

Duval County Public Schools

M/J Language Arts 3

2008-2009



Ed Pratt-Dannals, Superintendent



Dr. Jeanne Ballentine, Director
K-12 English Language Arts, Reading, and ESOL

Jacqueline Bowen & Sally Grodotzke
Reading/Language Arts Specialists
Secondary English Language Arts & Reading

Adopted Course Materials:
Prentice Hall Literature: *Timeless Voices, Timeless Themes* (Silver Level), 2003
Prentice Hall Grammar: *Communication in Action* (Silver Level), 2003

ENGLISH LANGUAGE ARTS CURRICULUM EXPLANATION

This curriculum has been formatted to accomplish the following purposes:

- To fully incorporate the Sunshine State Standards for English Language Arts into purposeful classroom instruction; and
- To introduce formative assessment tasks for students to demonstrate understanding and application of the Sunshine State Standards Benchmarks.
- To introduce the framework of *Understanding by Design*[™], which is an instructional design developed by Grant Wiggins and Jay McTighe and has been adopted for use across the district by all four academic areas.

The **Three Stages of Understanding by Design**[™] was used to guide the creation of the yearly learning schedule. The three stages include:

1. Identifying desired results: Sunshine State Standards (established goals), enduring understandings, essential questions, and knowledge and skills.
2. Determining acceptable evidence of understanding: performance assessments, short and extended response items; traditional quizzes and tests; FCAT-like item informal checks; teacher observation; and small and large group discussion.
3. Planning engaging and effective instruction with both unit plans and lesson plans.

Definitions

A Learning Schedule is provided to show the order in which units should be taught. This sequence is the work of middle school English Language Arts teachers. Following the sequence will ensure all students meeting the standards set forth by the Florida Department of Education. The learning schedule estimates the number of days to be spent teaching each learning concept and/or skill in both (90 minute) block and traditional (55 minute) scheduled schools.

The Sunshine State Standards are statements of what students should know or understand. A correlation to the previous adopted Sunshine State Standards and the newly adopted Sunshine State Standards is provided.

Benchmarks are statements within the Sunshine State Standards that describe what students at a certain grade level should know and be able to do. Benchmarks are more detailed than a strand or standard.

Instructional Focus refers to standards and benchmarks that students are learning. Skills are processes that students should be able to perform successfully.

Assessment Exemplars are performance task that students are expected to do.

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced/honors credit in English Language Arts courses. Since 1998 the district's requirements for honors credit have been:

- Students in advanced courses are responsible for the same Sunshine State Standards as standard level students. However, advanced students complete a more rigorous curriculum. Instructional strategies will reflect the rigor and depth of the material. Student grades will also reflect the quality and completion of the additional requirements inherent in advanced courses.

Advanced courses will include the following:

- Extended and complex writing components both timed and not timed.
- Frequent analysis of primary sources.
- Extensive use of documents/data for writing prompts.
- Complex problem solving.

The Learning Schedules (curriculum/instruction guides) for this course can be found in the Riverdeep Learning Village available at: <http://www.duvalschools.org/static/aboutdcps/departments/acadprog/riverdeep/>.

The Learning Schedules were developed and will be revised as needed by middle grades language arts teachers using teacher reflections and recommendations shared with the Academic Division of Curriculum and Instruction. Teachers are encouraged to share best-practices and effective lesson plans with their colleagues through the Riverdeep Learning Village.

After successfully completing the course, the student will:

1. Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, and speaking.
2. Know that a literary text may elicit a wide variety of valid responses.
3. Understand various elements of author's craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.
4. Draft and revise writing that is focused, purposeful, and reflects insight into the writing situation.
5. Speak for various occasions, audiences, and purposes, including conversations, discussions, and informational, persuasive, or technical presentations.
6. Use a variety of reference materials, including indexes, magazines, newspapers, and journals, and electronic tools to gather information for research topics.

Please review page 4 for a yearly overview of the Duval County's Adopted Middle Grades ELA Curriculum.

For a Complete view of the Florida Sunshine State Standards: Grade 8, Reading/Language Arts, with Access Points, you may visit:

<http://etc.usf.edu/flstandards/la/new-pdfs/points-8.pdf>.

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— Grade 8, M/J English Language Arts

YEARLY LEARNING SCHEDULE

School Year: 2008-2009			
First Quarter		Second Quarter	
INSTRUCTIONAL UNITS	DAYS	INSTRUCTIONAL UNITS	DAYS
Short Stories	44	Non-fiction	42
Testing	2	Testing	2
Total Days:	46	Total Days:	44
Third Quarter		Fourth Quarter	
INSTRUCTIONAL UNITS	DAYS	INSTRUCTIONAL UNITS	DAYS
Poetry	41	Drama	17
		Folk Tales	10
		Research Paper or Author Study	14
Testing	4	Testing	2
Total Days:	45	Total Days:	45