THE ACADEMY FOR GIFTED CHILDREN - P.A.C.E.
CURRICULUM OUTLINE
GRADE 8 ENGLISH

Overall Expectations

- **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
- **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
- **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
- **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
- **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
- **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
- **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Curriculum Content

Unit 1: Shakespeare and Passion William Shakespeare, *Romeo and Juliet* - translation activities - scene performance - discussion of literary characteristics of play - creative and essay writing - quotation analysis **Unit 3:** Science and Literature: Isaac Asimov, *I, Robot* - discussion of theme - comparative analysis - comparative essay writing - quotation analysis **Unit 5:** Literature of World War II William Golding, *Lord of the Flies* - comparative essay - discussion of theme - quotation analysis Elie Weisel, *Night* - comparative essay - discussion of theme	**Unit 2**: Poetry *Curated By Teacher Poetry Available Online* - analysis of poetic devices - presentation and analysis of a poem **Unit 4:** Autobiographical Fiction - Kim Thuy, *Vi* - Discussion evaluation - Autobiographical writing **Unit 6:** Media Studies - movies ('Romeo +Juliet', “West Side Story”) - television genres (situation comedies, science-fiction, crime drama) - analysis of characterization in popular media (assorted sources) - media project **Unit 7:** Vocabulary Enhancement Thompson, Michael Clay, *The Word Within the Word, vol. 2* - vocabulary activities

Assessment and Evaluation

	Term 1	Term 2	Term 3
Assessment of Learning (evaluation) *Weighting:* *Knowledge and Understanding: 20%* *Application: 20%* *Thinking & Inquiry: 30%* *Communication: 30%*	Rich Performance Task (*Romeo and Juliet*) Presentation (*Romeo and Juliet*) Translation Exercises (*Word Within the Word*) Discussion (*Romeo and Juliet*)	Presentation (*Poetry*) Comparative Essay *(Media Studies)* Creative Writing (*Genre Related*) Translation Exercises (*Word Within the Word*) Discussion (*Poetry*)	Translation Exercises (*Word Within the Word*) Discussion (*Lord of the Flies, Night*) Presentation (*Media Studies*) Writing for Competition (*Commonwealth Essay Competition)*
Assessment for Learning	Conferencing (*Romeo and Juliet*) Questioning (*Romeo and Juliet*) Practice Translations (*Word Within the Word*) Discussion (*Media Studies*) Quotation Analysis (*Romeo and Juliet*)	Observation (*Poetry*) Discussion (*I, Robot, Poetry, Media Studies*) Practice Translations (*Word Within the Word*) Quotation Analysis (*I, Robot*)	Conferencing (*Media Studies*) Quotation Analysis (*Lord of the Flies, Night*) Group Work (*Media Studies*)
Assessment as Learning	Goal Setting (*All activities for term*) Self-Reflection (*Romeo and Juliet*)	Goal Setting (*All activities for term*) Peer Evaluation (*Poetry*)	Goal Setting (*All activities for term*) Peer Evaluation (*Poetry*) Self-Reflection (*Media Studies*)

Final Evaluation will be comprised of (Term 1 + Term 2 + Term 3) = 100%

Resources:

Asimov, Isaac, *I, Robot*, Random House, 1991
Golding, William, *Lord of the Flies,* Faber and Faber, 2004
Shakespeare, William, *Romeo and Juliet,* Signet, 1998
Thuy, Kim, *Vi,* Random House of Canada, 2019
Wiesel, Elie, *Night,* Hille & Wang, 2006I
Modern Language Association, *MLA Handbook,* Modern Language Association, 2009
Thompson, Michael Clay; *The Word Within the Word, Vol. 2;* Trillium Press, 1991
Assorted curated films and television programs