



**Grade 8 English Language Arts
Outline and Evaluation
2009 – 2010 School Year**



Mrs. Butt

At the intermediate level, the English Language Arts curriculum is designed to develop students' knowledge and strategies in speaking, listening, reading, viewing, writing and other ways of representing meaning. 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. This 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 context of students' own writing and speaking. Students are expected to maintain a writing file of their work for assessment and reference purposes. 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 - partnerships, small groups, and whole class – should be used.

- To View the 7-9 Language Arts Curriculum Guide Please Visit the Following URL:

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/index.html#grade7_9

Evaluation Scheme:

• Classwork/Mini-Assignments	5%
• Tests/Quizzes	15%
• Major Assignments/Projects	35%
• Portfolio	10%
• Journal	5%
• Midterm Exam	10%
• Final Exam (Department of Education <i>E.L.A CRT</i>)	20%

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.**

3. In accordance with Western Newfoundland School District's Assessment and Evaluation policy, tests/quizzes will be handed back within one week and assignments within three weeks of the due date.

Board Approved Resources:

- *Multisource*
- *Language Arts Survival Guide*
- *Stages*
- *Voices in the Spotlight*
- Multiple Copies of Novels: 4 Independently (to be chosen with teacher input) and 2 for in depth class study (The Outsiders and another yet to be chosen)
- Handouts as administered by the teacher in conjunction with other class resources

Outline 2009-2010

Unit One	<ul style="list-style-type: none"> - <i>Heroic Adventures</i> - <i>Independent Novel Study Assignment #1 (September – October)</i> - <i>In depth study of poetry</i> 	September - November
Unit Two	<ul style="list-style-type: none"> - <i>What a Story</i> - <i>Independent novel study assignment #2 (December)</i> - <i>In depth novel study #1 – The Outsiders(January-February)</i> - <i>Independent Novel Study #3 (March)</i> 	December - March
Unit Three	<ul style="list-style-type: none"> - <i>Relating</i> - <i>Independent novel study #4 (April)</i> - <i>In depth study of the short story (April)</i> - <i>In depth novel study #2(May-June)</i> 	April – June

Suggested Classroom Supplies:

1. *Dictionary/Thesaurus*
2. *2-inch Ring Binder (for use as a portfolio)*
3. *Loose Leaf and Exercise Books*
4. *Coloring Leads/Markers*
5. *Scissors*
6. *Glue*
7. *Pencils/Erasers*
8. *Pens*

