

**8th Literature Course Outline**  
**Candace Lovitt**  
**Bledsoe County Middle School**

This course outline is a compilation of both what is expected of students in 8th Literature as well as what students should expect of me as the year progresses.

**Basic Information:**

**2021-2022 8th Grade ELA**

**Teacher's name:** Candace Lovitt

**Classroom location:** 312 (Third door in the 8th-grade hallway)

**Planning hours:** 12:50-1:45

**Phone:** 447-3212

**Email:** [candacelovitt@bledsoecountyschools.org](mailto:candacelovitt@bledsoecountyschools.org)

**Course Description**

This course aims to lead students on the road to mastery of the TN Ready Literature, Writing, and Vocabulary standards. It will be an in-depth exploration of both fiction and nonfiction.

**Course Objectives**

The English language arts standards outline the reading, writing, language, speaking, listening, and research skills students will need to succeed in college and the workforce. With a renewed emphasis on the close reading of complex texts, especially literary nonfiction, the ELA standards require all students to graduate ready to read and respond to the academic and technical texts they will encounter throughout their adult lives. - See more at: <https://www.tn.gov/education/article/english-language-arts-standards#sthash.ybKL03YK.dpuf>

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading-

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Required Student Resources**

- Pencils
- Blue or black pens
- Notebook paper (several packs)
- 1 binder (1 ½ inch)
- 2 two-pocket folders
- highlighters

**Course Schedule/Outline/Calendar of Events**

Term	Topic	Reading /Assignment
1-2	Fiction Non Fiction Writing Vocabulary Language Speaking and Listening	<b><i>Flowers for Algernon</i></b>
		"Flowers for Algernon" Daniel Keyes
		"What's in an Inkblot? Some Say, Not Much" Erica Goode
		"Does IQ Test Really Measure Intelligence?" Denise Mann
		"IQ Tests are Meaningless and Too Simplistic' Claim Researchers" Nicholas McDermott
		<i>Old Greek Stories: The Story of Prometheus</i> James Baldwin
		<i>Frankenstein; or, the Modern Prometheus</i> Mary Wollstonecraft Shelley
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<i>Charly</i> Ralph Nelson		

<p>2-3</p>	<p>Fiction  Non Fiction  Writing  Vocabulary  Language  Speaking and Listening</p>	<p style="text-align: center;"><b><i>Tell-Tale Heart</i></b></p> <table border="1"> <tr> <td data-bbox="708 243 1159 310">"The Tell-Tale Heart"</td> <td data-bbox="1159 243 1419 310">Edgar Allan Poe</td> </tr> <tr> <td data-bbox="708 310 1159 380"><i>Nothing But the Truth</i></td> <td data-bbox="1159 310 1419 380">Avi</td> </tr> <tr> <td data-bbox="708 380 1159 449"><i>Monster</i></td> <td data-bbox="1159 380 1419 449">Walter Dean Myers</td> </tr> <tr> <td data-bbox="708 449 1159 518"><i>The Republic</i></td> <td data-bbox="1159 449 1419 518">Plato</td> </tr> <tr> <td data-bbox="708 518 1159 588"><i>The Things They Carried</i></td> <td data-bbox="1159 518 1419 588">Tim O'Brien</td> </tr> <tr> <td data-bbox="708 588 1159 730">"A Million Little Pieces Revisited: Can the Truth Ever Set James Frey Free?"</td> <td data-bbox="1159 588 1419 730">Daniel Honan from <i>Big Think</i></td> </tr> <tr> <td data-bbox="708 730 1159 800">"Zoo"</td> <td data-bbox="1159 730 1419 800">Edward Hoch</td> </tr> <tr> <td data-bbox="708 800 1159 1010">"Narrative Point of View: Some Considerations"</td> <td data-bbox="1159 800 1419 1010">John Lye from Brock University Department of English Language &amp; Literature</td> </tr> <tr> <td data-bbox="708 1010 1159 1115"><i>The Treachery of Images</i> (This is not a pipe)</td> <td data-bbox="1159 1010 1419 1115">Rene Magritte</td> </tr> <tr> <td data-bbox="708 1115 1159 1184">"The Ransom of Red Chief"</td> <td data-bbox="1159 1115 1419 1184">O. Henry</td> </tr> <tr> <td data-bbox="708 1184 1159 1274">"Chairs"</td> <td data-bbox="1159 1184 1419 1274">Facebook</td> </tr> </table>	"The Tell-Tale Heart"	Edgar Allan Poe	<i>Nothing But the Truth</i>	Avi	<i>Monster</i>	Walter Dean Myers	<i>The Republic</i>	Plato	<i>The Things They Carried</i>	Tim O'Brien	"A Million Little Pieces Revisited: Can the Truth Ever Set James Frey Free?"	Daniel Honan from <i>Big Think</i>	"Zoo"	Edward Hoch	"Narrative Point of View: Some Considerations"	John Lye from Brock University Department of English Language & Literature	<i>The Treachery of Images</i> (This is not a pipe)	Rene Magritte	"The Ransom of Red Chief"	O. Henry	"Chairs"	Facebook
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3-4	Fiction Non Fiction Writing Vocabulary Language Speaking and Listening	<b><i>Call of the Wild</i></b>	
		<i>The Call of the Wild</i>	Jack London
		<i>How Smart are Animals?</i>	PBS
		"Minds of Their Own: Animals are Smarter Than You Think"	Virginia Morell from <i>National Geographic</i> , March 2008
		"To Build a Fire"	Jack London
		"The Other Animals"	Jack London
		<i>The Ways of Nature</i>	John Burroughs (October 1905)
		"To Build a Fire"	Librivox
		<i>The Call of the Wild</i>	Librivox

**Evaluation Procedures and Grading Criteria**

Students are evaluated and assessed in a variety of ways. The grade for the class will be broken up into three categories:

Classwork/Homework	35%
Quizzes	25%
Assessments	40%

At the end of each term (nine-week segment), I always drop one work grade, or for those that completed all work, I drop the lowest quiz grade.

**CLASSWORK/HOMEWORK**

I do not often assign homework. If I do it is a valuable skill that will be assessed either in class or on state testing. The majority of what is taken home as homework is a continuation of a classroom assignment. The student either did not use their time wisely to finish in class or we were interrupted and were not able to finish in a timely manner.

## ASSESSMENTS

This category deals with any assignment that takes a great deal of time or energy to complete. We will have fewer of these grades than any others simply because they are time-consuming. Examples of assessments (not a conclusive list):

- Unit tests
- Essays
- Group Projects
- Individual projects
- Individual novel reading/logs
- Vocabulary quizzes

### **RESPONSIBILITIES FOR THOSE INVOLVED:**

*Teacher:* My responsibilities include preparing and delivering appropriate and challenging lessons to the student. I will grade assignments in a timely manner. I will work hard to make sure I provide a learning environment that encourages the students to learn and push themselves further than they have before. My communication lines are open. However, I have 100-130 students, so my time to contact parents/guardians is limited. I will only call or email if there is a problem.

*Student:* The student is responsible for arriving to class prepared. It is up to the student if he or she pays attention and puts forth effort. It is his or her responsibility to keep up with assignments, grades, etc. In my class, it is necessary for students to take notes, stay organized, study for quizzes/tests, ask for help when needed, complete any make-up work, and try new skills on their own before they ask for help. Student success is directly reflected in student effort.

*Parent:* It is the parent's responsibility to make sure his or her student is at school every day possible. Tardies and absences that can be avoided absolutely should be avoided. I ask that parents question their children about what they've been doing in class, the grades they've been making, and upcoming assignments/assessments that they need to prepare for. Also, please be sure to check Skyward frequently and call or email if there are questions or concerns. Please do not ignore your child's progress until the end of the year or at all. They need support and expectations at home, too, especially at this critical age.