

I. Writing, Grammar, and Usage

Teachers: Students should be given opportunities to write fiction, poetry, or drama, but instruction should emphasize repeated expository writing. Students should examine their work with attention to unity, coherence, and emphasis. Expository essays should have a main point and stick to it, and have a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence and examples, and have transitions between them. Essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. Standards for writing apply across the disciplines.

A. WRITING AND RESEARCH

- Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.
- Write research essays, with attention to
 - asking open-ended questions
 - gathering relevant data through library and field research
 - summarizing, paraphrasing, and quoting accurately when taking notes
 - defining a thesis (that is, a central proposition, a main idea)
 - organizing with an outline
 - integrating quotations from sources
 - acknowledging sources and avoiding plagiarism
 - preparing a bibliography

B. SPEAKING AND LISTENING

- Participate civilly and productively in group discussions.
- Give a short speech to the class that is well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.

C. GRAMMAR

Teachers: Students should have a working understanding of the following terms and be able to use them to discuss and analyze writing.

Parts of the Sentence

- Prepositional phrases
 - Identify as adjectival or adverbial
 - Identify word(s) modified by the prepositional phrase
 - Object of preposition (note that pronouns are in objective case)
 - Punctuation of prepositional phrases
- Subject and verb
 - Find complete subject and complete predicate
 - Identify simple subject and simple verb (after eliminating prepositional phrases):
 - in statements
 - in questions
 - in commands (you understood)
 - with there and here
 - Auxiliary verbs
 - Noun of direct address
 - Subject-verb agreement:
 - with compound subjects
 - with compound subjects joined by *or*
 - with indefinite pronouns (for example, everyone, anyone, some, all)



See also English 6 for more guidelines on writing persuasive essays.



- Complements
 - Find direct and indirect objects
 - Review linking vs. action verbs
 - Predicate nominative
 - Predicate adjective
- Appositives
 - Identify and tell which noun is renamed
 - Use of commas with appositive phrases
- Participles
 - Identify past, present participles
 - Identify participial phrases
 - Find the noun modified
 - Commas with participial phrases
- Gerunds and gerund phrases
 - Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate nominative, object of preposition)
- Infinitives and infinitive phrases
 - Adjective and adverb: find the word it modifies
 - Noun: tell its use in the sentence

Clauses

- Review: sentences classified by structure
 - Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex
- Review independent (main) v. dependent (subordinate) clauses
- Kinds of dependent clauses
 - Adjective clauses
 - Identify and tell noun modified
 - Introductory words: relative pronouns, relative adverbs (where, when)
 - Implied “that”
 - Commas with nonrestrictive (nonessential) adjective clause
 - Adverb clauses
 - Identify and tell the word(s) modified
 - Subordinating conjunctions (for example, because, although, when, since, before, after, as soon as, where)
 - Comma after introductory adverbial clause
 - Noun clauses
 - Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)

D. SPELLING

- Continue work with spelling, with special attention to commonly misspelled words, including:

achievement	despise	muscular	scholar
address	doesn't	occasionally	shepherd
analysis	environment	offense	sincerely
anonymous	excellent	particularly	sponsor
argument	existence	persuade	succeed
beginning	grammar	politician	surprise
business	hypocrisy	prejudice	tendency
college	immediately	probably	thorough
conscience	interpret	recognize	truly
control	knowledge	remembrance	women
criticism	lieutenant	responsibility	written
definite	medieval	rhyme	
description	muscle	sacrifice	

Note: More commonly misspelled words are listed in grades 6 and 8.

E. VOCABULARY

Teachers: Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

Note: More Latin and Greek words and roots are listed in grades 6 and 8. In the listings here, L = Latin, G = Greek. No single form of the Latin or Greek words is consistently used here, but rather the form that is most similar to related English words.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
ab [L]	away from	abnormal, absent
ad [L]	to, forward	advocate, advance
amo [L]	love	amiable, amorous
audio [L]	hear	audience, inaudible
auto [G]	self	automobile, autocrat
bene [L]	good/well	beneficial, benefit
circum [L]	around	circulate, circumference
celer [L]	swift	accelerate
chronos [G]	time	chronological
cresco [L]	grow	increase, decrease
cum [L]	with	compose, accommodate
curro [L]	run	current, cursive, course
demos [G]	people	democracy, epidemic
erro [L]	wander, stray	error, erratic
ex [L]	from, out of	exclaim, exhaust
extra [L]	outside	extravagant, extraordinary
facio [L]	make	effect, affect
fero [L]	bring, bear	confer, defer
fragilis [L]	breakable	fragile, fragment
finis [L]	end	confine, finality
homos [G]	same	homogenous
hyper [G]	over, beyond	hypertension, hyperactive
hypo [G]	under, beneath	hypodermic, hypothesis
jacio [L]	throw	eject, interject
judex [L]	a judge	judge, prejudice
juro [L]	swear	jury, perjury
makros [G]	long	macrocosm
malus [L]	bad	malady, malice
manus [L]	hand	manufacture, manuscript
morphe [G]	form	metamorphosis, amorphous
neos [G]	new	neophyte
pan [G]	all	panorama, panacea
pedis [L]	foot	pedal, biped
polis [G]	city	metropolis
pro [L]	before, for	proceed, propose, prodigy
pseudos [G]	a lie	pseudonym
re [L]	back, again	react, reply, revise
scribo [L]	write	scribble, inscribe
sentio [L]	feel (with senses)	sensation, sensual, sentry
sequor [L]	follow	subsequent, sequel
solvo [L]	loosen	solution, dissolve, solvent
specto [L]	look at	inspect, speculate, perspective
strictus [L]	drawn tight	strict, constricted
sub [L]	under	subdue, subject, subtract
super [L]	above	superficial, superlative, supreme
syn [G]	together	synchronize, synthesis
tendo [L]	stretch	tension, intense, detention
teneo [L]	hold, keep	contain, content, maintain
trans [L]	across	transfer, transcontinental
valeo [L]	be strong	prevail, valiant
venio [L]	come	event, advent
voco [L]	call	vocal, voice, vociferous
volvo [L]	revolve	evolve, revolution
zoon, zoe [G]	animal, life	zoology, protozoa

See also History 7: World War I, re Wilfred Owen; and, America in the Twenties, Harlem Renaissance, re Langston Hughes and Countee Cullen.

II. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

A. POEMS

Annabel Lee (Edgar Allan Poe)
 Because I could not stop for Death (Emily Dickinson)
 The Charge of the Light Brigade (Alfred Lord Tennyson)
 The Chimney Sweeper (both versions from *The Songs of Innocence* and *The Songs of Experience*; William Blake)
 The Cremation of Sam McGee (Robert Service)
 Dulce et Decorum Est (Wilfred Owen)
 Fire and Ice; Nothing Gold Can Stay (Robert Frost)
 Heritage (Countee Cullen)
 Macavity: The Mystery Cat (T.S. Eliot)
 The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes)
 This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)

B. ELEMENTS OF POETRY

- Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration
- Stanzas and refrains
- Forms
 - ballad
 - sonnet
 - lyric
 - narrative
 - limerick
 - haiku
- Types of rhyme: end, internal, slant, eye

III. Fiction, Nonfiction, and Drama

A. SHORT STORIES

"The Gift of the Magi" (O. Henry)
 "The Necklace" (Guy de Maupassant)
 "The Secret Life of Walter Mitty" (James Thurber)
 "The Tell-Tale Heart"; "The Purloined Letter" (Edgar Allan Poe)

B. NOVELS / NOVELLAS

The Call of the Wild (Jack London)
Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson)

C. ELEMENTS OF FICTION

- Review aspects of plot and setting
- Theme
- Point of view in narration
 - omniscient narrator
 - unreliable narrator
 - third person limited
 - first person
- Conflict: external and internal
- Suspense and climax

See also History 7: World War II, re Roosevelt's "Declaration of War" and Anne Frank's *Diary of a Young Girl*.

D. ESSAYS AND SPEECHES

- "Shooting an Elephant" (George Orwell)
- "The Night the Bed Fell" (James Thurber)
- "Declaration of War on Japan" (Franklin D. Roosevelt)

E. AUTOBIOGRAPHY

Diary of a Young Girl (Anne Frank)

F. DRAMA

- *Cyrano de Bergerac* (Edmond Rostand)
- Elements of drama
 - Tragedy and comedy (review)
 - Aspects of conflict, suspense, and characterization
 - Soliloquies and asides

G. LITERARY TERMS

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole; oxymoron; parody

IV. Foreign Phrases Commonly Used in English

Teachers: Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.

Note: In eighth grade, students will learn French phrases commonly used in English speech and writing.

ad hoc - concerned with a particular purpose; improvised [literally, "to the thing"]
 bona fides - good faith; sincere, involving no deceit or fraud
 carpe diem - seize the day, enjoy the present
 caveat emptor - let the buyer beware, buy at your own risk
 de facto - in reality, actually existing
 in extremis - in extreme circumstances, especially at the point of death
 in medias res - in the midst of things
 in toto - altogether, entirely
 modus operandi - a method of procedure
 modus vivendi - a way of living, getting along
 persona non grata - an unacceptable or unwelcome person
 prima facie - at first view, apparently; self-evident
 pro bono publico - for the public good
 pro forma - for the sake of form, carried out as a matter of formality
 quid pro quo - something given or received in exchange for something else
 requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]
 sic transit gloria mundi - thus passes away the glory of the world
 sine qua non - something absolutely indispensable [literally, "without which not"]
 sub rosa - secretly