Time Frame and	Context, Theme,	Comprehend and Respond Focus	Compose and Create Focus	Assess and Reflect
Unit Type	and Big Ideas			Focus
September –	<u>Context:</u> Personal	CR8.1 View, listen to, read,	CC8.1 Create various visual, oral,	AR8.1 Use
October (approx. 8	and Philosophical	comprehend, and respond to a	written, and multimedia texts	information
weeks)	-	variety of texts that address	that explore identity.	gathered in self-
	<u>Theme:</u> Becoming	identity.		assessment and
Multi-genre	Myself		CC8.2 Create and present a group	teacher's
Thematic		CR8.2 Select and use	inquiry project related to a topic,	assessment to
	<u>Big Idea:</u>	appropriate strategies to	theme, or issue studied in English	develop and work
	What can we	construct meaning before,	language arts.	on goals for
	celebrate about	during, and after viewing,		improving viewing,
	ourselves? How can	listening, and reading.	CC8.3 Select and use the	listening, reading,
	we discover our		appropriate strategies to	representing,
	unique qualities	CR8.3 Use pragmatic , textual,	communicate meaning before,	speaking, and
	and talents? How	syntactic,	during, and after speaking,	writing.
	can we use and	semantic/lexical/morphological,	writing, and other representing	
	share our unique	graphophonic, and other cues	activities.	AR8.2 Appraise
	qualities and	to construct and to confirm		own and others'
	talents? How did	meaning.	CC8.4 Use pragmatic , textual,	work for clarity,
	we get to be who		syntactical,	correctness, and
	we are?	CR8.4 View critically and	semantic/lexical/morphological,	variety.
		demonstrate comprehension of	graphophonic, and other cues	
		a variety of visual and multimedia	to construct and to	
		texts to locate and interpret key	communicate meaning.	
		messages and details, to develop		
		conclusions, opinions, and	CC8.5 Create and present a	
		understanding, and to evaluate the	variety of visual and multimedia	
		effectiveness of the text.	presentations including an	
			illustrated report, a	
		CR8.5 Listen critically to	role play that ends with a tableau, a	
		understand, gather information,	dramatization, presentation	
		follow directions, form an opinion,	software, a newscast with	
		and analyze oral presentations	adequate detail, clarity, and	
		for diverse opinions, presenter's	organization to explain, to	
		point of view, values, and biases,	persuade, and to entertain .	
		stereotypes, or prejudices.		

English Language Arts Grade 8 Year Plan Sample



	Resources	Division ELA Assessments
	Crossroads 8 Nelson Literacy 8 Various novels at TRC or school library (see Additional Resource list)	
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8 weeks)	<u>Theme:</u> Burning	variety of texts that address efficacy.	that explore efficacy.	gathered in self- assessment and
November – December (approx.	<u>Context:</u> Communicative	CR8.1 View, listen to, read, comprehend, and respond to a	CC8.1 Create various visual, oral, written, and multimedia texts	AR8.1 Use information
		Possible Assessment Evidence: • conferences • exit slip • comprehension check-in • listening activity • viewing activity • performance task	 Possible Assessment Evidence: conversations conferences personal story or anecdote representation of self/learning 	Possible Assessment Evidence: • conferences • goal setting sheet • tracking progress
		CR8.6 Read and demonstrate comprehension and interpretation of grade- appropriate texts to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices. CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning. CR8.8 Read grade 8 appropriate texts to increase fluency and expression.	 CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions. CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations. CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review. CC8.9 Experiment with a variety of text forms and techniques. 	



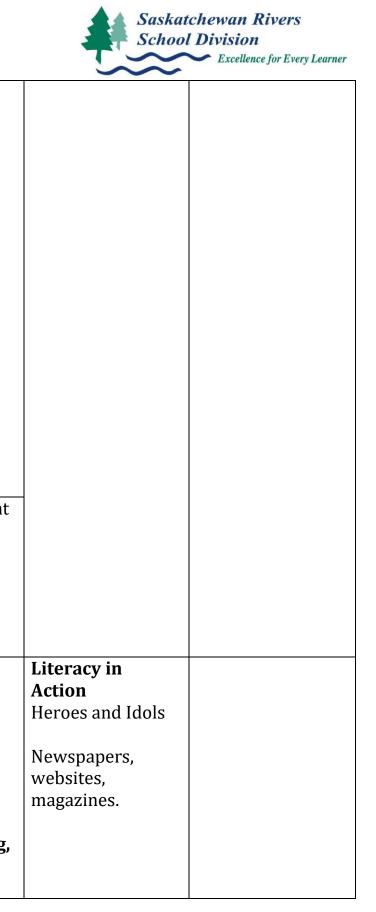
Crossroads 8	
Identities 8	
Literacy in Action	
– On The Edge	
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Inquiry or	Questions		CC8.2 Create and present a	teacher's	-
Interdisciplinary		CR8.2 Select and use	group inquiry project related to	assessment to	V
	<u>Big Idea:</u>	appropriate strategies to	a topic, theme, or issue studied	develop and work	
	Why do people ask	construct meaning before,	in English language arts.	on goals for	
	questions? Why do	during, and after viewing,		improving viewing,	
	you ask questions?	listening, and reading.	CC8.3 Select and use the	listening, reading,	
	What is a good		appropriate strategies to	representing,	
	question? What is	CR8.3 Use pragmatic, textual,	communicate meaning before,	speaking, and	
	the best question	syntactic,	during, and after speaking,	writing.	
	you have ever	semantic/lexical/morphological,	writing, and other representing		
	asked? What is the	graphophonic, and other cues	activities.	AR8.2 Appraise	
	hardest question	to construct and to confirm		own and others'	
	you have ever tried	meaning.	CC8.4 Use pragmatic, textual,	work for clarity,	
	to answer? What		syntactical,	correctness, and	
	are some purposes	CR8.4 View critically and	semantic/lexical/morphological,	variety.	
	of questions? What	demonstrate comprehension of	graphophonic, and other cues		
	are some "burning	a variety of visual and	to construct and to		
	questions" that	multimedia texts	communicate meaning.		
	inventors and	to locate and interpret key			
	discoverers have	messages and details, to develop	CC8.5 Create and present a		
	followed? To what	conclusions, opinions, and	variety of visual and multimedia		
	"burning question"	understanding, and to evaluate	presentations including an		
	do you want to find	the effectiveness of the text.	illustrated report , a		
	the answer? How		role play that ends with a tableau, a		
	will you do it?	CR8.5 Listen critically to	dramatization, presentation		
		understand, gather information,	software, a newscast with		
		follow directions, form an	adequate detail,		
		opinion , and analyze oral	clarity, and organization to		
		presentations for diverse opinions,	explain , to persuade, and to		
		presenter's point of view, values,	entertain.		
		and biases, stereotypes, or			
		prejudices.	CC8.6 Use oral language to		
			interact purposefully,		
		CR8.6 Read and demonstrate	confidently, and r espectfully in a		
		comprehension and	variety of situations		
		interpretation of grade-	including one-to-one, small group,		
		appropriate texts to evaluate the	and large group discussions.		
		purpose, message, point of view,			



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		craft, values, and biases, stereotypes, or prejudices. CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning. CR8.8 Read grade 8 appropriate texts to increase fluency and expression.	 CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations. CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review. CC8.9 Experiment with a variety of text forms and techniques. 	
		Possible Assessment Evidence: • conferences • exit slip • comprehension check-in • listening activity • viewing activity • performance task	 Possible Assessment Evidence: conversations conferences inquiry presentation of findings mulit-media representation 	Possible Assessment Evidence: • conferences • goal setting sheet • tracking progress
January – February		CR8.1 View, listen to, read,	CC8.1 Create various visual, oral,	AR8.1 Use
(approx. 8 weeks)	Cultural, and Historical	comprehend, and respond to a variety of texts that address	written, and multimedia texts that explore social	information gathered in self-
Multi-genre		social responsibility and	responsibility and efficacy.	assessment and
Thematic	Theme: Heroes and	efficacy.	CCO 2 Country and	teacher's
	Idols	CR8.2 Select and use	CC8.2 Create and present a group inquiry project related to a topic,	assessment to develop and work
	Big Idea:	appropriate strategies to	theme, or issue studied in English	on goals for
	How do we create	construct meaning before,	language arts.	improving viewing,
	heroes and idols?	during, and after viewing,		listening, reading,
	How do heroes	listening, and reading.	CC8.3 Select and use the	representing,



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make a difference?		appropriate strategies to	speaking, and		
What qualities do	CR8.3 Use pragmatic, textual,	communicate meaning before,	writing.		
heroes have? What	syntactic,	during, and after speaking,			
is the difference	semantic/lexical/morphological,	writing, and other representing	AR8.2 Appraise		
between a hero and	graphophonic, and other cues	activities.	own and others'		
an idol?	to construct and to confirm		work for clarity,		
Can a hero go	meaning.	CC8.4 Use pragmatic, textual,	correctness, and		
unnoticed? Who		syntactical,	variety.		
are heroes?	CR8.4 View critically and	semantic/lexical/morphological,	5		
	demonstrate comprehension of	graphophonic, and other cues			
	a variety of visual and	to construct and to			
	multimedia texts to locate and	communicate meaning.			
	interpret key messages and	8			
	details, to develop conclusions,	CC8.5 Create and present a			
	opinions, and understanding,	variety of visual and multimedia			
	and to evaluate the effectiveness	presentations including an			
	of the text.	illustrated report, a			
		role play that ends with a tableau, a			
	CR8.5 Listen critically to	dramatization, presentation			
	understand, gather information,	software, a newscast with			
	follow directions, form an	adequate detail,			
	opinion, and analyze oral	clarity, and organization to			
	presentations for diverse opinions,	explain, to persuade , and to			
	presenter's point of view, values,	entertain.			
	and biases, stereotypes, or				
	prejudices.	CC8.6 Use oral language to			
		interact purposefully,			
	CR8.6 Read and demonstrate	confidently, and respectfully in a			
	comprehension and	variety of situations			
	interpretation of grade-	including one-to-one, small			
	appropriate texts to evaluate the	group, and large group			
	purpose, message, point of view,	discussions.			
	craft, values, and biases,				
	stereotypes, or prejudices.	CC8.7 Use oral language to			
		effectively express information			
	CR8.7 Read independently and	and ideas of complexity in			
	demonstrate comprehension of	formal and informal situations.			
	a variety of information texts				
	a variety of mormation texts				



		including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.	CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of findings, a biography , a documented research report, and a résumé and covering letter ; and			
		CR8.8 Read grade 8 appropriate texts to increase fluency and expression.	to persuade in a mini-debate and a review.			
		CAPI C331011.	CC8.9 Experiment with a variety of text forms and techniques.			
		Possible Assessment Evidence:	Possible Assessment Evidence:	Possible Assessment		
		• conferences	 conversations 	Evidence:		
		• exit slip	conferences	conferences		
		comprehension check-in	• biography	 goal setting 		
		listening activity	mulit-media representation	sheet		
		viewing activity	 resume and cover letter 	tracking progress		
		performance task		progress		
March – April	<u>Context:</u> Imaginative and	CR8.1 View, listen to, read,	CC8.1 Create various visual, oral,		Ministry Model	
(approx. 8 weeks)	Imaginative and	comprehend, and respond to a	written, and multimedia texts	information	Unit	
Multi-genre	Literary	variety of texts that address identity.	that explore identity.	gathered in self- assessment and		
Thematic	Theme: Timeless	identity.	CC8.2 Create and present a group	teacher's		
	Narratives of the	CR8.2 Select and use	inquiry project related to a topic,	assessment to		
	First Nations and	appropriate strategies to	theme, or issue studied in English	develop and work		
	Greek Peoples	construct meaning before,	language arts.	on goals for		
	1	during, and after viewing,		improving viewing,		
	<u>Big Idea:</u>	listening, and reading.	CC8.3 Select and use the	listening, reading,		
	What makes a	_	appropriate strategies to	representing,		
	"great" story? How	CR8.3 Use pragmatic, textual,	communicate meaning before,	speaking, and		
	can stories from	syntactic,	during, and after speaking,	writing.		
	other places and	semantic/lexical/morphological,	writing, and other representing			
	times teach us	graphophonic, and other cues	activities.	AR8.2 Appraise		
	about ourselves?	to construct and to confirm		own and others'		



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Our environment	8	CC8.4 Use pragmatic, textual,	work for clarity,		
What lessons can		syntactical,	correctness, and		
we learn about	CR8.4 View critically and	semantic/lexical/morphological,	variety.		
ourselves and	demonstrate comprehension of	graphophonic, and other cues			
others through	a variety of visual and	to construct and to			
these stories? Wh	at multimedia texts	communicate meaning.			
lessons can we	to locate and interpret key				
learn about huma	messages and details, to develop	CC8.5 Create and present a			
nature? What	conclusions, opinions, and	variety of visual and multimedia			
lessons can we	understanding, and to evaluate	presentations including an			
learn about the	the effectiveness of the text.	illustrated report, a			
meaning of life?		role play that ends with a tableau, a			
	CR8.5 Listen critically to	dramatization, presentation			
	understand, gather information,	software, a newscast with			
	follow directions, form an opinion,	adequate detail,			
	and analyze oral	clarity, and organization to			
	presentations for diverse opinions,	explain, to persuade, and to			
	presenter's point of view, values,	entertain.			
	and biases, stereotypes, or				
	prejudices.	CC8.6 Use oral language to			
		interact purposefully,			
	CR8.6 Read and demonstrate	confidently, and respectfully in a			
	comprehension and	variety of situations			
	interpretation of grade-	including one-to-one, small			
	appropriate texts	group, and large group			
	to evaluate the purpose,	discussions.			
	message, point of view, craft,				
	values, and biases, stereotypes,	CC8.7 Use oral language to			
	or prejudices.	effectively express information			
		and ideas of complexity in			
	<b>CR8.7</b> Read independently and	formal and informal			
	demonstrate comprehension of a	situations.			
	variety of information texts				
	including understanding the main	CC8.8 Write to describe a			
	ideas and supporting evidence,	landscape scene; to narrate a			
	explaining connections between	personal story or anecdote and an			
	new ideas and information and	historical narrative; to explain			
	previous thoughts, and recognizing	and inform in a presentation of			



		any biases or false reasoning. CR8.8 Read grade 8 appropriate texts to increase fluency and expression.	findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.	
			<b>CC8.9</b> Experiment with a variety of text forms and techniques.	
		<ul> <li>Possible Assessment Evidence:</li> <li>conferences</li> <li>exit slip</li> <li>comprehension check-in</li> <li>listening activity</li> <li>viewing activity</li> <li>performance task</li> </ul>	Possible Assessment Evidence: conversations conferences landscape historical narrative mulit-media representation	Possible Assessment Evidence: • conferences • goal setting sheet • tracking progress
May – June	Context:	CR8.1 View, listen to, read,	CC8.1 Create various visual, oral,	AR8.1 Use
(approx. 8 weeks)	Environmental and	comprehend, and respond to a	written, and multimedia texts	information
	Technological	variety of texts that address	that explore social	gathered in self-
Multi-genre		social responsibility.	responsibility.	assessment and
Thematic	<u>Theme:</u> Cyber			teacher's
	Sense	CR8.2 Select and use	<b>CC8.2</b> Create and present a group	assessment to
		appropriate strategies to	inquiry project related to a topic,	develop and work
	Big Idea:	construct meaning before,	theme, or issue studied in English	on goals for
	How does the	during, and after viewing,	language arts.	improving viewing,
	Internet influence	listening, and reading.	CC0 2 Salast and use the	listening, reading,
	us? How does	CD0 2 Use presentia territual	CC8.3 Select and use the	representing,
	technology influence	CR8.3 Use pragmatic, textual,	appropriate strategies to	speaking, and
	storytelling? What	syntactic, semantic/lexical/morphological,	communicate meaning before, during, and after speaking,	writing.
	technology do we	graphophonic, and other cues	writing, and other representing	AR8.2 Appraise
	take for granted?	to construct and to confirm	activities.	own and others'
	What are some of	meaning.		work for clarity,
	the most recent	meaning.	CC8.4 Use pragmatic, textual,	correctness, and
	developments in	CR8.4 View critically and	syntactical,	variety.
	technology? What	demonstrate comprehension of	semantic/lexical/morphological,	
	are some	a variety of visual and	graphophonic, and other cues	



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unintended	multimedia	to construct and to	
consequences of	to locate and interpret key	communicate meaning.	
these	messages and details, to develop		
developments?	conclusions, opinions, and	CC8.5 Create and present a	
How can	understanding, and to evaluate	variety of visual and multimedia	
technology be used	the effectiveness of the text.	presentations including an	
for good and bad?		illustrated report, a	
How does	CR8.5 Listen critically to	role play that ends with a tableau, a	
technology impact	understand, gather information,	dramatization, presentation	
our environment?	follow directions, form an	software, a newscast with	
	opinion, and analyze oral	adequate detail,	
	presentations for diverse	clarity, and organization to	
	opinions, presenter's point of	explain, <b>to persuade</b> , and to	
	view, values, and biases,	entertain.	
	stereotypes, or prejudices.		
		CC8.6 Use oral language to	
	CR8.6 Read and demonstrate	interact purposefully,	
	comprehension and	confidently, and respectfully in a	
	interpretation of grade-	variety of situations	
	appropriate texts	including one-to-one, small	
	to evaluate the purpose,	group, and large group	
	message, point of view, craft,	discussions.	
	values, and biases, stereotypes,		
	or prejudices.	CC8.7 Use oral language to	
		effectively express information	
	CR8.7 Read independently and	and ideas of complexity in	
	demonstrate comprehension of	formal and informal	
	a variety of information texts	situations.	
	including understanding the		
	main ideas and supporting	<b>CC8.8 Write</b> to describe a	
	evidence, explaining	landscape scene; to narrate a	
	connections between new ideas	personal story or anecdote and an	
	and information and previous	historical narrative; to explain and	
	thoughts, and recognizing any	inform in a presentation of	
	biases or false reasoning.	findings, a biography, a	
	bluses of faise reasoning.	documented research report, and a	
	CR8.8 Read grade 8 appropriate	résumé and covering letter; and <b>to</b>	
	texts to increase fluency and	persuade in a mini-debate and a	
 	icals to increase nuelicy and	persuaue in a mini-uevale anu a	



expression.	review. CC8.9 Experiment with a variety of text forms and techniques.		
<ul> <li>Possible Assessment Evidence:</li> <li>conferences</li> <li>exit slip</li> <li>comprehension check-in</li> <li>listening activity</li> <li>viewing activity</li> <li>performance task</li> </ul>	<ul> <li>Possible Assessment Evidence:</li> <li>conversations</li> <li>conferences</li> <li>mini debate and review</li> <li>mulit-media representation</li> </ul>	Possible Assessment Evidence: • conferences • goal setting sheet • tracking progress	

Resources:

*Please refer to the Ministry Core and Additional Resource list for resources approved for your grade.

**The TRC has many context kits and other resources.

