



English 8

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Introduction

We hope that by the end of this course, you'll have a better understanding of these big ideas:

1. Language and story can be a source of creativity and joy.
2. Exploring stories and other texts helps us understand ourselves and make connection to others and to the world.
3. People understand text differently depending on their worldviews and perspectives.
4. Texts are socially, culturally, and historically constructed.
5. Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Note: For some elements of this course, you will need to do research. Make sure all sources are cited (stated) and always either put things into your own words or, if there is a particularly good quotation to use, put the copied work in quotations and cite your source (this should be used sparingly). **Copying work directly from another source will result in a zero for that assignment.**

This course is broken down into six units:

Topics in ...

- Unit 1: Introductory Activities
- Unit 2: Short Stories
- Unit 3: Novel Study
- Unit 4: Poetry
- Unit 5: Media Literacy
- Unit 6: Grammar Enhancer: Individually tailored assignments to help improve your grammar skills.

You will be expected to submit your assignments online. This can be done by clicking the 'Write Submission' button, and typing your responses directly into the assignment, or by creating a Word Document or PowerPoint and attaching it to the assignment using the 'Browse Computer' button, or even by creating a Google doc and then copy and pasting that into the "Write Submission" area. It is recommended that you save a backup copy of all work!

Assessment

Students will be assessed on the following levels of competency at grade level:

Beginning to acquire knowledge, skills, strategies and processes.	Developing the ability to apply knowledge, skills, strategies and processes.	Applying knowledge, skills, strategies and processes consistently.	Extending knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"> ▪ Student is beginning to understand at grade-level expectations ▪ Shows evidence that learner can demonstrate some progress towards the learning standards 	<ul style="list-style-type: none"> ▪ Student is developing understanding at grade-level expectations ▪ Shows evidence that learner can understand the learning standards in basic or familiar situations 	<ul style="list-style-type: none"> ▪ Student is applying understanding at grade-level expectations ▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations 	<ul style="list-style-type: none"> ▪ Student is extending understanding at grade level expectations ▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations

Mastery is encouraged. Students who wish to improve their work and resubmit are to invited to discuss their options with their teacher.

When the authenticity of student work is in question, the teacher reserves the right to base final grades on teacher supervised assignments and assessments.

Resources

Blackboard Learn 9 Website: <http://sd68.blackboard.com>
login: 3lastnamefirstinitial
psswd: firstname

Jupiter Grades: Mark update and assignment feedback at <https://jupitergrades.com>

School Website: <https://island-connected.sd68.bc.ca>

Ministry Curricular Outcomes

BIG IDEAS: *Students are expected to understand the following:*

1. Language and text can be a source of creativity and joy.
2. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
3. People understand text differently depending on their worldviews and perspectives
4. Texts are socially, culturally, and historically constructed.
5. Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

CURRICULAR COMPETENCIES: *Students are expected to be able to do the following:*

Comprehend and connect (reading, listening, viewing)

1. Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
2. Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
3. Synthesize ideas from a variety of sources to build understanding
4. Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
5. Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
6. Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
7. Recognize how language constructs personal, social, and cultural identity
8. Construct meaningful personal connections between self, text, and world
9. Respond to text in personal, creative, and critical ways
10. Recognize how literary elements, techniques, and devices enhance and shape meaning
11. Recognize an increasing range of text structures and how they contribute to meaning
12. Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
13. Peoples perspectives, values, beliefs, and points of view
14. Develop an awareness of the protocols and ownership associated with First Peoples texts

Create and communicate (writing, speaking, and representing)

1. Exchange ideas and viewpoints to build shared understanding and extend thinking
2. Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
3. literary and informational texts for a variety of purposes and audiences
4. Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message
5. Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
6. Use and experiment with oral storytelling processes
7. Select and use appropriate features, forms, and genres according to audience, purpose, and message
8. Transform ideas and information to create original texts.

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

Attendance

Please be aware that Island Connect K -12 does not have a general attendance requirement. However, it is in your best interests to make a habit of checking in with Mela Vallentgoed at least once a week – face to face, by email, phone or through the virtual office link above. Past learners have stated that such contact promotes engagement with the course materials and serves to motivate them to complete the work in a timely fashion.

Completion Timeline Expectations

Successful learners typically finish within four months of initial enrollment in this course. COMMIT to achieving your goals! Get a calendar out and plan how you and when you will complete each lesson in the first two units immediately. If you mess up, do your best to catch up, but change the timeline right away to reflect this change and, then, do your best to never let yourself fall behind again.