

# English Language Arts 8

## General Curriculum Outcomes

Students will be expected to

1. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
2. communicate information and ideas effectively and clearly, and to respond personally and critically
3. interact with sensitivity and respect, considering the situation, audience, and purpose
4. select, read, and view with understanding a range of literature, information, media, and visual texts
5. interpret, select, and combine information using a variety of strategies, resources, and technologies
6. respond personally to a range of texts
7. respond critically to a range of texts, applying their understanding of language, form, and genre
8. use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination
9. create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
10. use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 consider and reflect upon the contribution of others' ideas during discussions
- 1.2 ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions
- 1.3 state a point of view in a convincing manner, offering relevant information to support that viewpoint
- 1.4 listen carefully to identify key points in oral presentations, and evaluate the relevancy of supporting details
  
- 2.1 contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk
- 2.2 understand the importance of adapting communication choices such as vocabulary, sentence structure, rate of speech, and tone to meet the needs of different purposes and audiences; select suitable communication choices in various speaking contexts
- 2.3 give instructions and respond appropriately to instructions, directions, and questions
- 2.4 evaluate the effectiveness of their own and others' talk in a variety of contexts; employ and consider the effects of verbal and non-verbal language (e.g., summaries, examples, and body gestures)
  
- 3.1 demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made

- 3.2 demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others including differences in culture and language
- 3.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate
- 3.4 recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation
  
- 4.1 select texts that address their learning needs and range of special interests
- 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries
- 4.3 explain with some regularity how authors use pictorial, typographical, and other organizational devices such as tables and graphs to achieve certain purposes in their writing, and rely on those devices to construct meaning and enhance understanding
- 4.4 read with greater fluency, confidence, and comprehension by furthering personal understanding, recognition, and use of cueing systems and strategies to read and view increasingly complex texts
- 4.5 regularly identify the processes and strategies readers and viewers apply when constructing meaning; develop an understanding of the personal processes and strategies applied when reading and viewing; reflect on personal growth as readers and viewers of texts and use this awareness of personal development to push reading and viewing ability even further
  
- 5.1 access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence
- 5.2 experiment with and rely upon a range of print and non-print (e-mail, CD-ROMs) sources for accessing and selecting information
- 5.3 employ various relevant research strategies like generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research
  
- 6.1 elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments
- 6.2 state personal points of view about what is read and viewed and justify views with increasing regularity
- 6.3 with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations
  
- 7.1 recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries
- 7.2 identify the various features and elements writers use when writing for specific readers for specific purposes; describe how texts are organized to accommodate particular readers' needs and to contribute to meaning and effect
- 7.3 expand on earlier abilities to respond critically to a range of texts in various ways
  - understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts
  - recognize how and when personal background influences meaning construction, understanding, and textual response
  - describe how cultures and reality are portrayed in media texts

- 8.1 demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others' ideas, to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions
  - 8.2 identify and reflect upon strategies that are effective in helping them to learn; describe their personal growth as language learners and language users
  - 8.3 begin to use various forms of note-making appropriate to various purposes and situations
  - 8.4 demonstrate an awareness of how and when to integrate interesting effects in imaginative writing and other ways of representing; include thoughts and feelings in addition to external descriptions and activities; integrate detail that adds richness and density; identify and correct inconsistencies and avoid extraneous detail; make effective language choices relevant to style and purpose, and, when appropriate, select more elaborate and sophisticated vocabulary and phrasing
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- 9.1 continue to develop writing forms previously introduced and expand this range to produce, for example, autobiographies, drama, surveys, graphs, literary responses, biographies, illustrations, and reviews
  - 9.2 consider and choose writing forms that match both the writing purpose (to define, report, persuade, compare) and the reader for whom the text is intended (understand why language choice, organization, and voice used in an essay differs from that used in a media advertisement)
  - 9.3 understand that ideas can be represented in more than one way and used with other forms of representing (speeches, demonstrations, plays)
  - 9.4 keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization
  - 9.5 know how and when to ask for reader feedback while writing and incorporate appropriate suggestions when revising subsequent drafts; assess self-generated drafts from a reader's/viewer's/ listener's perspective
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- 10.1 build and rely upon a broad knowledge base of how words are spelled and formed; use such knowledge to spell unfamiliar words and expand vocabulary; regularly use resource texts to verify spelling; use punctuation and grammatical structures capably and accurately; use a variety of sentence patterns, vocabulary choices, and paragraphing with flexibility and creativity to engage readers
  - 10.2 choose, with increasing regularity, the prewriting, drafting, revising, editing, proofreading, and presentation strategies to aid in producing various texts
  - 10.3 attempt to use various technologies for communicating to a variety of audiences for a range of purposes
  - 10.4 demonstrate a commitment to crafting pieces of writing and other representations
  - 10.5 gather information from a variety of sources (interviews, film, CD-ROMs, texts) and integrate ideas in communication