English 8
at
Mealy Mountain Collegiate

Curriculum Overview:

The English Language Arts curriculum encompasses the experience, study, and appreciation of language, literature, media and communication. All language processes (speaking and listening, reading and viewing, writing and representing) are interrelated and interdependent in that facility in one strengthens and supports the others. Students become confident and competent users through many opportunities to become engaged in language arts in a variety of contexts. The curriculum guide specifies that English language arts be taught in an integrated manner so that the interrelationship between and among the language processes will be understood and applied by the students. This integrated approach should be based on students' prior experiences with language and on meaningful activities involving all strands of language arts. The integration of technology is vital in today's classrooms.

Authorized Learning Resources:

- English Language Arts: A Curriculum Guide Grades 7-9
- Foundation for Atlantic Canada English Language Arts Curriculum: K-12 (1999)
- Grade 8 English Language Arts Curriculum Guide (Interim Edition, 2011)
- *Literacy 8* (Nelson, 2011)
  - o Student and Teacher print resources
  - o Student and Teacher digital resources
  - o Magazines for independent and guided practice (24-issue set)
  - o Media package
  - o Selections for modeling and demonstration
- *Write Traits Kit*: Grade 8

Novels: *The Outsiders*
              The Middle of Everywhere
              2 Novels of students' choice (approved by teacher)

- Classroom texts to support teacher and student-directed reading and viewing (Teachers and students may consult the Annotated Bibliography of Young Adult Literature, 2010, when selecting texts.)

Course Objectives:

The following are the general curriculum outcomes for English Language Arts8 as found in Grade *8 English Language Arts Curriculum Guide (Interim Edition, 2011)*

General Curriculum Outcomes

Speaking and Listening   Students will be expected to

GCO 1 •   speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences

GCO 2 •   communicate information and ideas effectively and clearly, and to respond personally and critically

GCO 3 •   interact with sensitivity and respect, considering the situation, audience, and purpose

Reading and Viewing   Students will be expected to

GCO 4 •   select, read, and view with understanding a range of literature, information, media, and visual texts

GCO 5 •   interpret, select, and combine information using a variety of strategies, resources, and technologies

GCO 6 •   respond personally to a range of texts

GCO 7 •   respond critically to a range of texts, applying their understanding of language, form, and genre

Writing and Representing   Students will be expected to

GCO 8 •   use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations

GCO 9 •   create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes

GCO 10 •   use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness

The statements of general learning outcomes are organized in six strands in three groups: Speaking and Listening, Reading and Viewing and Writing and Representing. However, it is important to recognize that these language processes are interrelated and can be developed most effectively as interdependent processes.

Unit 1: Global Citizens
Unit 2: Tech Then and Now
Unit 3: Secrets
Unit 4: No Limits
Unit 5: Reality Check
Unit 6: Chasing A Dream

Assessment in this course is governed by the *Assessment and Evaluation Policy of the Labrador School District.* (http://www.lsb.ca/FRAME/FPOLICES.html Select Assessment and Evaluation)

Evaluation:

Cumulative Assessments*   20%
Final Exam   20%
Major Assignments   20%
Tests/Quizzes   20%
Assignments   15%
Homework/Classwork   5%

Course Content: (Dates are tentative)

Term I

Unit 1: **Global Citizens** (September – October)

Text: *Nelson Literacy 8* and other sources

A variety of poems, short fiction, and visuals (media)/non-fiction for intensive study plus others for extended reading.

Strategy: Making Connections
    Develop Ideas-Reading like a writer
    Listen Effectively
    Recognize Purpose and Audience
    Sequence
    Style
    Language Conventions

Evaluation: Student Created Informational text-Advertisement/Poster
    Creative Writing – Poem
    1 "other ways of representing" assignment (choice chart assignment)
    1 Reading/Response Test (analysis of a prose and a visual selection)
    Homework/classwork

Unit 2: **Tech Then and Now** (October-November)

Text: *Nelson Literacy 8* and other sources

A variety of poems, short fiction, and visuals (media)/non-fiction for intensive study plus others for extended reading.

Strategy: Ask Questions
    Organize Ideas
    Deliver Presentations
    Evaluate Media Text
    Narrative
    Style
    Language Conventions

Evaluation: Student Created Informational text using technology (Rant, podcast, PowerPoint)
    Creative Writing – Narrative Essay
    1 "other ways of representing" assignment (choice chart assignment)
    1 Reading/Response Test (analysis of a prose and a visual selection)
    Homework/classwork

Unit 3: **Secrets** (November-January)

Text: *Nelson Literacy 8* and other sources
           The Outsiders (In Class Novel)

A variety of poems, short fiction, and visuals (media)/non-fiction for intensive study plus others for extended reading.

Strategy: Make Inferences
                     Add Voice to Informational Writing
                     Make Inferences While Listening
                     Create a Comic
                     Generalization
                     Style
                     Language Conventions

Evaluation: Student Created Informational text based on Novel study (Body Bio)- also fulfill "Other Ways of Representing" requirement.
               Creative Writing – Creation of a summary of Alternate ending or a sequel to the novel (essay 500-750 words/2page comic strip/dramatic piece/etc.)
               1 Reading/Response Assessment (analysis of the novel – example visualizing characters' physical characteristics and comparing novel to film.
               Homework/classwork

Unit 4: **No Limits** (January-February)

Text: *Nelson Literacy 8* and other sources
           The Middle of Everywhere (In-Class Novel)

A variety of poems, short fiction, and visuals (media)/non-fiction for intensive study plus others for extended reading.

Strategy: Summarize
                     Improve Word Choice
                     Listen to Improve Understanding
                     Analyze Point of View
                     Nonfiction Recount
                     Style
                     Language Conventions

Evaluation: Student Created text - book blogs (summaries of novels) / Graphic Organizers(p.178)
               Creative Writing – Sequenced Text Writing as **a process** (ex. Instructions for a task)
               1 Reading/Response Assessment (**Demand** Piece)
               Homework/classwork

Unit 5: **Reality Check** (February-March)

Text: *Nelson Literacy 8* and other sources

A variety of poems, short fiction, and visuals (media)/non-fiction for intensive study plus others for extended reading.

Strategy: Synthesize (Reading)
                Improve Fluency
                Synthesize (Listening)
                Analyze Media Elements
                Cause and Effect
                Style
                Language Conventions

Evaluation: Student Created text - Persuasive Speech
                Creative Writing –   Ad Script/ Storyboard for ad
                Other Ways of Representing Student created TV ad/infomercial
                1 Reading/Response Assessment (**Demand** Piece)
                Homework/classwork

        *All above Assessments can be thematically linked to the speech/unit topic.

Unit 6: **Chasing a Dream** (April-May)

Text: *Nelson Literacy 8* and other sources

A variety of poems, short fiction, and visuals (media)/non-fiction for intensive study plus others for extended reading.

Strategy: Evaluate Texts
                Revise and Edit
                Communicate Effectively
                Create Public Service Announcement
                Problem/Solution
                Style
                Language Conventions

Evaluation: Evaluating text - heritage fair research
                Creative Writing –   essay and backboard
                Other Ways of Representing – backboard/model
                Communication- interview
                Homework/classwork – language conventions and styles (to aid in their heritage fair project)