



North Vancouver Online Learning

Course Plan: English 8

COURSE DESCRIPTION:

English 8 is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. For the complete Ministry curriculum document for English 8, please go to:

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/8>

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Language and text can be a source of creativity and joy

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

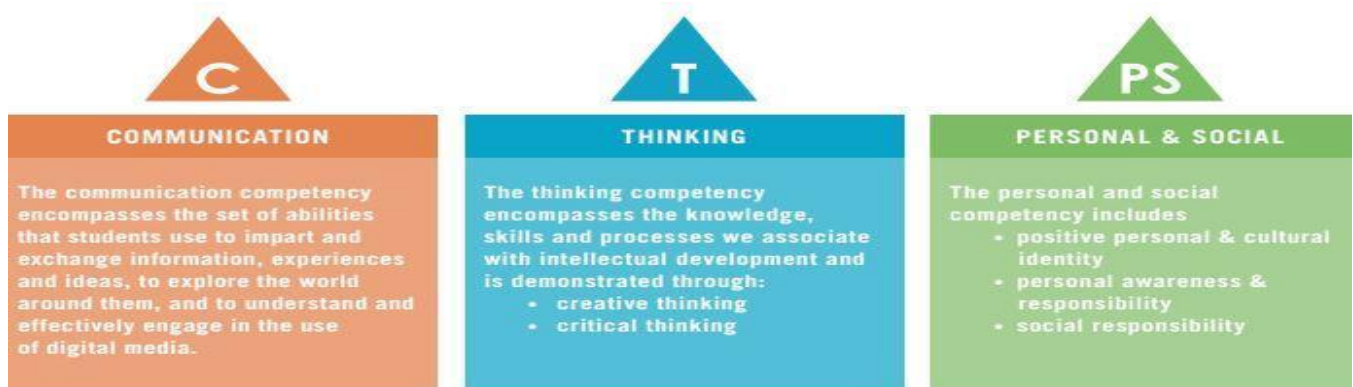
People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, and historically constructed.

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

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: 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.

Unit 1 will cover the following Learning Outcomes (Curricular Competencies)

- 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

These are 2 of the 20 learning outcomes in the course curriculum, which comprises 15% of the course Learning Outcomes/Activities. ($3/20 = 15\%$) for evidence of substantive student course activities.

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- Story/text
 - forms, functions, and genres of text
 - text features
 - literary elements
 - literary devices
 - elements of visual/graphic texts
 - relevance, accuracy, reliability
- Strategies and processes
 - reading strategies
 - oral language strategies
 - metacognitive strategies
 - writing processes
- Language features, structures, and conventions
 - features of oral language
 - multi-paragraphing
 - language usage and context
 - elements of style
 - syntax and sentence fluency
 - conventions
 - presentation techniques

UNIT OVERVIEWS:

Unit 1:

This unit will focus on the art of story-telling and its place in our lives. Students will learn and understand the elements of good story telling through the exploration of stories as well as narrative poetry.

Big Idea: Exploring stories and texts helps us understand ourselves and make connections to others in the world.

Core Competency: *Communication*

First Peoples Principle of Learning: *Learning is embedded in memory, history and story.*

Unit 2:

This unit will focus on poetry and its relevance in our lives and in our society. Students will learn and understand the elements of poetry through the exploration of a variety of poems and songs.

Big Idea: Language and text can be a source of creativity and joy.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.

Unit 3:

This unit will focus on studying a novel as well as exploring non fiction writing. Students will use a novel study to understand that a person is, in part, a reflection of his/her environment.

Big Idea: Texts are socially, culturally and historically constructed.

Core Competency: *Personal/Social*

First Peoples Principle of Learning: *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.*

Unit 4:

This unit will focus on different types of information – including evaluating sources of information and using information ethically.

Big Idea: *People understand text differently depending on their worldviews and perspectives.*

Core Competency: *Thinking*

First Peoples Principle of Learning: *Learning involves recognizing the consequences of one's actions.*

Unit 5:

This unit will focus on media literacy and persuasive writing.

Big Idea: *Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens.*

Core Competency: *Communication*

First Peoples Principle of Learning: *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.*

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Poetry reflections/writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings
 - Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)
 - Blogs

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsd44curriculumhub.ca/assessment/>

Formative may include:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative may include:

- Assignments – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Introductory Unit	10%
Curricular Competencies	65%
Learning Check- Ins	25%
<i>Course Total</i>	100%

RESOURCES:

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The OL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.