

# PETERS TOWNSHIP MIDDLE SCHOOL

## COURSE SYLLABUS: READING 8

Course Information	Teacher Information
<u>Course Length:</u> Year long	<u>Mr. Appel</u>

### **Course Overview and Essential Skills**

This novel-based course meets every day all year and provides opportunities for students to develop greater competence and confidence in their reading, study skills, and critical-thinking abilities. Students will read three novels in this course: *The Cay*, *The Outsiders*, and *Run, Boy, Run*, as well as various shorter works of fiction and non-fiction. Focus is placed on improving and integrating vocabulary skills through verbal and written expression; improving reading comprehension using sequencing, summarizing, comparing and contrasting elements; analyzing and applying literary terms during writing and class discussion; and using hands-on activities to enhance students' ability to characterize, make inferences, solve analogies, and make personal connections with the text. For each of the sections that follow, students may be required to understand, apply, analyze, evaluate or create the particular concepts being taught.

### **Course Textbook, Supplemental Resources and Required Materials**

*The Cay* by Theodore Taylor ISBN: 978-0440229124  
*The Outsiders* by S. E. Hinton ISBN: 978-0142407332  
*Run, Boy, Run* by Uri Orlev ISBN: 978-0618957064  
*Drums, Girls, & Dangerous Pie* by Jordan Sonnenblick ISBN: 978-0545722865  
*The Cay* the movie (1974)  
*The Outsiders* the movie (1983)  
 Perfection Learning Focus on Reading Strategies Level H  
 Perfection Learning Analogies Book C

### **Course Outline of Material Covered:**

Unit or Topic	Course Activities/Resources	Timeframe
Unit of study or major topic as outlined in curriculum	Projects, papers, quizzes, labs, homework, class work, movies used, etc	May indicate the month or amount of time for unit
<i>The Cay</i>	<p>In the unit, the students will read the novel <i>The Cay</i>. The students will analyze the impact prejudice has on relationships, the evolution of the main character, the impact a physical disability has on everyday situations, and the role dialect plays in the dialogue of the characters. The performance tasks include comparing and contrasting the main characters, writing a "message in a bottle" to analyze the main character's experiences, and writing an epitaph for Timothy.</p> <p>Classwork will include comprehension questions, teacher and student led discussions on the conflicts within the text, journaling to make predictions and reflect on character decisions and development,</p>	8-9 weeks

	<p>application of new vocabulary in written assignments, such as journals and the five-paragraph essay, and review games such as the questions in a bag, vocabulary bingo, and vocabulary concentration.</p> <p>Assessments will include various comprehension quizzes, several vocabulary quizzes, and several chapter tests. Students will also view scenes from the movie and will compare and contrast those with the novel.</p>	
<i>The Outsiders</i>	<p>In this unit, the students will read the novel <i>The Outsiders</i>. They will analyze the main character's relationships with his brothers, members of his gang, and those on the other side of the town by creating a hierarchy of characters and inferring meaning through role-playing and discussion. The students will discuss the elements of a tragic hero and compare to a character from the novel. They will also analyze the tragedy within the novel and its impact on the characters.</p> <p>The performance tasks include creating a promotional poster for the novel, interpreting a theme of the novel, designing and completing character profiles, and writing a five paragraph essay. The students will also focus on the conflicts of the novel and design and present a collage with pictures, quotes, artifacts, and examples from the story.</p> <p>Classwork will include comprehension questions, teacher and student led discussions on the conflicts within the text, journaling to make predictions and reflect on character decisions and development, application of new vocabulary in written assignments, such as journals and the five-paragraph essay, and review games such as the questions in a bag, vocabulary bingo, and vocabulary concentration.</p> <p>Assessments will include various comprehension quizzes, several vocabulary quizzes, and several chapter tests. Students will also view scenes from the movie and will compare and contrast those with the novel.</p>	9 weeks
<i>Run, Boy, Run</i>	<p>In this unit, the students will read the novel and locate the key events in the plot and analyze the dynamic characters in the text. They will complete comprehension questions for each chapter, take quizzes, and locate and analyze the conflicts within the text.</p> <p>Classwork will include comprehension questions, teacher and student led discussions on the conflicts</p>	7 weeks

	<p>within the text, journaling to make predictions and reflect on character decisions and development, application of new vocabulary in written assignments, such as journals and the five-paragraph essay, and review games such as the questions in a bag, vocabulary bingo, and vocabulary concentration.</p> <p>Assessments will include various comprehension quizzes, several vocabulary quizzes, and several chapter tests. Students will also view scenes from the movie and will compare and contrast those with the novel.</p>	
<i>Drums, Girls, &amp; Dangerous Pie</i>	<p>In this unit, students will read the novel and develop comprehension, vocabulary, oral reading, listening, writing, and presentation skills as they participate in activities and discussions and interact with the story's content. They will also question and deepen their understanding of such concepts as family, adolescence, and the meaning of life.</p> <p>Classwork will include comprehension questions, teacher and student led discussions on the conflicts within the text, journaling to make predictions and reflect on character decisions and development, application of new vocabulary in written assignments, such as journals and the five-paragraph essay, and review games.</p> <p>Assessments will include various comprehension quizzes, several vocabulary quizzes, and several chapter tests.</p>	7-8 weeks
Analogies	The students will learn the process of identifying, completing, and creating analogous relationships.	1 week
Focus on Reading Strategies (Short Fiction and Non-fiction Selections)	<p>The students will engage in skill building activities that focus on strengthening reading comprehension by responding to a variety of short stories (fiction and non-fiction). The unit teaches active reading strategies that help students to preview, self-question, make connections, visualize, and evaluate what they read.</p> <p>The activities in this unit are guided by "Focus on Reading Strategies", which is a workbook the students will be using on a daily basis.</p>	2 week
Vocabulary	Students will use context clues to define and infer meaning. Students will identify synonyms and antonyms.	Embedded in novel units throughout the year

***\*Depending on the needs of the class or changes in the school year, the course outline is subject to change.***