

COURSE DESCRIPTION

8th Grade English

HCJH Mission Statement: *To see students and their families, through the learning process, brought into a relationship with the person of Jesus Christ. We strive for each of our students to be academically prepared for the next level of education and spiritually ready to be an effective servant of Christ in today's society.*

Mr. Green's 8th Grade English

Eight grade English is one of the core academic class at Heights Christian Junior High the meets every school for the entire school year. The main focus of the course is a combination of literature and poetry analysis, reading comprehension and discussion, as well as composition demonstrated in sentence structure, paragraph formation, and essay writing.

Class Objectives

- *To examine both Christian and secular literature from a Biblical worldview.
- *To become proficient in the basics of grammar, including the eight parts of speech and sentence construction.
- *To further develop and obtain writing skills in relation to paragraph and essay formatting, including the Schaffer Paragraph Pattern.
- *To develop the skills of reading comprehension and critical thinking along with demonstrated proficiency in analysis of literature.
- *To demonstrate mastery of key literary and poetic terminology including characterization, point of view, symbolism, metaphor, simile, and irony.
- *To demonstrate proficiency in the areas of narrative, expository, and creative writing.
- *To further develop character development in the areas of responsibility and integrity.

Student Materials:

The Language of Literature SE, McDougall Littell, 2005
Language Network SE, McDougall Littell, 2005

Teacher Materials:

The Language of Literature TE, McDougall Littell, 2005
Language Network TE, McDougall Littell, 2005

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COURSE OUTLINE

Teacher's Name: Green		Subject: English			# of Quarters: 4
Text (if any): McDougal Little - Language of Literature			Other Materials: McDougal Little - Language Network		
Recurring Themes, Principles, Skills or Concepts:	1.) Salvation and Christ Likeness	2.) Elements of Fiction and Non Fiction	3.) Sentence Construction	4.) Paragraph and Essay Construction	5.) Elements of Poetry Anlysis and composition
Unit Title & Expected Start Date	Theme	Biblical Application		Key Concepts	
1.) Insights Part 1	Understanding Relationships	Philemon 1:16		Brief review of eight parts of speech and The Sentence and it's parts	
2.) Insights Part 2	Making Discoveries	Luke 15: 11-32		Elements of Fiction	
3.) Rising to the Challenge Part 1	Showing Determination	Mark 5: 41-42		Sentence Construction; Paragraph formation; Characterization	
4.) Rising to the Challenge Part 2	Taking Chances	Acts 3: 11-26 and 4:13-23		Oral presentation; Inferences; Verb Tense Overview	
5.) The Human Spirit Part 1	Moments that Matter	Romans 10:8-12		Diagrams; Mood and Tone; Analogies	
6.) The Human Spirit Part 2	Voices of Courage	1Cor. 4:1-21		Elements of Drama; Flashback; Degree of Comparison	
7.) American Voices Part 1	Building a Nation	Acts 3:11 and 4:20		Biography; Metaphor and Simile; Poetic Terms	
8.) American Voices Part 2	Remembering Heritage	Matthew 7:13-14		Poetry; Essay formation; Interpreting poetry	
9)					
10)					

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UNIT PLANNER

Teacher's Name: Green		Subject: English		Period(s):		
Unit #: 1	Dates - Starting: 8-Sep	Ending: 26-Sep	Total Instructional Days: 10			
Unit Title: Insights - Understanding Relationships						
Theme:						
Biblical Application: Identity within the Body of Christ - Ephesians 4:1-16 Philemon 1						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
Intro / Review 8 Parts of Speech		WOLC 1.4 W 1.5		Display proficiency in knowing definitions and examples the eight parts of speech.	Quiz on 8 Parts of Speech	#2 #3
Complete and Simple Subjects and Predicates		LC 1.4 LC 1.1 LC 1.4		Display proficiency in knowing definitions and examples the eight parts of speech.	Observation; Homework worksheets; LN pgs. 6-11	#2 #3
Four Types of Sentences		WOLC 1.1 LC 1.4		Display a mastery of identification of sentence types and punctuation.	Homework worksheet; quiz; class discussion.	#2 #3
Literary Analysis - Plot "The Ransom of Red Chief" - Focus on compassion - "Raymond's Run"		R 1.2 R 3.2 R 3.7		Intro general idea of plot / conflict / climax / resolution		#1 #4
5)						
Key Activities and Methods						

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UNIT PLANNER

Teacher's Name: Green		Subject: English		Period(s):		
Unit #: 2	Dates - Starting: 29-Sep	Ending: 10-Oct	Total Instructional Days: 15			
Unit Title: Insights part 2						
Theme: Making Discoveries						
Biblical Application: Love, Forgiveness, and Compassion Eph. 4:32 Luke 15: 11-32						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
Elements of Fiction		R 2.7 R 3.7 W 1.1 W 1.2		Obtain and display knowledge fiction elements.	Class discussion	#1 #6
Writing Autobiographical incident		W 2.1		Students will be able to express themselves from the first person point of view.	Produce written display of mastery autobiography.	#2 #6
Standardized Test Practice		LC 1.4 LC 1.5 LC 1.6		Students will practice standardized test exercises.	Class discussion and classroom observation	#3
Setting and Literary Devices		R 3.4 R 3.6		Obtain and display knowledge of literary devices and author strategies.	Produce paragraph response analyzing device.	#3 #6
5)						
Key Activities and Methods						

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UNIT PLANNER

Teacher's Name: Green		Subject: English		Period(s):	
Unit #: 3	Dates - Starting: 13-Oct	Ending: 7-Nov	Total Instructional Days: 15		
Unit Title: Rising to the Challenge Part 1					
Theme: Showing Determination					
Biblical Application: Loving the Unloved / Acceptance Psalms 18:30 Mark 2:3 Mark 5:41-42					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
Sentence Construction: Simple and Compound	LC 1.1 LC 1.2 LC 1.3	Demonstrate mastery through daily assignments.	Test	#2 #3	
Literary Analysis and Response	R 1.1 R 1.3 R 3.4	Display knowledge through written responses.	Quiz	#1 #3	
Elements of Nonfiction	R 2.7 R 3.7	Obtain and display knowledge of elements of nonfiction; specifically biography and memoir.	Class Discussion	#1 #6	
4)					
5)					
Class Reading of "Flowers for Algernon" and "A Man Without a Country"					

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UNIT PLANNER

Teacher's Name: Green		Subject: English		Period(s):		
Unit #: 4	Dates - Starting: 10-Nov	Ending: 16-Jan	Total Instructional Days: 17			
Unit Title: Rising to the Challenge Part 2						
Theme: Taking Chances						
Biblical Application: Togetherness and Unity Acts 3:11-26 Acts 4:13-23						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
Shaffer Paragraph Format		W 1.1 W 1.6		Demonstrate mastery of paragraph format	Formal Essay	#2
Literary Analysis		R 3.7		Demonstrate understanding of concepts such as authors slant and agenda	Classroom observation and discussion	#1 #2
Sentence Construction - Differentiating phrases and clauses		LC 1.1 LC 1.2		Demonstrate understanding of phrases and ind. and dep clauses	Daily Work	#2 #3
4)						
5)						
Key Activities and Methods - Class reading and discussion of <i>A Christmas Carol</i> by Charles Dickens						

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UNIT PLANNER

Teacher's Name: Green		Subject: English		Period(s):	
Unit #: 5	Dates - Starting: 19-Jan	Ending: 27-Feb	Total Instructional Days: 20		
Unit Title: The Human Spirit					
Theme: Voices of Courage					
Biblical Application: Strong and Courageous in the Lord 1 Tim. 4: 12 Rom. 10: 8-12 1 Cor. 1:28-31					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
Historical Fiction	R 1.1 R 3.2 R 3.7	Demonstrate mastery of literary elements and devices used by authors	Class Discussion and observation	#3 #6	
Elements of Drama	R 3.2 R 3.4	Demonstrate understanding of basic drama terminology	Class Discussion and observation	#1 #6	
Mood / Tone / Flashback	R 3.1 R 3.6	Demonstrate mastery of literary elements and devices used by authors	Demonstrate mastery through written response.	#1	
Degree of Comparison	LC 1.2 LC 1.4	Display mastery of comparative adjectives and adverbs through daily classwork and group work	Test	#2 #3	
5)					
Key Activities and Methods - Class reading and discussion of <i>Across Five Aprils</i> by Irene Hunt					

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UNIT PLANNER

Teacher's Name:	Green	Subject:	English 8	Period(s):	
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Unit #:	6	Dates - Starting:	4/23/2009	Ending:	5/4/2009	Total Instructional Days:	10
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Unit Title: American Voices - Part 1

Theme:

Biblical Application:

Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs
Use of foreshadowing and irony	R 3.4 R 3.5	Display knowledge and understanding of literary terms.	Classroom discussion and written response.	#3 #6
Sentence Construction - Complex and Compound/Complex - Clauses	LC 1.1 LC 1.2	Demonstrate mastery through daily assignments.		#2 #3
Essay Formation	W 1.1 W 2.2	Demonstrate mastery of literary terms and devices as well as fluence of sentence construction.	Five Paragraph essay	#1 #2 #3
4)				
5)				

Key Activities and Methods - Classroom reading and discussion of "The Lottery" by Shirley Jackson. Repeated lessons on Shaffer Paragraph pattern and essay development with focus on Topic Sentences and thesis construction.

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UNIT PLANNER

Teacher's Name: Green		Subject: English 8		Period(s):	
Unit #: 7	Dates - Starting: 5/10/2009	Ending: 5/29/2009	Total Instructional Days: 21		
Unit Title: American Voices - Part 2					
Theme:					
Biblical Application:					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
Poetic Terms	R 1.1	Students will produce list of poetic elements and definitions.	Formal Quiz / Test	#1	#3
Poetry Devices and Usage	R 3.1 R 3.6	Students will demonstrate knowledge through written response and class discussion	Poetic Analysis / Classroom discussion.	#1	#5
Reading and Appreciaion of Selected Poetry	R 3.0	Stuednts will be introduced and gain appreciaion through variety of selected poems	Classroom discussion; Venn-Diagram	#1	#2
4)					
5)					
Key Activities and Methods - "Road not Taken" by Robert Frost will be used for several classroom discussions, activities and assignments.					



PACING GUIDE

Subject: ENGLISH

Grade: 8

Total number of standards: 8

Quarter	Units Taught	Standards Taught	Standards Assessed
1	#1 Sentence and It's Parts #2 Elements of Fiction	LC 1.1, 1.4, 1.5, 1.6 R 1.1, 1.2, 1.3, 3.7 W 1.2, 1.3, 2.2	R 1.0
2	#3 Sentence Construction; Paragraphing; Point of View #4 Oral Presentation; Inferences; Analysis of Literature	LC 1.2, 1.3, 1.5, 1.6 R 1.1, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6 W 1.6, 2.1, 2.4 LS 1.1, 1.2, 1.4, 1.5, 2.5	LC 1.0 W 1.0 LS 1.0
3	#5 Mood and Tone; Schaffer 8 Paragraph; Irony in Lit. #6 Elements of Drama; Five Paragraph Essay Formation	R 1.1, 1.2, 1.3, 2.3, 2.4, 2.7, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 W 1.1, 1.2, 1.3, 2.1, 2.2	W 1.0
4	#7 Elements of Poetry; Metaphor And Simile; Verse and Stanza Forms. #8 Non-Fiction Biography and Memoir.	LC 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 R 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 W 1.5, 1.6, 2.1, 2.2 LS 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4	R 3.0 LS 2.0 W 2.0
Omitted Standards and why	R 2.1, 2.2, 2.5, 2.6 Time constraints; Standard that can be covered in Science.		

HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

Mission Statement

"Our mission is to educate students to know Christ personally, excel academically, think biblically, and positively impact their community for Christ."

Expected Schoolwide Learning Results (ESLRs)

1. Biblical World View

Graduates of HCJH are expected to be individuals who . . .

- a) know how to study the Bible.
- b) recognize that all people are created in the image of the one true God.
- c) acknowledge the Bible as the infallible Word of God.
- d) use God's Word to discern truth.

2. Effective Communicators

Graduates of HCJH are expected to be effective communicators who . . .

- a) listen objectively and critically.
- b) understand and follow directions.
- c) write and speak clearly and accurately.
- d) express and support opinions using objective evidence.
- e) utilize various modalities effectively.
- f) can demonstrate a personal relationship with Jesus Christ verbally and in writing.

3. Proficient Learners

Graduates of HCJH are expected to be proficient learners who . . .

- a) demonstrate grade appropriate skills in reading, writing, and mathematics.
- b) have effective work habits and study skills.
- c) are self-directed and able to produce cooperatively and independently.
- d) can utilize technology.
- e) have a firm grasp of scripture and are able to apply it to life situations.

4. Personal Responsibility

Graduates of HCJH are expected to be responsible individuals who . . .

- a) show patriotism through respect for flag, country, leaders and laws.
- b) demonstrate self-control based on biblical standards.
- c) exhibit respect for others.
- d) accept the consequences and benefits of their actions.
- e) are aware of career opportunities.
- f) practice goal setting with a biblical perspective.
- g) are involved in serving the community.
- h) have a personal relationship with Jesus Christ.
- i) have the tools to share their faith.
- j) demonstrate an urgency to share their faith.

5. Problem Solvers

Graduates of HCJH are expected to be perceptive thinkers and problem solvers who . . .

- a) evaluate current topics using a biblical perspective.
- b) use available technology to obtain, access and integrate relevant information.
- c) think analytically and creatively.
- d) are well-informed and open-minded.
- e) apply academic learning to life.

6. Well-Rounded

Graduates of HCJH are expected to be well-rounded individuals who . . .

- a) have been exposed to a variety of elective opportunities and experiences.
- b) are challenged beyond academics through a variety of extracurricular activities.
- c) lead lives that are balanced intellectually, spiritually, physically and emotionally.
- d) develop an appreciation for teamwork during school activities.
- e) understand God's involvement in every area of their lives.

Grade Eight**Reading****1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- 2.2 Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- 2.5 Understand and explain the use of a complex mechanical device by following technical directions.
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Expository Critique

- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Determine and articulate the relationship between the purposes and characteristics of different

Advanced II**Reading Vocabulary****Synonyms**

- Demonstrate the ability to recognize a synonym for a word used in context.

Multiple-Meaning Words

- Demonstrate the ability to determine the meaning of a given word with multiple meanings.

Context Clues

- Demonstrate the ability to use context clues to assign meaning to an unknown word.

Reading Comprehension**Literary**

- Demonstrate the ability to construct meaning with material typically read for enjoyment.

Informational

- Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information.

Functional

- Demonstrate the ability to construct meaning with material typically encountered in everyday-life situations.

Process**Initial Understanding**

- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.

Interpretation

- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.

Critical Analysis

- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.

Strategies

- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.

forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Literary Criticism

3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology

1.4 Plan and conduct multiple-step information searches by using computer networks and modems.

1.5 Achieve an effective balance between researched information and original ideas.

Evaluation and Revision

1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

2.1 Write biographies, autobiographies, short stories, or narratives:

a. Relate a clear, coherent incident, event, or situation by using well-chosen details.

b. Reveal the significance of, or the writer's attitude about, the subject.

c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Write responses to literature:

a. Exhibit careful reading and insight in their interpretations.

Spelling

Homophones

- Demonstrate the ability to identify the correct and incorrect spelling of common homophones in context.

Phonetic Principles

- Demonstrate the ability to apply phonetic principles in order to recognize the correct and incorrect spellings of phonemes within words.

Structural Principles

- Demonstrate the ability to identify misspelled words in which the incorrect spelling reflects errors in applying structural principles.

No Mistake

- Demonstrate the ability to recognize words that are spelled correctly.

Language Mechanics

Capitalization

- Distinguish correct capitalization.

Usage

- Identify correctly applied grammar.

Punctuation

- Distinguish correct punctuation.

Language Expression

Sentence Structure

- Distinguish between clearly written sentences and sentences that contain errors in expression or construction.

Prewriting

- Plan, organize, and improve writing samples.

Content and Organization

- Determine appropriate editing of short paragraphs.

- b. Connect the student's own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

2.3 Write research reports:

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d. Organize and display information on charts, maps, and graphs.

2.4 Write persuasive compositions:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

2.5 Write documents related to career development, including simple business letters and job applications:

- a. Present information purposefully and succinctly and meet the needs of the intended audience.
- b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

2.6 Write technical documents:

- a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
- b. Include all the factors and variables that need to be considered.
- c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

Grammar

- 1.4 Edit written manuscripts to ensure that correct grammar is used.

Punctuation and Capitalization

- 1.5 Use correct punctuation and capitalization.

Spelling

- 1.6 Use correct spelling conventions.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Organization and Delivery of Oral Communication

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7 Use audience feedback (e.g., verbal and nonverbal cues):
 - a. Reconsider and modify the organizational structure or plan.
 - b. Rearrange words and sentences to clarify the meaning.

Analysis and Evaluation of Oral and Media Communications

- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
- 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations (e.g., biographical, autobiographical):

- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

2.3 Deliver research presentations:

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and

paraphrase and summarize all relevant perspectives on the topic, as appropriate.

c. Use a variety of primary and secondary sources and distinguish the nature and value of each.

d. Organize and record information on charts, maps, and graphs.

2.4 Deliver persuasive presentations:

a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).

b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.

c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.

d. Maintain a reasonable tone.

2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.