



**WELLINGTON**  
SECONDARY SCHOOL

## English 8 Course Outline

**Ms. K. Brooker**

**Room D109**

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Welcome to English 8! This course will offer you the opportunity to develop your skills as readers, writers, and speakers. We will read and discuss a variety of writing genres over the course of the semester to better our understanding of language as a communication tool. We will also focus on analysing and evaluating the voices and styles of prominent writers to begin to develop our own. Current issues and events will be discussed and debated to improve our listening and oral communication skills. This course will place particular emphasis on creative writing, opinion writing, and becoming comfortable with multi-paragraph compositions.

### ENGLISH 8 BIG IDEAS

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world

People understand text differently depending on their worldviews and perspectives

Texts are socially, culturally, and historically constructed

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

Language and text can be a source of creativity and joy

### Curricular Competencies

***Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:***

#### **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*
- *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.*

### **Course Content**

#### Story

- structure of story
- literary elements and devices

#### Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

#### Language features, structures, and conventions

- concepts of print
- letter knowledge
- phonemic and phonological awareness
- the relationship between reading, writing, and oral language

### **Course Evaluation**

Assessment is the systematic gathering of information about what students know, understand, and are able to do. In Humanities 8, information will be collected using a wide variety of methods that may include:

teacher observation  
oral and written reports  
quizzes and tests

student self-assessment and reflection  
projects and presentations  
student and parent interviews

peer evaluation  
journals and learning logs  
samples of student work

### **Materials required for each class:**

- ✓ Three-ring binder
- ✓ Loose-leaf paper
- ✓ Pens, pencils, eraser, ruler and pencil crayons
- ✓ Planner (all grade 8 students should have a Wellington student planner)
- ✓ Silent reading book or magazine

## Expectations

- If you are absent, please have a parent/guardian call the absence in to the office, and follow up with a written note when requested by the teacher.
- It is your responsibility to find out what work was missed during absences; ask a classmate or approach the teacher before school, at lunch, or after school.
- Use class time productively.
- Electronic devices are permitted for **learning purposes only** (the teacher will let you know when this is).
- ***Ask for help if you need it.*** I am available most days at lunch or after school.

I, \_\_\_\_\_, understand the requirements and expectations for this course.

Parent/guardian signature \_\_\_\_\_