



Language Arts 8 Course Outline 2022-2023



Mr. Damocles

damoclesd@prsd.ab.ca

587-229-1923

Welcome to English Language Arts 8!

I'm so excited to have you in my classroom and I am looking forward to getting to know you! We will have a fantastic time together this year. With hard work, regular attendance, and most importantly, a willingness to learn: you will find success in my class.

What is Language Arts?

The aim of English Language Arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning. Through language, we understand ourselves, each other, and the world around us.

Language Arts 8

In our Language Arts 8 class, we will explore various units that have unique mediums, genres, and styles of texts. These units will allow us to improve our grammar, our abilities to respond to texts and forms, and express our thoughts,



opinions, and emotions. We will explore our own personal interests and find ways to express them through the various facets of language. The timeline of the course is as follows, but is tentative.

Unit 1: Introduction to Language Arts 8

Beginning to Mid-September

This unit will include an introduction to the course and an orientation into life in my classroom. We will learn about each other, the importance of relationships, and the expectations that are present as a student in my classroom.

Unit 2: Linguistics and Literary Devices

Mid September-Mid October

Our second unit is focused on strengthening our understanding of the tools that we use in everyday language as well as the tools that are commonly found in written and spoken language. We will review sentence structure, parts of speech, and subject-verb agreement. We'll take a close look into how the building blocks of language create meaning and how language continues to evolve over time. We will analyze different pieces of literature and learn about the different tools that are used when authors create their pieces.

Unit 3: Novel Study 1

Mid October- Mid November

Using what we learned in unit two, we will do a novel study on Deborah Ellis's, *The Breadwinner*. We will focus on narrative perspective, conflict, and theme. We will work on our analytical skills and work to improve our reading stamina and comprehension. We will conclude the unit with an in-depth character analysis presentation.

Unit 4: Film Study 1

Mid November- December



In this unit, we will do a film study on the 2014 film, *The Hundred Foot Journey*. We will examine the film focusing on the various conflicts through the film and its plot from a critical lens. We will end off the unit with a written film review.

Unit 5: Novel Study 2

January-March (Concurrent)

In this unit, we will be doing a novel study on Ben Mikaelson's *Touching Spirit Bear*. We will work to continue expanding our vocabulary and reading skills while examining topics like traditional Indigenous Justice and the Youth Criminal Justice Act. We will finish this unit with a research project on topics related to Indigenous ways of knowing.

Unit 6: Writer's Workshop

January-March (Concurrent)

In this unit, we will focus on honing our writing skills. We will focus on writing narrative and persuasive paragraphs which will build into writing short essays. Throughout the unit, we will continue to expand on the importance of sentence structure, spelling, and vocabulary. We will also learn how to edit and receive feedback which can help us improve our writing skills. This unit will conclude with a research writing assignment.

Unit 7: Poetry

April-May

During our poetry unit, we will explore figurative language and poetic form through a variety of poems. We will learn to identify different poem styles, word classes, and respond to poetry. We will focus heavily on Edgar Allen Poe and some of his famous pieces that we will use to influence our work and exploration of the topic. We will finish off this unit with a trifold presentation on a poet of your choice and one of their pieces which will be done in the library.

Unit 8: Novel Study 3 & Film Study 2

May-June



In this unit we will be reading through the first six chapters of J.R.R. Tolkien's *The Hobbit*. We will be focusing heavily on themes of "coming of age" and bravery. In this unit we will be working on expanding our vocabulary and understanding contextual clues to come to conclusions about the story as it is revealed to us. We will also be watching Peter Jackson's 2012 *Hobbit* movie. We will be doing a movie critique/review from the lens of the book to finish off the unit.

Review

June

We will use the last month of the year to review course content and prepare for the final exam.

Throughout the Year

Students will be expecting to partake in silent reading and comprehensive literacy activities. Students will have class time to spend in the library to silently read and take out new books. It is recommended that students always have a book while they are in class. During our literacy periods, we will have focused work that will help build integral literacy skills to support students in the classroom. These activities will happen frequently throughout the year and will be integrated into the units.

Supplies

Students will need the following for every class: binder, pens/pencils, loose-leaf paper, their one-to-one device, and a book to read which we will borrow from the library during our library periods..

Evaluation

Assignments	15%
Projects	40%
Quizzes	5%
Unit Exams	15%
Final Exam	25%



Evaluation of student learning is reported in four terms. Term marks will be based on "Assignments," "Projects," "Quizzes", and "Unit Exams." The final course mark will be a blend of four term marks (75%) plus the final exam mark (25%).

Classroom Expectations

Students are expected to:

- Arrive to class on time with all required materials.
- Show respect to all classmates, educational assistants, the teacher and to themselves.
- Submit all assignments on time.
- Make up for work missed. Students who are absent are responsible for finding out what they missed and completing it. This can be done by asking classmates or emailing the teacher.
- Respect the voices of others and contribute to a safe learning environment for all.
- Come to class with a positive attitude and a willingness to participate.

Cell Phones

We will regularly use technology in the classroom to enhance and facilitate learning, but having and using cell phones is a privilege. Cell phones are not to be used in class without the permission of the teacher.

My classroom expectations and rules align with the Fairview High School student handbook. For any questions, comments or concerns you may have, please refer to the hand book or feel free to contact me directly.