

Course Syllabus

Language Arts, Grade 8

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The Tennessee Comprehensive Assessment Program (TCAP) has been developed by the Tennessee State Department of Education to measure student competency in essential skills in the area of Language Arts.

As a response to the concerns of the business and college communities, the TCAP Writing Assessment was developed. The Assessment measures strengths and weaknesses in the area of writing and provides a basis for developing instructional strategies to improve writing.

English II is the Tennessee End-of-course test that must be passed before graduation to earn a high school diploma.

The Terra Nova Complete Battery for Reading/Language Arts "reflects current instructional practices. The skills essential for effective communication - - reading comprehension, language, vocabulary, and study skills - - are integrated into one test to provide a coherent assessment experience.

To help student succeed, the directions, passages, and test questions are linked by themes that provide context and stimulate interest. The arrangement of test questions leads to a deepening engagement with the material, much like the process a thoughtful teacher uses in exploring text with students.

The test reflects the diverse cultures and ethnic backgrounds and experiences of contemporary students, with the goal of providing equity in assessing achievement. It involves the students in constructing meaning, monitoring their own comprehension strategies, and thinking critically and creatively in response to texts."

The Terra Nova Plus contains four components for Reading/Language Arts:

- * Word Analysis
- * Vocabulary
- * Language Mechanics
- * Spelling

The Tennessee English Language Arts Curriculum Framework for Kindergarten through Grade 12 was adopted by the State Board of Education on December 5, 1996.

"The framework includes the Content Strands and Learning Expectations necessary to insure K-12 Tennessee students develop the language skills needed to succeed in school, in the workplace, and in their lives.

The Terra Nova Complete Battery assesses students in eighth grade (Level 18).

Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, British literature, and multicultural literature.

- The learner will be able to evaluate the author's purpose in a given work (SPI includes determining the purpose).
- The learner will be able to evaluate how an author's tone influences the text.
- The learner will be able to evaluate the effectiveness of author technique.
- The learner will be able to understand the differences of various genres.
- The learner will be able to read and understand nonfiction reading materials.
- The learner will be able to evaluate how author point of view influences reading materials (SPI includes recognizing point of view (e.g., first or third person, limited/omniscient).

Information Processing

- The learner will be able to determine appropriate reference sources (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet, CD-Roms), use various media (films, video, visual/performing arts), give credit for quoted and paraphrased information, and analyze a variety of reference sources including Websites.

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- The learner will be able to distinguish between primary/secondary sources, evaluate resources for validity/reliability, refine skimming/scanning skills, and develop and use notes that include important concepts, summaries, and identification of reference sources.
- The learner will be able to evaluate the impact of bias/persuasion on daily life, recognize/identify examples of persuasive/propaganda techniques (e.g., false generalizations, loaded words, snob appeal, name-calling, bandwagon, testimonials, inconsistencies of logic), use/evaluate a variety of sources, define and apply internal (subjective) and external(objective) criteria in evaluating a given statement.

Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to use adjectives appropriately (e.g., correct comparative and superlative forms, predicate adjectives, adjective phrases and clause).
- The learner will be able to use adverbs appropriately (e.g., correct comparative and superlative forms, adverb phrases and clauses, conjunctive adverbs).
- The learner will be able to distinguish between clauses (independent and subordinate) and phrases(verb, adjective, adverb, appositive, prepositional, verbal).
- The learner will be able to use conjunctions appropriately (e.g., coordinating, coordinating, and subordinating conjunctions to combine sentences and sentence elements).
- The learner will be able to identify incomplete sentences (Learning Accomplishment includes "supplying the missing elements").
- The learner will be able to recognize and use appropriately gerund and participial phrases.
- The learner will be able to use interjections appropriately.
- The learner will be able to edit writing for noun forms.
- The learner will be able to use subordination, apposition, coordination, and appropriate phrases (prepositional, transitional) to indicate clear relationships within a sentence or paragraph.
- The learner will be able to use prepositions and prepositional phrases appropriately (e.g., recognize them as adjective or adverb modifiers and place properly within sentence).
- The learner will be able to edit written works for correct use of pronouns.
- The learner will be able to compare regional differences in dialect, speech, and usage and explore reasons for those differences.
- The learner will be able to identify run-on sentences (Learning Accomplishment includes "correct run-on sentences using correct punctuation, forming separate sentences, using coordinating or subordinating clauses).
- The learner will be able to combine multiple complete sentences into one complete sentence.
- The learner will be able to combine two sentences concisely and with clarity of meaning.
- The learner will be able to write grammatically correct, effective sentences.
- The learner will be able to identify complete sentences.
- The learner will be able to recognize and correct errors in sentence structure.
- The learner will be able to use correct sentence structure.
- The learner will be able to identify the subject/predicate of an inverted order sentence.
- The learner will be able to use correct subject-verb agreement.

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- The learner will be able to use verbs appropriately (e.g., agree with the subject in person and number, verbs that do not take objects, linking verbs with predicate nouns and adjectives, verb phrases, consistency in verb tense, regular and irregular verb forms, correct use of both simple and perfect tenses, proper use of active and passive voice, subjective mood).

Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

- The learner will be able to use capitalization correctly. Learning Accomplishment includes "e.g., titles, business letters, quotations, proper nouns and adjectives").
- The learner will be able to use colons (e.g., business letters, before a long or formal quotation) and semicolons (e.g., combining sentences, between items in a series of items already containing commas, before conjunctive adverbs) correctly.
- The learner will be able to demonstrate correct use of commas (e.g., after introductory words, phrases, and clauses, to set off appositives and interrupters, before a coordinating conjunction joining independent clauses to form compound sentences).
- The learner will be able to write legibly using singular and plural possessives using apostrophes.
- The learner will be able to apply fundamental punctuation rules to written works.
- The learner will be able to correctly use quotation marks (e.g., to set off dialogue, around certain titles, correct use with endmarks) hyphens, and endmarks.
- The learner will be able to use underlining and italicizing correctly (e.g., titles, certain words, letter, figures, foreign words).

Listening/Speaking

- The learner will be able to active listening, adhere to rules for public conversation, formulate and respond to questions, and participate in creative responses to text (e.g., debates, dramatizations, speeches).
- The learner will be able to deliver a focused, well organized oral deliver, using multiple sources of information and visual aids, organize and share information, stories, experiences, ideas, and feelings, use correct stress, pitch, and juncture, and analyze a variety of non-verbal communication techniques and how they impact the audience and speaker.

Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications).

- The learner will be able to choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies.
- The learner will be able to analyze literary devices used in reading materials.
- The learner will be able to identify instances of bias and stereotyping in print/non-print contexts.
- The learner will be able to understand the relationship between cause and effect.
- The learner will be able to identify how the author reveals character (e.g., physical characteristics, dialogue, what others say about him, what he does) (Learning Accomplishment includes "evaluate if the characters are stereotypical or realistic).
- The learner will be able to make comparisons between reading material.

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- The learner will be able to display comprehension skills.
- The learner will be able to (while reading) use (e.g.) pausing, rereading, consulting other sources, reading ahead, asking for help, read "between the lines" (i.e. change perspective among characters to determine thoughts, imagining parallel events, stating implied information, verifying/modifying prereading purposes, and exploring ways to interact with the text (e.g., mark the text, use post-it notes, ask questions, make comments).
- The learner will be able to (after reading) analyze, stating main idea, identifying author's purpose, discussing similarities and differences, analyze text to find answers to questions, and assessing the accuracy of the author's details including instances of bias and/or stereotyping.
- The learner will be able to (after reading) make connections among various genres, print, non-print texts, evaluate comprehension strategies used, and evaluate reading selections for their application to daily life (e.g., extend and reading meaning).
- The learner will be able to critically examine reading materials.
- The learner will be able to determine the influence of culture and ethnicity on the themes and issues of literary texts.
- The learner will be able to identify details from reading passages.
- The learner will be able to draw conclusions about reading materials.
- The learner will be able to recognize literary elements that shape meaning within context (e.g., symbolism, foreshadowing, flashback, irony, mood, and tone).
- The learner will be able to distinguish between fact and opinion (SPI includes "within context") (Learning accomplishment includes "evaluate").
- The learner will be able to identify examples within context of similes, metaphors, context, onomatopoeia, personification, and hyperbole (Learning Accomplishment includes idioms, imagery, puns).
- The learner will be able to participate in guided reading, read, using appropriate expression and rate, adjust speed based on the purpose for reading, read on a daily basis, and demonstrate the ability to read fluently from a variety of texts (e.g., paired reading, choral reading read alongs).
- The learner will be able to recognize commonly used foreign phrases (e.g., bon jour, hasta la vista, bon voyage, mi casa es su casa, e pluribus unum, c'est la vie).
- The learner will be able to distinguish among different genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies, and essays) and their distinguishing characteristics.
- The learner will be able to use common graphical features to increase understanding of reading materials.
- The learner will be able to make inferences from information in written material (Learning Accomplishment includes non-print).
- The learner will be able to locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, tables of contents, and appendices).
- The learner will be able to select information using key words and headings.
- The learner will be able to determine the main idea stated in a passage.
- The learner will be able to develop strategies for monitoring his/her reading process.
- The learner will be able to read daily, visit many print rich environments, select reading material according to personal criteria (e.g., personal interest, knowledge of authors, text knowledge, text genres, recommendations), relate literary experiences, develop awareness of literature that reflects diverse society, and maintain personal reading log/list.

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- The learner will be able to use prior knowledge to explore texts (e.g., read poetry aloud, use knowledge of history, read "between the lines", determine how meaning is expressed in various genres), become conscious of the sounds of language (e.g., poems, music lyrics, books on tape, read-alouds), evaluate patterns of rhyme and rhythm.
- The learner will be able to recognize plot climax in reading selections.
- The learner will be able to identify the plot of a reading passage.
- The learner will be able to determine how a story changes if the point of view is changed.
- The learner will be able to make predictions from information in written material.
- The learner will be able to relate importance of selections to learning and life, analyze significant words to be found in text, make predictions, relate print/non-print to personal experiences, historical knowledge, current events and cultural background.
- The learner will be able to establish purpose for reading (e.g., understanding, interpret, enjoy, solve problems, answer specific questions, discover information, review models of writing), use reference sources to build writing, use previously learned strategies (e.g., skimming, scanning, prior knowledge), and preview text features.
- The learner will be able to use prior knowledge to understand texts.
- The learner will be able to generate questions to aid understanding while reading.
- The learner will be able to apply meaning while reading.
- The learner will be able to distinguish between reality and fantasy.
- The learner will be able to make connections among reading materials.
- The learner will be able to identify the order of events which occur within a reading selection.
- The learner will be able to identify examples of sound devices (e.g., rhyme, alliteration, assonance, slant rhyme, repetition, internal rhyme) (Learning Accomplishment includes "evaluate" and onomatopoeia, accent, evaluate).
- The learner will be able to evaluate patterns of rhyme and rhythm, and develop an awareness of sounds through a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).
- The learner will be able to identify story elements, such as setting, plot, and characters.
- The learner will be able to apply critical thinking when reading materials.
- The learner will be able to extend information beyond passage ideas while reading.
- The learner will be able to use text structure to increase understanding of reading materials.
- The learner will be able to know of a variety of strategies which aid comprehension.
- The learner will be able to use vocabulary to understand what is read.
- The learner will be able to summarize material while he/she reads.
- The learner will be able to examine the adequacy of support in reading materials.
- The learner will be able to recognize and identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials).
- The learner will be able to use text features (e.g., sidebars, footnotes, and endnotes) to determine meaning (Learning Accomplishment includes questions at end of chapter/unit, maps, charts, timelines, graphics, indexes, glossaries, tables of content).

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- The learner will be able to identify the theme of a given reading passage (SPI includes implied themes).
- The learner will be able to identify an appropriate title to reinforce the main idea of a passage or paragraph.
- The learner will be able to read independently for a variety of purposes including for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency.
- The learner will be able to read/recognize various literary/media (E.g., novels, science fiction, poetry, suspense, music, film, videos, documentaries), explore the elements that determine types of fiction(e.g., suspense/mystery), evaluate words/phrases used to create mood, and determine the elements of plot and trace them using a graphic organizer (e.g., exposition, rising action, climax, falling action, resolution/denouement).
- The learner will be able to distinguish among various types of conflict (i.e., man v. man, man v. nature, man v. himself) explore subplots, compare and contrast among stories/events, and explore and explain how a story changes if point of view changes.
- The learner will be able to summarize, paraphrase, evaluate passages, use deductive reasoning to extend understanding, determine the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, documentaries, autobiographies, biographies, educational, informational, and technical texts), and explore the concept of allusion.
- The learner will be able to recognize and identify words within context that reveal particular time periods and cultures (Learning Accomplishment includes "(regions)").

Spelling

- The learner will be able to spell high-frequency, grade level, and specific content words correctly.
- The learner will be able to recognize incorrectly spelled words, spell affixed words correctly, and spell correctly commonly used foreign words and expressions.

- The learner will be able to proofread /edit for spelling using various strategies including electronic and print tools(e.g., spell check, dictionaries, word walls, charts) and maintain a consciousness walls correct spelling across the content areas.

Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

- The learner will be able to analyze and use mnemonic devices(e.g., rhyming words, vocabulary cartoons, kinesthetic)consider word etymology and semantic change, use connotation/denotation, and discover ways by which a language acquires new words.
- The learner will be able to analyze word meanings using roots, prefixes, suffixes, use context clues, dictionaries, electronic sources, glossaries to discover word meanings, read and view a wide variety of print-/non-print media, participate in class discussions, read self-selected and assigned texts, and foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, power words.
- The learner will be able to evaluate the use of synonyms, homonyms, antonyms, and multiple meaning words to determine how they assist with understanding, recognize the historical influences on and changes to the English language, and recognize that word choices create a mood to set a tone.
- The learner will be able to apply a variety of vocabulary strategies (Learning Accomplishment includes using affixes, prefixes, suffixes, context clues, and other previously learned strategies).
- The learner will be able to read, identify, and understand grade specific vocabulary words (Learning Accomplishment includes vocabulary specific to content areas and current events).

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Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.

- The learner will be able to identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses), and adverbs (i.e., comparative/superlative).
 - The learner will be able to identify the correct use of appositives and appositive phrases and infinitives and infinitive phrases within context.
 - The learner will be able to identify the targeted audience for a selected passage (Learning Accomplishment includes "informal/formal, public/private audiences).
 - The learner will be able to include relevant information in his/her writing.
 - The learner will be able to compose clear and correctly punctuated complex sentences to enrich syntactic variety (Learning Accomplishment includes "analyze effects of varied sentence structure).
 - The learner will be able to identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory conjunctions, introductory words, appositives, and interrupters) within context.
 - The learner will be able to use a conclusion in a written work.
 - The learner will be able to identify correctly or incorrectly spelled words in context.
 - The learner will be able to use prewriting plan to include creative thinking, supporting knowledge, introductory paragraphs to engage the audience, producing a final draft that uses multiple technological sources that can be submitted to local/national contests, Internet websites, newspapers/periodicals for publishing.
- The learner will be able to edit for correct use of adverbs and adjectives.
 - The learner will be able to edit sentences for capitalization errors.
 - The learner will be able to edit for correct use of punctuation.
 - The learner will be able to edit written works for correct verb forms.
 - The learner will be able to create readable documents by proofreading (using appropriate proofreading symbols), using prior knowledge, reference materials, technology, analyze to determine the appropriateness of word choices, fluency of thought, focus, organization, and consistent development of ideas.
 - The learner will be able to revise and edit writings for the elements of language.
 - The learner will be able to select illustrations, explanations, anecdotes, descriptions, and/or facts to include in a paragraph.
 - The learner will be able to write an expository essay.
 - The learner will be able to write frequently in the expository mode stating a well-developed thesis, supported with elaboration, anecdotes, supporting details, illustrate/support key ideas, incorporate varied structures, and use models of expository writing to enhance the writing process.
 - The learner will be able to analyze and select most appropriate organizational format and title, include audience engaging introductory paragraphs, apply the Tennessee state assessment rubric to writing, and demonstrate facility in language.
 - The learner will be able to write well-developed, organized and coherent essays in response to expository prompts.
 - The learner will be able to use expressive writing techniques including exploring various writing styles, analyzing the use of sensory details, and exploring tone as a way to develop a unique and consistent voice.

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- The learner will be able to recognize the appropriate use of gerund and participial phrases.
- The learner will be able to a graphic organizer (i.e. clustering, listing, mapping, webbing) with information from notes for a writing selection.
- The learner will be able to identify the correct use of interjections and conjunctions (i.e., coordinating, correlative, subordinating) within context.
- The learner will be able to identify sentences irrelevant to a paragraph's theme or flow.
- The learner will be able to support key ideas with explanations, illustrations, anecdotes, descriptions, and facts.
- The learner will be able to respond to literature (including content areas) with creativity, by understanding the elements, by comparing/contrasting plots, themes, characters, and by responding with a variety of forms (e.g., songs, dances, art, stories, puns, limericks design memorials).
- The learner will be able to identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.
- The learner will be able to rearrange multi-paragraphed work in a logical and coherent order.
- The learner will be able to identify the correct use of nouns (i.e., common/proper, singular/plural, correct, direct/indirect objects, predicate nouns).
- The learner will be able to use writing as a way to organize information.
- The learner will be able to reorganize paragraphs into well-organized and coherently developed essays.
- The learner will be able to identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).
- The learner will be able to select the correct pronoun/antecedent agreement for personal pronouns within context.
- The learner will be able to identify the correct placement of prepositions and correct phrases within context.
- The learner will be able to identify levels of reliability among resources (e.g., eyewitness account, newspaper sources, supermarket tabloid account, Internet sources).
- The learner will be able to select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.
- The learner will be able to identify within context a variety of variety sentence-combining techniques (i.e., comma + coordinating conjunction, use of semi-colon, introductory phrases or clauses).
- The learner will be able to order ideas sequentially when writing.
- The learner will be able to identify correct sentence sequence.
- The learner will be able to apply a variety of prewriting strategies.
- The learner will be able to understand how to use an outline as a prewriting strategy.
- The learner will be able to understand how to use information sources as a prewriting strategy.
- The learner will be able to write a supported text.
- The learner will be able to choose the supporting sentence that best fits he context and flow of ideas in a paragraph.
- The learner will be able to select an appropriate thesis statement for a writing sample.
- The learner will be able to select the most appropriate title for a selection.
- The learner will be able to select, limit, and refine a topic.
- The learner will be able to select the best topic sentence for a given paragraph.

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- The learner will be able to use transitional conjunctions in his/her writing.
- The learner will be able to use transitional phrases in his/her writing (SPI includes time-order or transitional words/words).
- The learner will be able to use effective transitions (and, but, or) in his/her writing.
- The learner will be able to edit written works for usage (Learning Accomplishment includes "e.g., subject/verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word groups which/that, who/whom).
- The learner will be able to recognize usage errors occurring within context (e.g., subject/verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome words: where, were; which, that; who, whom) within context.
- The learner will be able to select the select use of underlining/italicizing with titles, specific words, numbers, letters, and figures.
- The learner will be able to write in a variety of modes (expository, narrative, descriptive,)write and recognize works of non-fiction, and analyze/assemble information into a research paper/document.
- The learner will be able to write works of fiction, poetry, biographical/autobiographical, anecdotes, friendly/business letters, personal essays, text related to career development, technical writing, and persuasive papers.
- The learner will be able to identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases).
- The learner will be able to select vivid words to strengthen a description (adjective/adverb) within a writing sample or passage.
- The learner will be able to write well-organized and coherently developed paragraphs.
- The learner will be able to choose vivid words, active voice verbs, figurative language, imagery, colorful modifiers, and sensory details to enhance writing.
- The learner will be able to recognize strengths, errors, challenges in the writing of self and peers, and evaluate the improvements in those works.
- The learner will be able to integrate all steps of the writing process: prewriting, drafting, revising, editing, and publishing.