

English Language Arts 8

Curriculum At A Glance

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English Language Arts 8

At a Glance Document

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Language is a primary instrument of thought and the most powerful tool learners have for developing skills, ideas, and insights; for giving significance to their experiences, and for making sense of the world and the possibilities within it. Language is learned through purposeful and powerful language processes designed around stimulating ideas and issues that are meaningful to learners. Language processes are:

- listening
- speaking
- reading
- viewing
- writing
- representing

The language processes, embedded in the outcomes, are interrelated and interdependent in that the use of one strengthens, supports, and extends the others. These processes are most effective as interdependent rather than discrete processes. The ability to respond to reading, listening, or viewing, is a lifelong process. The complexity, sophistication, and depth of response as well as the type of material to which learners are able to respond changes over time.

Learning in Context:

Language learning is most effective when it is learned in context rather than isolation. It is personal and intimately connected to individuality, developing out of learners' home language and their social and cultural experiences. Language learning is an active process of making meaning, that draws on all sources and ways of knowing that helps learners to understand cultures and express cultural identity. It is developmental in that learners continue to grow in flexibility and fluency in their language use over time. Thus, the design of the English language arts curriculum is structured using processes that support learners in developing and practising strategies in relation to comprehension and communication.

English Language Arts:

English language arts encompass the experiences, studies, and appreciation of language, literature, media, and communication. English language arts is taught through an integrated approach so that the interrelationship between, in, and among the (language) processes will be understood and applied by the learners to communicate, and to comprehend in a range of communication forms. Learners learn best when they are aware of the processes and strategies they use to communicate and make meaning to come to new understandings through inquiry-based learning. Adolescent learners must have opportunities to communicate their learning through various communication forms for specific audiences and purposes, and to consider their learning, strengths, and needs (metacognition). This approach is best addressed through careful planning that meets learners where they are with their language learning. This approach uses explicit instruction to scaffold learning opportunities that are meaningful, stimulating, and accessible to keep every learner engaged, challenged, and inspired. Through learning opportunities and experiences, learners develop language fluency, and become confident and competent language users in their learning environment, communities, cultures, and wider world.

Learners will reflect on how the cultures of communities, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and the Gaels, are expressed through a range of communication forms.

Rationale

Learners will be given opportunities to examine a range of communication forms to explore cultural expressions. The relationship between language and culture is deeply rooted. Language is used to maintain and express culture and connects us with each other. Communication forms reflect learners' own cultures and provide a window into other cultures. Learners explore culture through cultural expressions, communications that result from the creativity of individuals and communities and include cultural content. Communication forms provide opportunities for learners to consider how expressions inform, influence, and sustain culture and identity. Learners explore a range of cultural expressions from many communities including oral, written, and visual communication forms. Through first voice communication forms, learners come to understand the richness and complexity of their own, local, and global cultures. This outcome is designed to be woven throughout the course and supports the development of language processes across all outcomes.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** ways in which [communication forms](#) are an expression of culture and identity (COM/CT)
- **Compare** a range of voices and perspectives from within a culture (CZ/COM/CT)
- **Comprehend** cultural expressions using speakers'/writers'/producers' choices (COM/CI/CT)
- **Compare** how [communication forms](#) vary or look the same across cultures (COM/CI/CT/TF)

Concepts (and Guiding Questions)

Expressions of culture

- How have cultures and communities shaped who I am?
- How do various communities use communication forms to express their culture?
- How can I express my identities and cultures through communication forms?
- How do I see culture expressed in oral, written, and visual communication forms?

Voices and Perspectives

- Why is it important to consider communication forms created by people from within the culture?
- Why is it important to consider many voices and perspectives from within a culture?
- Why do voices and perspectives vary or look the same within a culture?
- How can first voice help me to develop an authentic understanding of a culture?

Speakers'/Writers'/Producers' Choices

- What choices does the speaker/writer/producer make in their cultural expression?
- Why is it important to learn about the culture before considering cultural expressions?
- How do the speaker/writer/producers' choices help me to understand their message and identify the purpose?
- How does talking with others help me to understand what I hear, read, and view?
- How can I use my listening, reading, and viewing strategies to understand the message?

Cross-Cultural Communication

- How are communication forms similar among cultures?
- How do communication forms vary among cultures?
- How do cultures influence each others' communication forms?

Skills

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Comprehend

Determine the overall meaning of the message and identify the details; identify the author's purpose; use active listening, reading, and viewing strategies; communicate findings.

Learners will plan oral, written, and visual personal and critical responses, in relation to audience and purpose.

Rationale

Learners are unique and will explore personal interests and share experiences, leading to self-discovery and making connections with others. By engaging with communication forms through inquiry questions, learners will have opportunities to develop a sense of inquiry, wonder, exploration, and discovery. Learners will also explore the importance of supporting their ideas and responses with evidence to sustain coherent arguments. They will use questions to clarify and expand upon the interpretation and meaning behind others' ideas. Learners will investigate the relationship between their communication forms, audience and purpose when planning personal and critical responses.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- **Compare** the characteristics of [personal](#) and [critical responses](#) (COM/CT)
- **Question** personal and critical interpretations of perceived messages from a variety of [communication forms](#) (CZ/COM/CI/CT)
- **Investigate** how [ideas](#) for [personal](#) and [critical responses](#) can be developed. (COM/PCD/CI/CT)
- **Investigate** the relationship between audience, purpose, and the chosen [communication form](#) (COM/CT)
- **Analyse** how supporting details support [ideas](#) and responses (COM/PCD/CI/CT)

Concepts (and Guiding Questions)

Personal and Critical Responses

- How is a personal response different from a critical response?
- How do I question and respond to a text personally?
- How do I question and respond with a critical lens?
- How does posing different types of questions help me to determine the difference between personal and critical responses?

Communication Forms

- How do communication forms have an impact on the interpretation of the message?
- How do my perspectives and experiences influence my interpretations of communication forms?
- Why do my interpretations change depending on the communication form?
- How do my interpretations influence my understanding of communication forms?
- How can I become more independent in questioning my interpretations of perceived messages?

Ideas

- How are ideas developed?
- How does talking to others help me to develop and extend my ideas?
- How can I use ideas from a range of mentor texts to extend my own ideas?
- How can I use different strategies to extend my ideas?
- How can I become a creative risk-taker to extend my ideas?

Audience and Purpose

- How do audience and purpose direct my response?
- Why do audience and purpose need to be considered?
- How do I determine the effectiveness of my response in relation to my audience and purpose?

Supporting Details

- Why is it essential to support my ideas and responses with details and evidence?
- How do I determine if details are relevant?
- How do I use details to effectively support my ideas and responses?
- How do I gather supporting details from various sources to support my ideas and responses?
- How do others use details to support their ideas and responses?
- How do I know if my supporting details are accurate and relevant to my ideas and responses?

organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

Skills

Plan

Formulate- Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Devise a process to solve the problem; execute the steps, modifying as necessary.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Question

Independently and collaboratively generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer;

Learners will create oral, written, and visual communication forms for a range of audiences and purposes.

Rationale

Learners will be given opportunities to develop and articulate their voices by exploring the creative processes for writing, designing, and researching in a variety of communication forms. Learners are provided opportunities to create, revise, and edit texts. They develop an understanding that consideration of audience and purpose influences the choice of communication forms.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** how [ideas](#) can be developed when creating oral, written, and visual [communication forms](#) (COM, CT, CI, TF)
- **Apply** [writing](#), [design](#), and [research](#) processes (COM/CI/TF)
- **Select** a [communication form](#) that responds to an audience and purpose. (COM/CI/CT)
- **Apply** [revision](#), [editing](#), and proof-reading strategies appropriate to a range of [communication forms](#) (COM, CT, TF)
- **Analyse** processes for publishing and sharing chosen [communication forms](#). (COM/TF)

Concepts (and Guiding Questions)

Ideas

- How do I use imagination to extend ideas?
- How do I support my ideas using accurate and relevant details?
- How can exploring [author's craft](#) in a range of texts help me to develop my ideas?
- How do I blend my ideas with the ideas of others during the creative process?

- How do I use research to develop ideas?
- How do various perspectives influence my ideas?

Writing, Design, and Research Processes

- How can talking with others lead me to examine and inform my creative processes?
- How do I use the design process to modify my work?
- How do I use the research process to develop, extend and support my ideas?
- How can I use the writing process to communicate effectively?

Communication Forms in Relation to Audience and Purpose

- How does audience and purpose influence my choice of communication form?
- Why do my audience and purpose need to be considered when choosing a communication form?
- How can changing communication forms impact the message?
- How can I combine oral, written and visual communication forms in ways that are new to me?
- Why is it important to consider the impact of my communications?
- How do I modify my communications to reach different audiences?

Revision, Editing, and Proofreading Strategies

- How can talking with others lead me to examine and inform my revision, editing and proofreading strategies?
- How do conventions contribute to effective communication?
- How can I extend my revision, editing and proofreading strategies?
- How do revising, editing, and proofreading enhance communication?

Publishing and Sharing

- How does my communication form influence my publishing process?
- How does my communication form influence my process of sharing?
- How can I ensure my sharing process communicates my purpose?
- How does my audience and purpose determine how I choose to publish and share my work?
- What processes can I use to ensure that what I publish and share is my own intellectual property?
- How do I choose what I want to publish and share?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Apply

Carry out, use, or complete a procedure/ technique.

Select

Locate several relevant and dependable details to support an answer.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

Learners will implement speaking and writing strategies for effective communication in relation to audience and purpose.

Rationale

Learners are engaged in a significant process from the development of an idea to its presentation. Communication begins with learners' own identities, including home languages and cultures. They draw upon multiple strategies to effectively communicate. Learners evaluate organizational structures, language use, and conventions when conveying a message for a specific audience and purpose. Learners are offered opportunities to monitor and evaluate strategies for clarity and precision of communication.

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Evaluate** the [effectiveness of communication](#) strategies in relation to audience and purpose (COM/CI/CT)
- **Investigate** how [language use](#) can impact communication (COM/TF)
- **Investigate** how [accuracy, reliability, validity, and bias](#) are used to influence personal communication (COM/CI/TF)
- **Compare** [organizational structures](#) and devices for intended audience and purpose (COM/PCD)
- **Apply** [conventions](#) for intended audience and purpose (COM/PCD)

Concepts (and Guiding Questions)

Communication Strategies

- How does the audience influence my communication strategies?
- How can observing the [author's craft](#) in a range of mentor texts help me to choose effective speaking and writing strategies for my audience?
- Why is it important to use a variety of communication strategies?
- How do I choose effective oral and writing strategies to enhance communication for my audience and purpose?
- How can communication strategies change depending on audience and purpose?

Language Use

- How can my language use (voice, word choice, and sentence style) contribute to clear and fluid communication?
- How do I know if the language I use is contributing to effective communication?
- How do I modify my language based on the audience and purpose?
- How can I extend my strategies for language use?

Accuracy, Reliability, Validity, and Bias

- How do my experiences and perspectives influence my communication?
- Why is it important to use accurate information in my communications?
- How does valid information strengthen my ideas in my communications?
- What strategies can I use to identify reliable sources?
- Why is it important to recognize how my bias impacts my communications?

Organizational Structures and Devices

- How are organizational structures and devices similar and different for speaking and writing?
- How are organizational structures and devices similar and different in mentor texts?
- How do I know if the organizational structures and devices used are effective?
- What organizational structures and devices work best for my communication form?
- How can using various organizational structures and devices enhance my work?

Conventions

- How do conventions (spelling, grammar, punctuation) contribute to effective communications?
- How does knowing my audience and purpose influence the use of conventions?
- How can I choose conventions for different communication forms?
- How can I extend my strategies for use of conventions?

Skills

Implement

Select - Locate several relevant and dependable details to support an answer.

Plan – FORMULATE Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Apply - Carry out, use, or complete a procedure/ technique.

Evaluate

Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Apply

Carry out, use, or complete a procedure/ technique.

Learners will **comprehend** a range of communication forms using listening strategies, reading strategies, and viewing strategies.

Rationale

Learners make meaning from oral, visual, written, non-verbal, and technological communication to navigate a changing world. To make meaning, learners will consider who created the message, how and why it was constructed, as well as how perspectives influence the understanding of the meaning. Learners will also explore how their experiences and background knowledge influence their comprehension. Learners will have opportunities to use a range of listening, reading, and viewing strategies to make meaning.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Apply** active [listening strategies](#) for comprehending meaning in a range of [communication forms](#) (COM/CI/CT)
- **Investigate** how [reading and viewing strategies](#) are used in comprehension (COM/CT/TF)
- **Analyse** how [communication forms](#) influence comprehension. (COM/CI/CT)
- **Reflect** on how perspectives influence comprehension of [communication forms](#) (COM/CT)

Concepts (and Guiding Questions)

Active Listening Strategies

- How do I know if the strategies I am using are effective?
- How can I monitor my active listening strategies?
- How can I modify the active listening strategies I am using to comprehend?
- How can I be a more active listener?
- How do my listening strategies change depending on the communication form?

Reading and Viewing Strategies

- How does talk inform my understanding of what I read and view?
- How do before/during/after reading and viewing strategies influence understanding?
- How do I know when my comprehension has broken down?
- What strategies can I use when I am not able to comprehend?
- How do my reading and viewing strategies change depending on the communication form?
- How can I use text to self/text/world connections to support comprehension?
- How can I develop and practice reading and viewing strategies to strengthen comprehension?

Communication Forms

- How do communication forms influence understanding?
- Why is it important to identify perspectives in what I hear, read, and view?

Perspective

- How do my experiences influence how I understand what I hear, read, or view?
- How does talking with others and hearing their perspectives influence my understanding?
- Why is it important to consider a range of perspectives?
- How do ideas and information from the communication form influence my understanding?
- How do I synthesize what I know with what I have learned?

Skills

Comprehend

Determine the overall meaning of the message and identify the details; identify the author's purpose; use active listening, reading, and viewing strategies; communicate the findings.

Apply

Carry out, use, or complete a procedure/ technique.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

Reflect

Ask questions of experiences and/or concepts; examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; evaluate perceptions and perspectives in relation to experiences and/or concepts; synthesize perceptions and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Learners will analyse the accuracy, reliability, validity and bias in a range of written, audio, visual, and digital communication forms.

Rationale

Learners are offered opportunities to examine multiple communication forms to recognize how [accuracy, reliability, validity, and bias](#) influence meaning. Learners will compare and question a variety of sources to develop a critical lens on what they hear, say, view, and write. Learners are mindful of their perspectives, and the perspectives of others in the analysis of texts.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Select** reliable sources (CT/TF)
- **Compare** accuracy of information from a variety of sources (CZ/COM/CT/TF)
- **Apply** strategies for choosing valid information from a range of communication forms (CZ/COM/CT/TF)
- **Investigate** how bias influences the message of [communication forms](#) (COM/CT/CZ/TF)

Concepts (and Guiding Questions)

Reliability

- How can I use a reliable source to confirm new information?
- How do I know if a source is reliable?
- What do I do if I am not sure if a source is reliable?
- How can the reputation of the source help to determine its reliability?

Accuracy

- Why is it important to use accurate information?
- How do I know if information is accurate?

- How can I use reliable sources to determine the accuracy of new information?
- How do I use strategies to determine if information is accurate across a range of sources?

Validity

- How can I develop strategies to determine validity?
- How can I choose valid information from a range of sources?
- How can valid information from a range of sources help to support a question or idea?

Bias

- Why should I question what I hear, see, and read?
- Why should I question what I think I know?
- How can I consider the voice, perspectives, and points of view represented in a text to determine bias?
- How does bias (stereotyping, attitudes, beliefs, prejudices) in communication forms influence the message?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

Select

Locate several relevant and dependable details to support an answer.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Apply

Carry out, use, or complete a procedure/ technique.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.