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| **UNIT ONE** | **UNIT TWO** |
| **Adventure and Adventurers (suggested)**  **Other Possible Units:**   * Is it fair? – In Search of Justice * Building a Better World * Heroic Ways   **Themes**   * Social, Cultural, & Historical * Looking outward * Examining relationships with others, community, and the world * Reflect on self and life * Reflect on beliefs and values of self and community | **Timeless Narratives of the First Nations and Greek** **Peoples (suggested)**  **Other Possible Units:**   * Other Skies * Mystery Maze   **Themes**   * Imaginative & Literary * Consider imaginary worlds and possibilities |
| **Questions for Deeper Understanding**   * Are you an adventurer? In what ways? * What makes an adventure? What are the defining moments in an adventure? * What are the qualities of real-life adventure? * What can we learn from our success and our failures? | **Questions for Deeper Understanding**   * What makes a “great” story? * How can stories from other places and times teach us about ourselves? Our environment? * What lessons can we learn about ourselves and others through these stories? * What lessons can we learn about human nature? * What lessons can we learn about the meaning of life? |
| **UNIT THREE** | **UNIT FOUR** |
| **Becoming Myself (suggested)**  **Other Possible Units:**   * In My Mirror * Telling One’s Life Story   **Themes**   * Personal & Philosophical * Looking inward * Focusing on self-image and self-esteem * Reflect on self, life, and on beliefs and values of society | **An Eye on our Natural & Technological Environment (suggested)**  **Other Possible Units:**   * Survival * Creating Turning Points   **Themes**   * Environmental & Technological * Explore elements of the natural and constructed world * Explore the role of technology and related developments in society |
| **Questions for Deeper Understanding**   * What can we celebrate about ourselves? * How can we discover our unique qualities and talents? * How can we use and share our unique qualities and talents? * How did we get to be who we are? | **Questions for Deeper Understanding**   * What technology do we take for granted? * What are some of the most recent developments in technology? What are some unintended consequences of these developments? * What are some of the significant technical inventions of the past? * What do you anticipate will be the most important technological inventions of your lifetime? * What are some potential benefits and risks related to these developments? * How can technology be used for good and bad? |
| **UNIT FIVE** | **UNIT SIX (optional)** |
| **Burning Questions**  **Other Possible Units:**   * Fast Forward * Popular Culture * Beneath the Ink * Buy It, You’ll Like It   **Themes**   * Communicative * Consider the role of communication in their lives * Consider the ideas and technologies that help people become effective communicators | **Is it fair? In Search of Justice**  **Other Possible Units:**   * Adventure & Adventurers * Building a Better World * Heroic Ways   **Themes**   * Social, Cultural, & Historical * Looking outward * Examining relationships with others, community, and the world * Reflect on self and life * Reflect on beliefs and values of self and community |
| **Questions for Deeper Understanding**   * What is a good question? * What is the best question you have ever asked? * What is the hardest question you have ever tried to answer? * What are some of the purposes of the questions? * What are some BURNING questions inventors and discoverers have followed? * To what BURNING question do you want to find the answer? How will you do it? | **Questions for Deeper Understanding**   * How have people been discriminated against because of their colour, gender, religion, or race? * How fair is it that some people receive less pay than others for equal work or do not share in the wealth of the world? * How have innocent people suffered so others can gain? * What injustices would you like addressed in your society? How could changes best be made? * What are our responsibilities to others in supporting justice? |

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| MUST DO WRITING/REPRESENTING | MUST DO READING | POPULAR READING CHOICES |
| * Group Inquiry Project CC8.2 * Illustrated Report CC8.5 * Role Play & Tableaux CC8.5 * Newscast CC8.5 * Instructional/Procedural CC8.8 * Persuasive (review) CC8.8 * Humorous CC8.5 * Describe a landscape CC8.8 * Narrate a Personal Story CC8.8 * Historical Narrative CC 8.8 * Explore an issue and present findings CC8.8 * Biography CC8.8 * Research Report CC8.8 * Original text CC8.8 * Resume & Letter Writing CC8.8 * *Writing: 500-800 word multi-paragraph pieces* | **Literary**  140-180 wcpm orally  180-230 wcpm silently | **Short Stories**   * Myths of Native America * Greek Myths * See Anthologies below   **Novels**   * Holes * The Giver * Flames of the Tiger * Bifocal * Airborn * Tales of Don Quixote * Throwaway Daughter * Flight of the Tiger Moth * Diary of Anne Frank * The Bone Collector’s Son * The Devil’s Arithmetic * A Company of Fools * Jean Valjean * Daniel’s Story * Alma * Ann and Seamus * Camp X * Define “Normal” * Dog Tracks * Milkweed   **Plays**   * Anne Frank * Sprouts: An Anthology of Plays   **Poetry**   * First They Came by Martin Niemoller * Universal Soldier by Buffy Sainte-Marie * Conversation with Myself by Eve Merriam * How Feel I do? by Jim Wong Chu * Lost my Talk by Rita Joe * See Anthologies below   **Non-Fiction/ Informational**   * Resisting Hitler by Susan Campbell Bartoletti * Feeling Good, Looking Great by Mary Walters Risken * Hanna’s Suitcase by Karen Levine * Albert Einstein: A Life of a Genius * Alexander Graham Bell: An Inventive Life * Emily Carr: At the Edge of the World * Extraordinary Women Explorers   **Anthologies**   * Crossroads 8 * Identities 8 * Nelson Literacy 8 * Pearson Literacy in Action 8 * Sightlines 8 * ResourceLines 7/8 * What If… |
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| COMPREHEND & RESPOND | |
| OUTCOME | **I CAN STATEMENTS** |
| CR 8.1: View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g. Becoming Myself), social responsibility (e.g. In Search of Justice), and efficacy (e.g. Building a Better World). | * I can view, listen to, read, comprehend, and respond to a variety of texts. |
| CR 8.2: Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading. | * I can select and use appropriate strategies to make meaning before, during, and after viewing, listening, and reading. |
| CR 8.3: Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organized text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/lexical/morphological (e.g., imagery), graphophonic (e.g., stress, pitch, and juncture of a word), and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning. | * I can use language cues and conventions to help me understand when viewing, listening, and reading. |
| CR 8.4: View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text. | * I can understand and interpret information presented when I view a variety of visual and multimedia texts. |
| CR 8.5: Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices. | * I can listen critically to understand and analyze oral information and ideas from a range of sources. * I can respond thoughtfully and critically to both the content and the author’s craft. |
| CR 8.6: Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices. | * I can read and show my comprehension and interpretation of a variety of grade-appropriate texts for fiction. |
| CR 8.7: Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning. | * I can read independently and show that I understand a variety of informational texts. |
| CR 8.8: Read Grade 8 appropriate texts to increase fluency (140-180 wcpm orally; 180-230 silently) and expression. | * I can read grade 8 appropriate texts to increase fluency, both orally and silently. I can read with expression. |

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| COMPOSE & CREATE | |
| OUTCOME | **I CAN STATEMENTS** |
| CC8.1: Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Telling One's Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points). | * I can create various visual, oral, written, and multimedia (including digital) texts. |
| CC8.2: Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts. | * I can create and present a group inquiry project related to a topic, theme, or issue studied in English Language Arts. |
| CC8.3: Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities. | * I can select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. |
| CC8.4: Use pragmatic (e.g., use appropriate language register), textual (e.g., use artistic devices such as figurative language), syntactical (e.g., combine sentences to form compound and complex sentences for variety, interest, and effect), semantic/lexical/ morphological (e.g., use words to capture a particular aspect of meaning), graphophonic (e.g., correctly pronounce words with proper emphasis), and other cues (e.g, arrange and balance words and visuals as well as fonts) to construct and to communicate meaning. | * I can use language cues and conventions to help me communicate. |
| CC8.5: Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humourous incident). | * I can create and present a variety of presentations. |
| CC8.6: Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony). | * I can use oral language appropriately as I work with others in pairs, small groups, and large group situations. |
| CC8.7: Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt). | * I can use oral language appropriately as I work with others in formal and informal situations. |
| CC8.8: Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review. | * I can write to: * describe a landscape scene, * to narrate a personal story or anecdote, and a historical narrative, * to explain and inform in a presentation of findings, a biography, a documented research report, and a resume and covering letter * to persuade in a mini-debate and review |
| CC8.9: Experiment with a variety of text forms (e.g., Reader's Theatre, role play, humourous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (e.g., imagery, music, graphics and statistics in a multimedia presentation). | * I can try using different text forms and techniques. |
| ASSESS & REFLECT | |
| OUTCOME | **I CAN STATEMENTS** |
| AR8.1: Use information gathered in self-assessment and teacher's assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing. | * I can set and achieve short term and long term goals to improve viewing, listening, reading, representing, speaking, and writing strategies. |
| AR8.2: Appraise own and others’ work for clarity, correctness, and variety | * I can appraise my own and others’ work for clarity and correctness. |