

English 8 Honors Course Overview

Content Area: **General**
Course(s): **ENG. 8-A, ENG. 8-H**
Time Period: **Full Year Course**
Length: **40 weeks**
Status: **Published**

Course Overview

English 8 Honors provides instruction and activities at a faster pace and with increased depth. In this course, organized by literary genre, students explore short and full-length works. Students develop skills in literary analysis, especially in recognizing the characteristics of each genre and the effects of those characteristics on the works studied. Reflecting a variety of writing modes, writing assignments are based on the readings and on students' experiences. Students participate in small and large group discussion. They receive significant instruction in reading, writing, research, and vocabulary skills. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards. Research tasks and independent reading are course requirements.

Modifications

The district has a license for [Learning Ally](#). Learning Ally is an audio book resource for students who are unable to “eye read” grade level text but are able to comprehend when “ear reading” or listening.

Materials and Resources

TEXTS:

Various, contemporary non-fiction essays and articles

Various short stories (specifically mystery/suspense) and poems

Various fiction novels and plays include, but are not limited to:

- *The Giver*
- *The Outsiders*
- *Flowers for Algernon*
- *The Adventures of Tom Sawyer*
- *The Diary of Anne Frank*
- *A Raisin in the Sun*
- *Our Town*
- *Rebecca*
- *A Midsummer Night's Dream*
- [Book Clubs](#)

RESOURCES: (may include but are not limited to)

- Lenovo ThinkPad/Chromebook
- Canvas: Learning Management System
- Learning Ally
- No Red Ink
- Common Lit
- Newsela
- OWL at Purdue

Content Specific Standards

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| LA.8.L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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). |
| LA.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.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. |
| LA.L.8.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.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. |
| LA.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.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. |
| LA.W.8.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| LA.W.8.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.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. |
| LA.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. |
| LA.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. |
| LA.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.

- LA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LA.RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.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.
- LA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- LA.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.
- LA.RI.8.5 Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- LA.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.
- LA.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.
- LA.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.
- LA.RI.8.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- LA.RI.8.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- LA.RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.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.
- LA.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.
- LA.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.
- LA.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.
- LA.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.
- LA.RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- LA.RL.8.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and

background knowledge) 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.

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| LA.RL.8.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. |
| LA.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.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. |
| LA.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. |
| LA.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. |
| LA.SL.8.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| LA.SL.8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Interdisciplinary Standards

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| LA.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LA.RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| LA.RH.6-8.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| LA.RH.6-8.6 | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| LA.RH.6-8.7 | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| LA.RH.6-8.8 | Distinguish among fact, opinion, and reasoned judgment in a text. |
| LA.RST.6-8.2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| LA.WHST.6-8.4 | Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. |
| LA.WHST.6-8.5 | 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. |
| LA.WHST.6-8.8 | 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. |
| LA.WHST.6-8.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| LA.WHST.6-8.10 | Write routinely over extended time frames (time for research, reflection, |

metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SOC.5-8.1.3.1

Compare and contrast differing interpretations of current and historical events.

SOC.5-8.1.3.2

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

SOC.5-8.1.4.1

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

21st Century Life and Career Ready Practice Standards

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Technology Standards

TECH.8.1.8.A.CS1

Understand and use technology systems.

TECH.8.1.8.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.D.2

Demonstrate the application of appropriate citations to digital content.

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

Pacing Guide

| Unit Description | Primary Text | Scope |
|-----------------------------------|---|-----------|
| Unit A: Launching the Novel | <i>The Giver</i> and <i>The Outsiders</i> | 3-4 Weeks |
| Unit B: Strange and Mysterious | Various short stories and poems | 2-4 Weeks |
| Unit C: Coming of Age | <i>The Adventures of Tom Sawyer</i> and <i>Flowers for Algernon</i> | 4-6 Weeks |
| Unit D: Shakespeare | <i>A Midsummer Night's Dream</i> | 4-6 Weeks |
| Unit E: Choose Your Own Adventure | Varied texts | 2-3 Weeks |

Unit F: Drama

A Raisin in the Sun OR *The Diary of Anne Frank* 3-4 Weeks

Unit G: Independent Reading and Book Clubs

Student Selected texts/[Book Clubs](#)

Ongoing

Formative and Summative Assessment

Over the course of the school year, English 8 Honors students will complete a minimum of **four (4) literary analysis prompts, one (1) narrative prompts, and two (2) synthesis/research prompts.** Writing assignments will range from short pieces completed in class to longer 2-3 page process papers completed out of class over an extended period of time. Students in English 8 Honors will be expected to read and write both in class and at home. They will be assessed on their knowledge of the core and supplementary texts through reading check quizzes and in class and online discussions. Students writing skills be assessed using our department rubrics.

Grading Procedures and Evaluation

GRADING PROCEDURES

Marking period grades are determined by dividing the total number of points earned by the total number of potential points. More intense and involved assessments are worth more points and therefore have a greater effect on a student's grade. Formal and informal writing assignments, responses to text and reading quizzes are frequently assigned.

The department's goal for every course is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

In terms of proficiency level the East Brunswick grades equate to:

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| A | Excellent | Advanced Proficient |
| B | Good | Above Average Proficient |
| C | Fair | Proficient |
| D | Poor | Minimally proficient |
| F | Failing | Partially Proficient |

| | Marking Period 1 | Marking Period 2 | Marking Period 3 | Marking Period 4 |
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| Homework | 10% | 10% | 10% | 10% |
| Assessments | 90% | 90% | 65% | 90% |

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| Performance | - | - | 10% | - |
| Research Paper | - | - | 15% | - |

Other Information

COURSE NAME: ENGLISH 8 HONORS

SCED: 51036 Language Arts (Grade 8)

| Course # | School #'s | Course Level | Grade(s) | Credits | Min. Per Week | Elective Or Required | Initial Course Adopted |
|-------------|------------|--------------|----------|-------------|---------------|----------------------|------------------------|
| 2012 | 055 | H | 8 | 5.00 | 210 | Required | 04/21/1986 |