

English Language Arts 8

Type: Online

Course Description:

The key question for English Language Arts (ELA) 8 is, “Who are my people?” The goal is to give students an opportunity to recognize the people that are close to them, and how they identify themselves as part of groups. Knowing who your tribe is can be positive, but there is also a shadow side to this, as tribalism can lead to pitting one tribe or group against another. So, as students explore their identity as part of various groups, they are encouraged to resist seeing those outside of their group as “other” or “them.” The literature studies, writing projects, and final project are all centred around this theme of tribes without tribalism.

Major Units and Topics:

- Learning to Tell Your Story
- *The Outsiders*
- Writing Skills
- Literature Circles
- Us vs. Them
- Family History

Assessment Requirements:

- Discussion Forums
- Family Story
- *The Outsiders* Book Review
- Multi-Paragraph Composition
- Book Talk Vlog
- Research Assignment
- Family History Project
- Final Exam (optional)
- Each lesson designed to take approximately 40 minutes, with the exception of major projects and assignments



Learning Standards Overview:

| Curricular Competencies <i>Students are expected to:</i> | Unit 1 Learning to Tell Your Story | Unit 2 The Outsiders | Unit 3 Writing Skills | Unit 4 Literature Circles | Unit 5 Us vs. Them | Unit 6 Family History Project |
|---|---|---|--|--|-------------------------------------|--|
| Comprehend and Connect (reading, listening, viewing) | | | | | | |
| Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Synthesize ideas from a variety of sources to build understanding | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages | ✓ | ✓ | | ✓ | | |
| Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts | ✓ | ✓ | | ✓ | ✓ | |
| Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Recognize how language constructs personal, social, and cultural identity | ✓ | | | ✓ | ✓ | ✓ |
| Construct meaningful personal connections between self, text, and world | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Respond to text in personal, creative, and critical ways | ✓ | ✓ | | ✓ | | |



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| Recognize how literary elements, techniques, and devices enhance and shape meaning | ✓ | ✓ | | ✓ | | |
| Recognize an increasing range of text structures and how they contribute to meaning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view | | | | | ✓ | |
| Develop an awareness of the protocols and ownership associated with First Peoples texts | | | | | ✓ | |
| Create and Communicate (Writing, speaking, representing) | | | | | | |
| Exchange ideas and viewpoints to build shared understanding and extend thinking | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use and experiment with oral storytelling processes | | | | ✓ | | ✓ |
| Select and use appropriate features, forms, and genres according to audience, purpose, and message | ✓ | | ✓ | | ✓ | ✓ |
| Transform ideas and information to create original texts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



| Content <i>Students are expected to know the following:</i> | Unit 1 Intro | Unit 2 Reading and Writing Well | Unit 3 <i>To Kill a Mockingbird</i> | Unit 4 <i>Merchant of Venice</i> | Unit 5 World War II Novel Study | Unit 6 First Peoples |
|---|------------------------|---|---|--|--|-----------------------------------|
| Story/text | | | | | | |
| Forms, functions, and genres of text | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Text features | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Literary elements | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Literary devices | | ✓ | ✓ | ✓ | ✓ | |
| Elements of visual/graphic texts | | | | | ✓ | ✓ |
| Relevance, accuracy, reliability | | | | | ✓ | |
| Strategies and processes | | | | | | |
| Reading strategies | ✓ | ✓ | | ✓ | ✓ | |
| Oral language strategies | | | | ✓ | | ✓ |
| Metacognitive strategies | | ✓ | | | ✓ | ✓ |
| Writing processes | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Language features, structures, and conventions | | | | | | |
| Features of oral language | | | | ✓ | | ✓ |
| Multi-paragraphing | | | ✓ | | | |
| Language usage and context | ✓ | | ✓ | | ✓ | ✓ |



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| Elements of style | | | ✓ | | | ✓ |
| Syntax and sentence fluency | | ✓ | ✓ | | | ✓ |
| Conventions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

