Wyoming Department of Education Required Virtual Education Course Syllabus

Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	LA
Course ID	AC01036-8	Grade Level	8
Course Name	Grade 8 Language Arts/Reading-CCSS	# of Credits	1
SCED Code	01036	Curriculum Type	Acellus

COURSE DESCRIPTION

Grade 8 Language Arts/Reading uses literary classics in teaching students to analyze literature and recognize literary structures and devices. Writing skills are reinforced through the mechanics of a logical and organized writing process in various types of texts, from personal narrative and poetry to persuasive and expository writing. Course topics include: Reading Strategies,, Narrative Writing, Point of View and Figurative Language, Wonderful Words, Expository Essay, Power of Poetry, Drama, Speaking Your Words, Informational Texts, Writing, Research, Analyzing Text.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea 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.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.8	(Not applicable to literature)
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1.a	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
W.8.1.b	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.c	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1.d	d. Establish and maintain a formal style.
W.8.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2.a	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2.b	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2.c	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.e	e. Establish and maintain a formal style.
W.8.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.3.a	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3.b	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.c	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3.d	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3.e	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.9.a	a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
W.8.9.b	b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.1.a	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.8.1.b	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1.c	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1.d	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	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.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1.a	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.1.b	b. Form and use verbs in the active and passive voice.
L.8.1.c	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.1.d	d. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2.a	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2.b	b. Use an ellipsis to indicate an omission.
L.8.2.c	c. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.8.3.a	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.4.a	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4.b	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
L.8.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5.a	a. Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5.b	b. Use the relationship between particular words to better understand each of the words.

L.8.5.c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1 - Reading Strategies	RL.8.1; RL.8.3; RL.8.10; L.8.2; L.8.2.c; L.8.4; L.8.4.a; L.8.4.c; L.8.4.d; L.8.5.b; L.8.6	In this unit, students learn to make inferences that will add interest and purpose for reading text. Students also learn about and analyze the basic parts of a fictional text such as narrator and point of view as well as how to identify various character types in texts they read.
Unit 2 - Reading Strategies II	RL.8.1; RL.8.2; RL.8.3; RL.8.9; RL.8.10; W.8.2; W.8.2.a; W.8.2.b; W.8.2.c; W.8.2.d; W.8.2.e; W.8.2.f; W.8.9.a; L.8.1; L.8.1.a; L.8.1.b; L.8.1.c; L.8.1.d; L.8.2	In this unit, students learn to identify more complex devices used by authors, such as foreshadowing and symbolism. Students also learn to analyze the plot and structure of a text to determine the theme and to track how the theme evolves within the text.
Unit 3 - Narrative Writing	W.8.3; W.8.3.a; W.8.3.b; W.8.3.c; W.8.3.d; W.8.3.e; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9; W.8.10	In this unit, students are guided throughout the process of writing a narrative. The prewriting, drafting, revising, and publishing processes are each broken down into simple steps that connect and provide structure support specifically for the narrative writing process.
Unit 4 - Point of View and Figurative Language	RL.8.6; RI.8.1; W.8.1; W.8.1a; W.8.1b; W.8.1c; W.8.1d; W.8.1e; L.8.2; L.8.2.c; L.8.5; L.8.5.a; L.8.3	In this unit, students identify and analyze literary devices within a text. Irony, imagery, and personification, as well as suspense are each carefully analyzed directly in the context of a text to provide deeper student understanding of how to identify and analyze literary devices in a real-world setting.
Unit 5 - Word Analysis	RL.8.4; SL.8.1; SL.8.1.a; SL.8.1.b; SL.8.1.c; SL.8.1.d; SL.8.3; L.8.1; L.8.2; L.8.2.c; L.8.4; L.8.4.b; L.8.5; L.8.5.b; L.8.6; L.8.3	In this unit, students analyze word parts, frequently confused words, synonyms and antonyms, as well as multiple-meaning words. This unit breaks words down into root words, affixes, prefixes, and suffixes to enhance student understanding of the basic structure of words. Building on that knowledge, the students are guided through identifying and differentiating between similar and multiple-meaning words in context (including puns).
Unit 6 - Expository Essay	RI.8.8; RI.8.9; RI.8.10; W.8.9.b; L.8.1.a; L.8.1.b; L.8.1.c; L.8.1.d	In this unit, students will first evaluate arguments, and then recieve instruction on how to write an expository essay. Students will analyze arguments to determine whether reasoning or logic is sound. The process of creating a strong thesis statement and structuring an essay with topic sentences and effective supporting details is modeled and demonstrated for the students with an added focus on using various transition words to shift from the introduction throughout the essay to the a solid conclusion.

Unit 7 - Power of Poetry	RL.8.4; RL.8.10; W.8.2; W.8.2.a; W.8.2.b; W.8.2.c; W.8.2.d; W.8.2.e; W.8.2.f; L.8.2; L.8.2.c	In this unit, students will analyze various forms of poetry and literary devices commonly used in poems. Students will learn to identify imagery, mood, simile, personification, as well as sound devices within the context of poems. They will also learn about as well as read poetry that uses structures such as haiku and the sonnet.
Unit 8 - Power of Poetry II	RL.8.10; W.8.1; W.8.1a; W.8.1b; W.8.1c; W.8.1d; W.8.1e; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9; W.8.10; L.8.1; L.8.2; L.8.2.c; L.8.5; L.8.3	In this unit, students will analyze literary devices found in narrative and epic poetry. Students will experience epic and narrative poetry and learn to identify literary devices such as suspense, rhyme and repetition schemes, and how to understand and paraphrase lengthier poems.
Unit 9 - Drama	RL.8.10; W.8.3; W.8.3.a; W.8.3.b; W.8.3.c; W.8.3.d; W.8.3.e; L.8.1.a; L.8.1.b; L.8.1.c; L.8.1.d; L.8.3.a; L.8.5.a; L.8.6; L.8.3	In this unit, students analyze one of Shakespeare's plays for literary devices. Students experience the wit and humor of Shakespeare whilst simultaneously analyzing for literary devices such as personification. The unit also incorporates a quick review of active and passive verbs as well as gerunds.
Unit 10 - Speaking & Listening	RI.8.7; W.8.2; W.8.2.a; W.8.2.b; W.8.2.c; W.8.2.d; W.8.2.e; W.8.2.f; SL.8.1; SL.8.1.a; SL.8.1.b; SL.8.1.c; SL.8.1.d; SL.8.3; SL.8.4; SL.8.5; SL.8.6; L.8.2; L.8.2.c; L.8.3	In this unit, students will receive instruction on how to more effectively make speeches or give presentations as well as how to collaborate effectively in discussions. Students will analyze the speeches of others and then receive instructions on how to more effectively speak publicly, and how to determine whether to use formal or informal speaking. Students are also instructed on how to have successful collaborative discussions.
Unit 11 - Analyzing Informational Text	RI.8.1; RI.8.2; RI.8.3; RI.8.4; RI.8.5; RI.8.6; RI.8.10; L.8.1; L.8.1.a; L.8.1.b; L.8.1.c; L.8.1.d; L.8.4; L.8.4.a; L.8.5.c; L.8.3	In this unit, students learn to analyze informational text. Students will analyze informative texts to find theme and examine the impact theme has on text as well as to identify the structure used by the author. Students will learn to make inferences and then summarize the most important parts of the text.
Unit 12 - Persuasive Writing	RL.8.5; W.8.1; W.8.1a; W.8.1b; W.8.1c; W.8.1d; W.8.1e; SL.8.1; SL.8.1.a; SL.8.1.b; SL.8.1.c; SL.8.1.d; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.2.a; L.8.2.b; L.8.3	In this unit, students will learn both how to analyze and write compelling persuasive essays. Students will learn how to structure a persuasive essay as well as how to analyze evidence to determine whether it is valid to the argument. The students will be guided through the process of prewriting, drafting, revising, etc. Students will also compare differing points of view to determine the validity of conflicting arguments.

Unit 13 - Research Skills	RI.8.2; W.8.3; W.8.3.a; W.8.3.b; W.8.3.c; W.8.3.d; W.8.3.e; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9; W.8.10; L.8.4; L.8.4.c	In this unit, students learn various techniques for researching information and how to determine if data is valid. Students are taught how to safely and effectively use the Internet as a research resource, and then guided through the process of evaluating the resulting data to determine its validity as well as how to use evidence to support research findings.
Unit 14 - Analyzing Fictional Text	RL.8.2; RL.8.6; RL.8.10; SL.8.3; L.8.1; L.8.3; L.8.3.a	In this unit, students analyze fictional text to find theme and literary devices. Students will analyze a fictional story to determine what the author's theme is, and then draw on that theme to make personal real world connections. Students also analyze symbolism within a fictional text as well as situational irony.