



I. Key Message

Grade 8 English Language Art fosters students' ability to express themselves clearly, think critically, and engage deeply with diverse texts and perspectives. By developing skills in reading, writing, speaking, and listening, students build the foundation for effective communication and critical analysis. This curriculum encourages students to explore their own identities, understand different viewpoints, and articulate their ideas confidently and thoughtfully, preparing them for active participation in a diverse and interconnected world.

Classroom Expectations:

Expectations will be outlined by Mr. Walters in class.

II. Course Overview

There are 5 General Outcomes or general goal statements identifying the knowledge, skills and attitudes which you will develop and demonstrate with increasing confidence throughout the year, which serve as the foundations of ELA. In other words, you will enhance your knowledge of the six strands of language arts in order to:

Explore thoughts, ideas, feelings and experiences

- express ideas and develop understanding
- experiment with language and its forms
- express your preferences for specific genres of literature and set goals

2. Understand and respond personally and critically to oral, print, and media texts

- use prior knowledge; develop skills to increase your understanding including visual, textual and structural clues
- experience a wide range of texts
- create texts related to real life and current issues

3. Manage ideas and information

- determine informational needs, use a variety of sources
- organize record, evaluate and share information

4. Enhance the clarity and artistry of your ability to communicate

- appraise own and other's work
- revise, edit and enhance artistry in creating original written works and performance

including experimenting with voice, figurative language, and attending to conventions (spelling, grammar, etc.)

-demonstrate attentive/active listening and viewing

5. Respect, support and collaborate with other students

-appreciate diversity of opinion/different points of view as expressed by classmates and authors

-cooperate with others; work in groups and evaluate group processes

-use language to show respect and understanding for different learning styles and personal situations

III. Scope and Sequence

This timeline is subject to change and dates are approximate.

September/October

Introductory Unit

-Ice-breaker exercises, spelling, grammar, punctuation

-sentence structure, types of sentences, parts of speech, paragraph writing (expository, descriptive and persuasive)

-Introductory Project

-review writing process (editing, revising, publishing)

-review of genre

-review elements of plot, figurative language, theme, mood, and setting

-read and write personal essays

-persuasive paragraph

-descriptive writing

-business letter/format

-short stories

-reading comprehension and reading assessments

-vocabulary development

-critical thinking and personal response

-film techniques and viewing assignment

November/December

Novel Study (The Outsiders)

-review elements of plot, plot diagram, point of view, setting, characterization, figurative language

-character analysis

-group work

-Novel Study project

--reading comprehension, vocabulary development, critical thinking and personal response

January/February

Non-Fiction Unit

-autobiography

- biography project (research skills, proper citation, presentation)
- business letter
- studying non-fiction readings – biography, newspaper articles
- cross-curricular newspaper project

March/April

Poetry Unit

- creating and studying various forms of poetry
- review and identifying various forms of figurative language
- research skills
- project
- viewing assignment – film analysis

May

Drama Unit

- storytelling in various cultures
- drama exercises
- reading a play – analyzing the play in terms of elements of plot
- creating a screen play

June

Final Project and Review

- students will be working on a final project
- test taking skills
- review for final exam

Success Plan: Regular attendance and being diligent about completing all assigned work is key to your success in Grade 8 LA. YOU ARE RESPONSIBLE FOR THE WORK THAT YOU MISS WHILE AWAY.

Course Evaluation:

Assignments/Quizzes	20 %
Major Writing/Projects	30%
Tests/quizzes	25%
Final Exam:	25%

IV. Teaching Methodology

Throughout the year students will be taught using a variety of different instructional methods and strategies including but not limited to: direct teaching, cooperative learning, independent learning, brainstorming, small and large group discussions, inquiry based learning, reflections to literature, source analysis and the incorporation of technological devices.

V. Assessment

A variety of assessment practices will be utilized in this course.

Descriptive feedback will be given to you in a timely manner so that you can be sufficiently assessed on your achievement of the outcomes as outlined in the Program of Studies. I will post your marks on Power School throughout the semester, please check your marks on a regular basis to track your progress.

Please refer to the [Alberta Education English Language Arts Program of Study](#) (Grades 7-12) for references to the curriculum.