

CVMS English Course Profile for 7 & 8:

The curriculum at both grade levels includes study of short stories, novels, drama, poetry, expository texts, and grammar. Students participate in meaningful class discussions, creative projects, and presentations. Students will be able to construct multi-paragraph essays, as well as experiment with a variety of writing types including argumentative, informative/explanatory and narrative. The course curriculum is based on the Common Core State Standards available at: <http://www.corestandards.org/ela-literacy>

Which is the right placement for my student: College Prep or Honors?

Students contemplating placement in the appropriate English class should carefully read the following statements and ask themselves which column best describe them **upon entering the course.**

(Please be aware that students **will be tested** on these skills **when they enter** an Honors English course.)

College Prep English Student:	Honors English Student:
<ul style="list-style-type: none"> - May be strong academically in English and/or enjoys reading and writing - Is diligent, hardworking, self-motivated. <i>For example, can work on parts of an essay using the support of a graphic organizer and is capable of revising a draft with teacher feedback.</i> - Appreciates thorough presentation and practice of new concepts. - May enjoy challenges, but also enjoys having routine to practice complex, critical-thinking strategies. <i>For example, can identify similes and personification, but may need practice to independently decode things like metaphor, symbolism, and theme.</i> - Prefers or needs guidance to learn, apply, and extend new concepts. <i>For example, has a definite, on-topic opinion, but may benefit having a framework for incorporating supportive evidence.</i> - Enjoys participating in an inclusive classroom. Is able to achieve a deeper level of analysis through the discussion of literature with their peers. <i>For example, may benefit from guided readings and directed discussions when expressing their ideas with precision.</i> 	<ul style="list-style-type: none"> - Exceeded standards in English Language Arts on the SBAC - Has an exceptional work ethic and is highly self-motivated. <i>For example, has mastered the traditional 5-paragraph essay and can independently revise and proofread their own rough drafts.</i> - Masters concepts quickly and independently. Requires faster-paced, rigorous curriculum. - Thrives under the challenge of complex, critical-thinking opportunities presented in non-routine ways. Often takes ideas to a higher level. Can recognize the figurative as well as the literal. <i>For example, has mastered identifying theme, symbolism, and other literary devices in a text and can explain the author's purpose in using them.</i> - Is inquiry-driven: asks "Why?" and "What if...?" and can answer "How?" <i>For example, can support their inferences by writing complex, insightful, and well developed paragraphs using direct textual evidence as support.</i> - Enjoys actively participating in a competitive classroom environment. Is able to critically and independently read multiple texts and enter into thought-provoking discussions that build upon the ideas of their peers. <i>For example, uses precise and sophisticated vocabulary to express ideas. Is able to synthesize new ideas and concisely communicate them to peers during discussion.</i>

Grade 7 English Course Content

This year's course is an introduction to literature and non-fiction text organized around the theme "A Quest for Identity." The curriculum includes study of short stories, novels, drama, poetry, expository texts, and grammar.

Grade 7 SDUHSD Reading List

All students will read at least three selections from the following:

<i>The Giver</i> by Lois Lowry <i>The Outsiders</i> by S.E. Hinton <i>The Pearl</i> by John Steinbeck <i>Dragonsong</i> by Anne McCaffrey <i>Animal Farm</i> by George Orwell	<i>Out of the Dust</i> by Karen Hesse <i>Treasure Island</i> by Robert Louis Stevenson <i>Bearstone</i> by Will Hobbs <i>The Hobbit</i> by J.R.R. Tolkien <i>A Midsummer Night's Dream</i> by William Shakespeare
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All students will read short stories, poetry, and expository texts from the 7th grade literature book and other sources as needed.

Grade 8 English Course Content

This year's course is organized around the theme "The Search for Justice." The curriculum includes study of short stories, novels, drama, poetry, expository texts, and grammar.

Grade 8 SDUHSD Reading List

All students will read at least three selections from the following:

<i>To Kill a Mockingbird</i> by Harper Lee <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor <i>Touching Spirit Bear</i> by Ben Mikaelson <i>Milkweed</i> by Jerry Spinelli <i>Call of the Wild</i> by Jack London <i>Habibi</i> by Naomi Shihab Nye <i>Holes</i> by Louis Sachar <i>The Book Thief</i> by Markus Zusak <i>Witness</i> by Karen Hesse	<i>All But My Life</i> by Gerda Weissman <i>Night</i> by Elie Wiesel <i>Red Scarf Girl</i> by Ji-Li Jiang <i>The Diary of a Young Girl</i> by Anne Frank <i>Twelfth Night</i> by William Shakespeare <i>Merchant of Venice</i> by William Shakespeare <i>The Diary of Anne Frank (play)</i> , Frances Goodrich and Albert Hackett <i>The Martian Chronicles</i> by Ray Bradbury <i>The Adventures of Tom Sawyer</i> by Mark Twain
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All students will read short stories, poetry, and expository texts from the 8th grade literature book and other sources as needed. In addition, 8th grade students at CVMS will read a selection of non-fiction war related books.