



**Grade 8 English Language Arts
SYLLABUS
2019 – 2020 School Year**



Mrs. Foley/Mr. Davis

Course Description:

English Language Arts is designed to develop students’ knowledge and strategies in speaking and listening (speeches, role-play, debates), reading and viewing (novels, stories, blogs, texts, e-mails, plays and video), writing and representing (essays, letters, stories, dance, art work, collage or video production). English Language Arts must be taught in an integrated manner so that the interrelationships between and among the language processes will be understood and applied by the students. The integrated approach should be based on students’ prior experience with language and on meaningful activities involving speaking, listening, reading, viewing, writing and other ways of representing meaning. Experiences with literature are, in addition to developing their knowledge and strategies, designed to enhance students’ awareness of the richness of life, expand their imagination, exercise their intellects, and mature their emotions.

The curriculum provides for a balance of transactional, expressive and poetic writing. The conventions of language are taught in the contexts of students’ own writing and speaking. The variety of resources for reading and viewing are intended to evoke personal responses, promote discussion and analysis of values and ideas, and consolidate their understanding of language, form and genre. A variety of interaction patterns (partnership, small groups and whole class) should be used.

The curriculum guide is available to view at:

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/grade7_9/ELA8_curr_guide_2016.pdf

Department Approved Resources :

<ul style="list-style-type: none"> ➤ Language Arts Survival Guide ➤ Nelson Literacy 8 ➤ Homegrown 8 ➤ Various teacher handouts 	<ul style="list-style-type: none"> ➤ Teacher-supported novel #1 – <i>The Outsiders</i> (by S.E. Hinton) ➤ Teacher-supported novel #2 – (Among the Imposters) ➤ Other novels for independent or group reading (Approximately 3-5)
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Evaluation Scheme:

A. Speaking	15%	B. Listening	15%
C. Reading	20%	D. Viewing	20%
E. Writing	15%	F. Representing	15%



Notes:

1. The above marking scheme may be altered under extenuating circumstances (long term illness, bereavement, etc.) or if a student shows significant improvement through course examinations.
2. Students will be given at least five school days notice before any test or major project is due.

Suggested Class Materials:

1. Dictionary/Thesaurus
2. 2-inch Ring Binder
3. Loose Leaf and Duotang Folder
4. Coloring Leads/Markers
5. Scissors
6. Glue
7. Pencils/Erasers
8. Pens

Suggested Course Content:

CATEGORY	ACTIVITY	NUMBER(S) SUGGESTED
Writing & Representing	(A) Multi-paragraph writing	3
	(B) Poetry	3
	(C) Visual/informational text	1
	(D) Multimedia	1
	(E) Creative expression	1
	(F) Demand writing (choose from A to E)	6
Reading & Viewing	(G) Poetry	15
	(H) Drama	2
	(I) Short prose	9 fiction + 9 non-fiction
	(J) Multimedia	5
	(K) Student-selected longer prose (novel)	5
	(L) Teacher-supported longer prose	3
Speaking & Listening	(M) Informal Speaking (Group discussion, improvisation, role play, or read aloud)	6
	(N) Formal Speaking (Interview, debate, speech, slideshow, book talk, dramatic presentation)	2
	(O) Formal Listening (music, read aloud, speech, debate)	2

Outline 2019-2020

Unit One	<ul style="list-style-type: none"> ➤ <i>Biography Poems/Introductory Activities</i> ➤ <i>Literacy Essay/Collage</i> (Students will respond to the questions “How do I know What I Know? What does it mean to be literate?) ➤ With teacher/peer guidance/discussion students will reflect on how they’ve become “literate.” 	<p style="text-align: center;">September (approx. 2 weeks)</p> <p style="text-align: center;">Literacy/Photo Essay Bio Poems</p>
Unit Two	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 8 “Global Citizens”</i> ➤ Students will examine a variety of texts sharing a common theme. ➤ Selection from <i>Nelson “Homegrown”</i> ➤ Significant emphasis will be placed on poetry: terms, writing, reading, music lyrics ➤ Students will read a sample of their poetry ➤ Poetry Common Assessment ➤ Independent Reading Assignment # 1 	<p style="text-align: center;">September/November (approx. 3 weeks)</p> <p style="text-align: center;">Poetry Assessment Oct. 21</p> <p style="text-align: center;">Independent Reading Assignment Nov. 13</p>
Unit Three	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 8 “Secrets”</i> ➤ Students will examine a variety of texts sharing a common theme. ➤ Selection from <i>Nelson “Homegrown”</i> ➤ Significant emphasis will be placed on the short story: narrative structure, character development, etc. ➤ Literature Circle #1 (Short Story) ➤ Students will write a <i>spooky</i> short story and read a section to the class. ➤ Short Story Common Assessment 	<p style="text-align: center;">October/November (approx. 3 weeks)</p> <p style="text-align: center;">Mystery Story Oct. 30th</p> <p style="text-align: center;">Short Story Assessment: Nov. 15th</p>
Unit Four	<ul style="list-style-type: none"> ➤ <i>The Outsiders</i>, by S.E. Hinton ➤ <i>Novel will be read and analyzed in class using a variety of individual, small group and whole class activities.</i> ➤ <i>End of unit project offering a number of choices for students.</i> 	<p style="text-align: center;">November-December (approx. 4 weeks)</p> <p style="text-align: center;">Outsiders Project Nov.28th</p>
Unit Five	<ul style="list-style-type: none"> ➤ <i>Drama/Dance</i> ➤ Students will develop a short Christmas Skit (through improvisation) for the class. Students will perform skit for class. 	<p style="text-align: center;">December (approx. 3 weeks)</p> <p style="text-align: center;">Skit Performances Dec 12-13th</p>
Unit Six	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 8 “Chasing a Dream”</i> ➤ Students will examine a variety of texts sharing a common theme. ➤ Demand Writing Assessment ➤ Selection from <i>Nelson “Homegrown”</i> ➤ Significant emphasis will be placed on the info. Text and various features of text. ➤ Literature Circle #2 (Info. Texts) 	<p style="text-align: center;">January (approx. 3 weeks)</p> <p style="text-align: center;">Demand Writing Jan 15th</p> <p style="text-align: center;">Info Text/Magazine:</p>

	<ul style="list-style-type: none"> ➤ Students will create their own info text/magazine (topics to be determined) ➤ Informational Common Assessment 	<p>Jan. 20th</p> <p>Informational Assessment Jan. 29th</p>
Unit Seven	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 8 “No Limits”</i> ➤ Students will examine a variety of texts sharing a common theme. ➤ Film Study- Students will view a selection of films and analyze various techniques ➤ Independent Reading Assignment #2 	<p>February (approx. 2 weeks)</p> <p>Film Analysis Feb. 13th</p> <p>Independent Reading Assignment 2 Feb 17th</p>
Unit Eight	<ul style="list-style-type: none"> ➤ <i>Teacher Led Novel Study “Among the Imposters”</i> ➤ Novel will be read and analyzed in class using a variety of individual, small group and whole class activities. ➤ End of unit project offering a number of choices for students. 	<p>February-March (approx. 4 weeks)</p> <p>Novel Study Project Mar. 13th</p>
Unit Nine	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy 8 “Tech Then and Now”</i> ➤ Students will examine a variety of texts sharing a common theme. ➤ Selection from <i>Nelson “Homegrown”</i> ➤ School Speeches 	<p>March – April (approx. 3 weeks)</p> <p>Speech Mar. 27st</p>
Unit Ten	<ul style="list-style-type: none"> ➤ <i>Nelson Literacy “Reality Check”</i> ➤ Students will examine a variety of texts sharing a common theme. ➤ Interview ➤ Selection from <i>Nelson “Homegrown”</i> ➤ An In-depth Study of The Essay/Logical Fallacies ➤ Students will write an essay given a list of possible topics. 	<p>April/May (Approx. 3 weeks)</p> <p>Interview April 28th</p> <p>Essay May 11th</p>
Unit Eleven	<ul style="list-style-type: none"> ➤ <i>Film/Multimedia Project</i> ➤ Students will write one scene of a student screenplay. ➤ Only those students with parent permission will be permitted to act in the film. Parts of the film will be shot outside of regular class time. ➤ Independent Reading Assignment #3 	<p>May/June (Approx. 3 Weeks)</p> <p>Scene Writing: May 28th</p> <p>Independent Reading Assignment June 10th</p>

****The dates in this outline are tentative only, and may change slightly depending on individual teachers as well as extenuating circumstances (i.e. Storm closures, etc.)***