

## **Foundation Syllabus Grade Eight**

### **Course Philosophy**

In the eighth grade, students learning Pre-AP strategies will write and read with a more critical eye than they have in the past years. The eighth grade year is often a bridge between middle school and high school and is, therefore, a pivotal year of instruction. Students will increase the complexity of what they read and write as well as broaden their knowledge of literary texts and quality authors. Their use of language in speaking and writing will become more sophisticated as they learn new techniques of rhetoric from reading the work of master writers and as they use these techniques in their own compositions. Eighth graders who have been using Pre-AP strategies can be expected to use language correctly and precisely, having had a firm foundation in grammar and composition.

Literacy involves the ability to analyze and respond, orally and in writing, to a variety of texts. This course will give students opportunities to explore conflict through different genres. Students will first explore their own experiences and read autobiographical pieces where writers explore their personal conflicts. By examining these pieces and the effect of conflict, students will learn how to cope with their own conflicts and see them as opportunities for growth.

### **Course Objectives TEKS & PreAdvanced Placement Skill Strands**

#### **Essay Skills**

- \*Writing Process
  - Prewriting(Brainstorming, Cluster/Webbing, Mapping, etc.)
  - Conference/Editing
  - Publishing
- \*Paragraph Structure
  - Topic Sentence
  - Extension(Elaboration)
  - Transitions
  - Closings
- \*Essay Structure
  - Introductions
  - Topic Sentences
  - Body Paragraphs
  - Conclusions
- \*Sentence Structure
  - Simple, Compound, Complex Sentences
  - Sentence Combining
  - Mechanics & Usage

## **Language Style Analysis**

- \*Close Reading Strategies
  - Literal and Interpretive
  - Fact/Opinion
  - Cause/Effect
  - Classification
  - Inference
  - Vocabulary Analysis
  - Prediction
- \*Literary Techniques
  - Imagery
  - Figurative Language
  - Diction
  - Literary Elements(Plot, Setting, Character, Conflict)
- \*Author's Purpose
- \*Author's Style (Emphasis on Tone)
- \*Vocabulary Development

## **Persuasive/Rhetorical Strategies**

### **Global Critical Analysis**

- \*Exploring the work as a whole
  - Characterization
  - Setting
  - Theme
  - Plot
- \*Compare/Contrast
- \*Fiction/Nonfiction
- \*Drawing Conclusions
- \*Visual Components

### **Personal Voice/Style**

- \*Personal Expression(Fluency writing, journal, annotated learning logs, tone word scenarios, rewriting from different points of view)
- \*Oral Presentations
- \*Visual Components/Projects

## Tentative Timeline

### Introductory Activities:

Reading/Writing Survey

Song/Lyric Analysis to match personality using Presentation Rubric

### Daily Practice:

Vocabulary Development using Vocabutoons

### Monthly Practice:

Tone Word Scenarios

PreAP Pretest “Figure Skating”

Grammar Pretest

PreAP Terms Pretest

### Class Novels:

The Giver by Lois Lowry

\*Utopian Mandalas

\*Short Essay Responses focusing on literary elements

\*Biblical Allusions

Gathering Blue & Messenger (completing Lowry’s trilogy)

Book Review (Student Selected/Teacher Approved)

Focus: Fiction

Novel Packet focusing on Character development & the Elements of the Novel

### Grammar:

Punctuation

Parts of Speech

Adjectives

Verb Usage

Complex Sentences

PreAP:

Introduction to Poetry Analysis TPCASTT

“Mother to Son” by Langston Hughes

“My Papa’s Waltz” by Theodore Roethke

Christmas Memoir by Richard Rodriguez

“An Author to her Book” by Anne Bradstreet

Elements of the Narrative

Diction, Language, Detail, Imagery

Focus: Annotated Learning/Double Entry Journal

“Annabel Lee” & “Tell-Tale Heart” by Edgar Allan Poe

Nonfiction Research Project focusing on Famous Writers

Cinquain, Fortunately/Unfortunately, Claim to Fame, 10 Facts,

Proper MLA Documentation

Romeo & Juliet

Research Paper using Thinking Maps Graphic Organizers