

# ENGLISH 8 COURSE OUTLINE

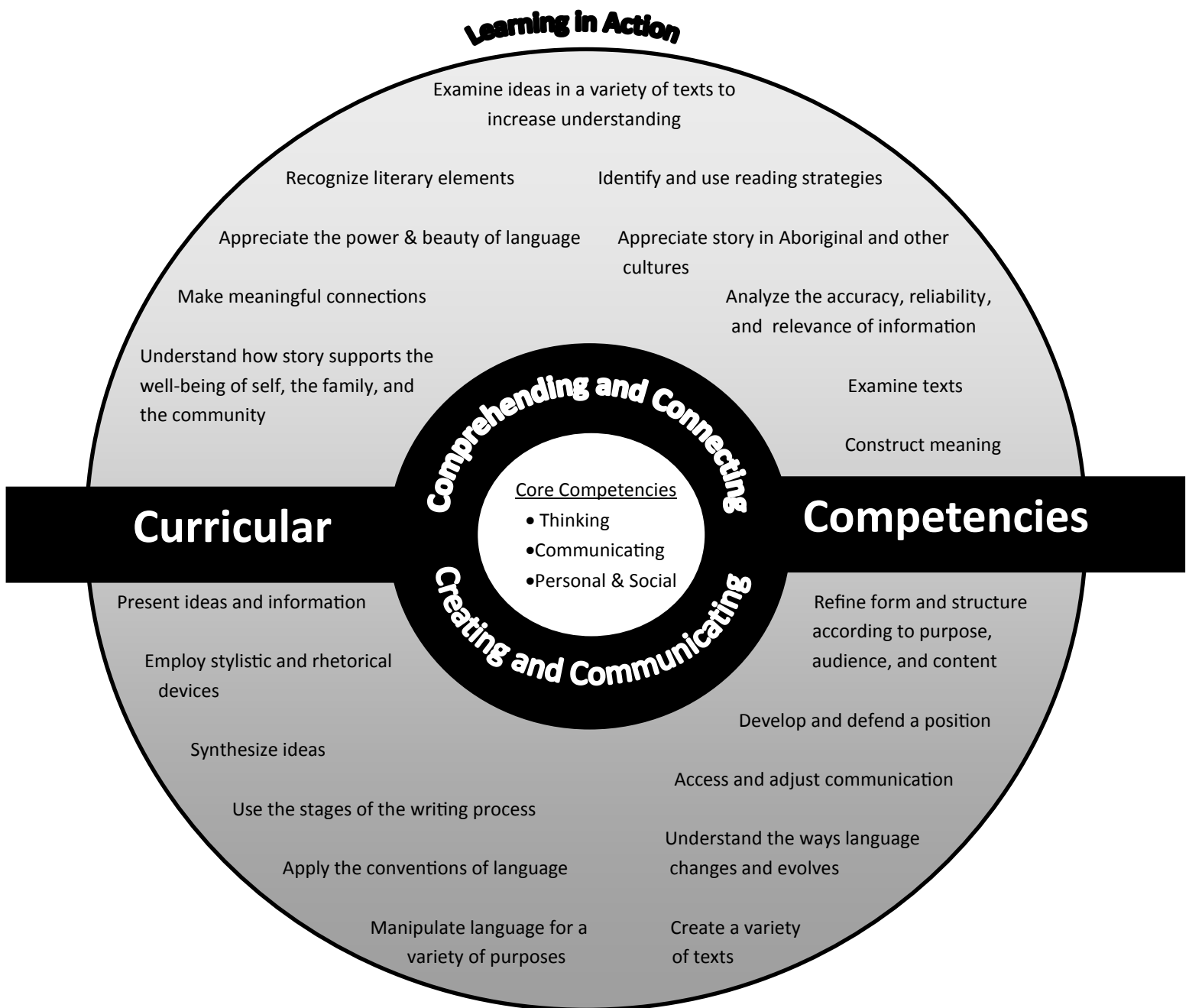
## BIG IDEAS

Throughout this course, we will explore BIG IDEAS that are central to the English curriculum. In our exploration of these ideas we will focus on the following understandings.

- Language and story can be a source of creativity and joy.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- People understand text differently depending on their worldviews and perspectives.
- Texts are socially, culturally, and historically constructed.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

## LEARNING STANDARDS

Students will develop the following curricular competencies using oral, written, visual, and digital text.



**Students will be assessed using two methods:**

**FORMATIVE ASSESSMENT**

Students will receive descriptive feedback that has no letter grade or numerical value attached to it. The purpose of this type of assessment is to help students understand how they could improve their learning. In order to improve, it is expected that students will use the feedback they receive to address 3 questions:

- *Where am I now with my learning?*
- *Where am I going?*
- *How am I going to get there?*

**SUMMATIVE ASSESSMENT**

Students will receive feedback that has a letter grade attached to it. The purpose of this type of assessment is to determine students' level of achievement in relation to the learning standards. These assessments will be used to determine marks for each formal reporting period.

**ASSESSMENT TOOLS**

- Written/ Visual
- Verbal

**LETTER GRADES**

Letter Grade	Descriptor	Description of student understanding
A	Exceeding	The student demonstrates excellent or outstanding performance in relation to expected curricular competencies.
B	Fully Meeting	The student demonstrates very good performance in relation to curricular competencies.
C+	Meeting	The student demonstrates good performance in relation to curricular competencies.
C	Minimally Meeting	The student demonstrates satisfactory performance in relation to curricular competencies.
C-	Minimally Meeting	The student demonstrates minimally acceptable performance in relation to curricular competencies.
I	In Progress / Incomplete	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to curricular competencies.
F	Failed (end of course)	The student has not demonstrated, or is not demonstrating the minimally acceptable performance in relation to curricular competencies.

My son or daughter has reviewed the course outline with me.

Signed: \_\_\_\_\_  
                     Parent/Guardian                                    Student                                    Date