

Grade 8 Language & Literature - English

Units of Study

UNIT 1:	OVERCOMING OBSTACLES (SHORT STORIES FROM AROUND THE WORLD)	Start: August	Duration: 7 Weeks
<ul style="list-style-type: none">● Concepts: Connections. Related Concepts: Character, Setting, Structure.● Subject Specific Skills: Reading and Annotating, Analysing, Using evidence, Explaining, Organising an Essay / Structure, Using formal language.● Learning Experiences: In this unit, students will be exposed to the creative beauty that is the 'short story'. They will write short stories using a variety of techniques. Students will learn how to write a Literary Analysis Essay using quotes as evidence and developing explanations. The unit focuses on the genre of the short story across cultures and countries and the theme of conflict.			
UNIT 2:	"NOTHING GOLD CAN STAY" (TEXT STUDY – THE OUTSIDERS)	Start: October	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Identity. Related Concepts: Character, Point of View, Setting● Subject Specific Skills: Close reading, Analysing, Selecting evidence, Following the writing process. Drafting, proofreading and editing.● Learning Experiences: In this unit, students will be expected to analyse literature critically comparing texts and finding similarities. They will develop their analytical responses to text and work collaboratively to produce a newspaper based in the time period of the novel. The unit focuses on formation of identity and the relationships people build with each other.			
UNIT 3:	"SONGS OF OURSELVES" (POETRY)	Start: January	Duration: 9 Weeks
<ul style="list-style-type: none">● Concepts: Creativity. Related Concepts: Self-Expression, Style, Theme. Includes poetic devices.● Subject Specific Skills: write poetry, memorize, perform, identify and use poetic devices, write a commentary essay.● Learning Experiences: In this unit, students will explore the wonderful world of Poetry. They will write poetry using a variety of frameworks and experiment with different styles and forms. All students will perform their poem at a Poetry Slam! They will also identify, use and explain poetic devices and techniques and they will learn how to write a poem Commentary / Analysis Essay analyzing chronologically line by line or by theme or device. The unit focuses on creativity and freedom and allowing students to express themselves.			
UNIT 4:	EVERYONE'S A CRITIC! (CHOICE OF TEXTS – LITERATURE CIRCLES)	Start: March/April	Duration: 9 Weeks
<ul style="list-style-type: none">● Concepts: Communication, Audience, Point of view, Self Expression● Subject Specific Skills: Prepare for literature circles roles, communicate opinions, listen actively to a range of opinions, organise notes and information for meetings, Analysing and using information strategically.● Learning Experiences: In this unit, students will be exposed to the joys of books and reading, through literature circles. They will take on a number of different roles - Discussion Director, Literary Luminary, Word Wizard, Illustrator, Connector to discuss their chosen book. They will prepare discussion notes using a variety of frameworks. All students will perform during the Arts Review Show. They will also identify, use and explain presentation techniques and practice these. The unit focuses on reviewing literature.			

Grade 8 Language & Literature - English

Unit 1: "Overcoming Obstacles" (Short Stories From Around The World)

Start: August

Duration: 7 Weeks

LEARNING EXPERIENCES: In this unit, students will be exposed to the creative beauty that is the 'short story'. They will write short stories using a variety of techniques. Students will learn how to write a Literary Analysis Essay using quotes as evidence and developing explanations. The unit focuses on the genre of the short story across cultures and countries and the theme of conflict.

KEY CONCEPT: Connections

Related Concepts / Subject Specific Skills: Short Stories - Analysing and discussing. Character, Setting, Structure

STATEMENT OF INQUIRY:

Conflict can reveal why people do the things they do.

INQUIRY QUESTIONS:

Factual:

What is conflict? What are the different types of conflict?

Conceptual:

How are conflicts resolved? How do the components of a setting influence conflict?

Debatable:

Are solutions of conflict controlled by characters? Does conflict inhibit or assist the plot?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology.

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Communication Skills and Critical Thinking Skills

RESOURCES / LITERATURE OPTIONS:

- *Robert and the Dog* by Ken Saro-Wiwa, *An Astrologer's Day* by R.K.Narayan, *The Adventure of the Speckled Hen* by Sir Arthur Conan Doyle, *The Most Dangerous Game* by Richard Connely, *The Landlady* by Roald Dahl, *The Lottery* by Shirley Jackson, *The Stolen Party* by Liliana Heker, *Thank you Ma'am* by Langston Hughes, *The Wish* by Roald Dahl, Self Selected Short Stories.

SUMMATIVE ASSESSMENT TASK:

1. Literary Essay. Students write an in-class timed essay based on the short story genre. The focus is on how to structure a literary essay and on using the PEE method. (Point - Evidence - Explanation)

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Unit 2: "I Am What I Am"

(Text Study – The *Outsiders* by S.E. Hinton)

Start: October

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will be expected to analyse literature critically comparing texts and finding similarities. They will develop their analytical responses to text and work collaboratively to produce a newspaper based in the time period of the novel. The unit focuses on formation of identity and the relationships people build with each other.

KEY CONCEPT: Identity

Related Concepts / Subject Specific Skills: Character, Point of View, Setting
Close reading, Analysing, Selecting evidence, following the writing process. In addition, Drafting, Proofreading and editing.

STATEMENT OF INQUIRY:

Our unique identities and the relationships we form affect motives and impact people within the community.

INQUIRY QUESTIONS:

Factual:

What is a community? What is a character trait?

Conceptual:

Why do groups form? Why do gangs form? How do we define and develop our identities?

Debatable:

When does community breakdown lead to dysfunction? What impacts our identities?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology.

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Social: Collaboration and Thinking: Critical Thinking

RESOURCES / LITERATURE OPTIONS:

- *The Outsiders* by S.E. Hinton

SUMMATIVE ASSESSMENT TASKS:

1. Responses to literature. Students submit 10 written responses. The responses could be written, audio or video based on aspects of *The Outsiders*. The focus is on how to structure each response and on using the PEE method. (Point - Evidence - Explanation). Text Purpose: analytical commentary
2. Write a newspaper article and then work collaboratively to produce a newspaper based on the time period of the novel. Text Purpose: to inform.

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Unit 3: "Songs of Ourselves"(Poetry)

Start: January

Duration: 9 Weeks

LEARNING EXPERIENCES: In this unit, students will explore the wonderful world of Poetry. They will write poetry using a variety of frameworks and experiment with different styles and forms such as Sonnets, Narratives and, Ballads. All students will perform their poem at the Poetry Slam! They will also identify, use and explain poetic devices and techniques (30 devices in Grade 8) and they will learn how to write a poem Commentary / Analysis Essay analyzing chronologically line by line or by theme or device. The unit focuses on creativity and freedom and allowing students to express themselves.

KEY CONCEPT: Creativity

Related Concepts / Subject Specific: Poetry

Self-Expression, Style, Theme. Includes poetic devices such as allusion, couplets, rhyme, symbolism

STATEMENT OF INQUIRY:

Poetry is a way of shaping and speaking language, drawing on the senses, in order to express human emotion and experiences to audiences.

INQUIRY QUESTIONS:

Factual:

What are the different language techniques used in Poetry?

Conceptual:

How do writers use figurative language to express themselves in Poetry? How do readers make meaning of that language?

Debatable:

What is the effect of this language on the reader? Does the performance of the poem drastically affect how the audience interprets meaning in the poem?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology.

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Communication, Self-Management: Affective Skills, Thinking: Creative and Transfer

RESOURCES / LITERATURE OPTIONS:

- Poetry Slam, Performance Poetry Videos from YouTube (Eg Sarah Kay, Harry Baker, Marshall Jones).
- Poems of Roger McGough, Brian Patten, Adrian Henri / the Liverpool 'Beat poets.
- Poems by Billy Collins, Benjamin Zephaniah.
- A range of Ballads.

SUMMATIVE ASSESSMENT TASKS:

1. Poetry Slam. Students **write, memorize** and **perform** their own poem. Text Purpose - to entertain an audience.
2. Poem Commentary. Analysis Essay. In Class written test under timed conditions. Text Purpose - to analyze.

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Unit 4: Everyone's A Critic. (Literature Circles)

Start: March / April

Duration: 9 Weeks

LEARNING EXPERIENCES: In this unit, students will be exposed to the joys of books and reading, through literature circles. They will take on a number of different roles - Discussion Director, Literary Luminary, Word Wizard, Illustrator, Connector to discuss their chosen book. They will prepare discussion notes using a variety of frameworks. All students will perform during the Arts Review Show. They will also identify, use and explain presentation techniques and practice these. The unit focuses on reviewing literature.

KEY CONCEPT: Communication	Related Concepts / Subject Specific Skills: Audience Imperatives, Point of View, Self-expression. Analysing, Organising, Reviewing, Critiquing, Active Listening.
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STATEMENT OF INQUIRY:	Communicating our personal viewpoints to others allows us opportunity for negotiation and development of our ideas.
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INQUIRY QUESTIONS:	
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Factual:	What is the blurb on the back of the book? What are the main elements of literature?
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Conceptual:	What strategies can we use to form opinions?
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Debatable:	What makes a good book? Does discussing books change your opinion?
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OBJECTIVES AND ASSESSMENT CRITERIA:	
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A: Analyzing	Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology.
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B: Organizing	Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.
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C: Producing Text	Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.
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D: Using Language	Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.
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ATLs:	Social, Self Management and Thinking
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RESOURCES / LITERATURE OPTIONS:

- A range of Literature Circles books from the library. *Hate List* by Jennifer Brown, *Boot Camp* by Todd Strasser, *Boys Without Names* by Kashmira Sheth, *Freak the Mighty* by Roderick Philbrick, *Homeless Bird* by Gloria Whelan, *When My Name Was Keoko* by Linda Sue Park, *Trash* by Andy Mulligan, *Out of My Mind* by Sharon Draper, *Letters from Rifka* by Karen Hesse, *To Kill A Mockingbird* by Harper Lee.
- Literature Circles Role Templates, Videos of book reviews, authors and interviews.

SUMMATIVE ASSESSMENT TASKS:

1. T.V. Arts Review Show. Students prepare notes and then 'perform' as part of a T.V. Arts Review Panel. Text Purpose - to entertain and inform an audience. The performance is videoed. Students reflect on the ATLs and their performance.