevant counterclaims Write a concluding statement Write a paragraph with a clear claim and supporting evidence Write a paragraph that presents and refutes a counterclaim 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

Unit 4: Wealth and Poverty & Author's Craft

In each unit, we will focus on one theme to accompany the unit standards. In this six week unit, the theme is wealth and poverty, and the goal is to understand what truly makes a person wealthy (material wealth vs. non material wealth), the cycles of poverty, and the inequities within our justice system. Students will create an independent art piece and read articles and short stories. Below is the standard that we will cover in unit four.

Analyzing Text Structure

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Analyze how the differing structure of two or more texts contributes to the meaning of each text Analyze in detail how specific sentences and paragraphs develop and refine key concepts in a text 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> Recognize or recall specific vocabulary such as: <i>develop, refine, structure</i> Recognize signal words or phrases associated with text structure (examples: following, compared with, therefor, as a result of) in a text Describe the structure of a specific paragraph in a text and the text as a whole Compare and contrast the structure of two or more texts 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>