

Ascot High School

English Literature Course Outline

Grade 8

September 2025 – December 2025

Focus strands

- Listening and Speaking
- Reading with fluency
- Reading for meaning and enjoyment
- Reading for information

Term 1 Unit 1 – Theme: Health and Nutrition
Scope and Sequence

Objectives:

- ✓ Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit.
- ✓ Use criteria to choose independent reading materials.
- ✓ Compare and contrast the elements and authors of various literary genres (e.g., short story, novel, drama, fable, fantasy, biography, documentary, poetry, and science fiction)
- ✓ Review text-to-text connections.

Note: The National Standard Curriculum (NSC) PW I to III was dissected and compiled to cater to students.

Course outline

Duration	Topics	Sub-topics	Objectives Learning outcomes	Suggested Learning Activities/ Resources	Assignments	Key Vocabulary
September 1-12 (2 weeks)	Background on Literature & Literary Studies	Literature Definition	Students will be able to:	<ul style="list-style-type: none"> Select books on Health and Nutrition from various genres, media, and reading levels, using criteria for independent reading. Students will also keep a reading log, recording the title, author, genre, number of pages, and why they find the book interesting. 	HW 1: 10% Pathway I & II <ul style="list-style-type: none"> Students will be placed in groups and instructed to select one type of literature based on the theme 'Health and Nutrition.' Students will be required to bring examples of each type of Literature and present their findings. E.g. A comic strip on the benefits of eating fruits and vegetables. Pathway III <ul style="list-style-type: none"> Students will be placed in groups and instructed to create a type of Literature that enforces the importance of health and nutrition. Each group must present their findings to the class. 	health nutrition eating right keeping fit types food groups exercise water fruits vegetables meat bread milk energy choices
September 15-26 (2 weeks)		Types of Literature: Newspapers, magazines, brochures, Poetry, journal, manuals, reference, menu, comics, Books Forms of Texts: Fiction, Non-Fiction, Biography and Autobiography Literary studies/terms: author, publisher, editor and illustrator,	<ul style="list-style-type: none"> Define the term "literature" Discuss the importance and benefits of studying literature and the impact it has on the human body. Understand that literature includes stories, poems, and plays written to entertain, teach lessons, or share ideas. Explain that literature is made up of 			

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		etc...	<p>creative writing that tells a story or expresses feelings.</p> <ul style="list-style-type: none">● Explain how literature helps us think about the world in new ways.● Show how reading can help us understand others' feelings and experiences.● Learn different types of literature, like stories, poems, and plays.● Teach students how to differentiate between stories (fiction), real-life writing (non-fiction), poems, and plays.		<p>N.B. Each group must include at least five (5) words from the key vocabulary.</p> <p>HW 2: 10%</p> <p>Literary Glossary Make a booklet of 5-10 literary terms.</p>	
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			<ul style="list-style-type: none">• Show examples of each and explain their basic features.• Create fun activities that help students understand stories, characters, and poems.• Create simple activities, such as drawing a picture of a character or writing a poem.			
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Scope and Sequence

(Word Recognition and Vocabulary development)

Term 1- Unit 1

Students should be able to:

- Read for meaning, fluency, enjoyment, and appreciation of texts using a variety of clues to gain information and identify ideas and events
- Recognize and comment on the elements of literature in its different genres.
- Connect experiences and ideas in texts to their own lives.
- Review text-to-text connections.

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- React to stimuli from the text and link responses to previous knowledge/personal experience.
- Use context clues to aid in word recognition (explanation and gist clues)
- Apply word recognition strategies such as re-reading and reading ahead to identify new words
- Construct mnemonics to aid word recognition
- Demonstrate confidence when presenting independently
- Work cooperatively with peers as they try to apply word recognition/ vocabulary building strategies

Duration	Topics	Sub-topics	Objectives Learning outcomes	Suggested Learning Activities/ Recourses	Assignments	Key Vocabulary
September 29-October 10 (2 weeks)	The Novel	Elements of a Story: characters, setting, plot, theme, conflict, climax, resolution	Students will be able to: <ul style="list-style-type: none"> ● Identify Elements of the Story 	Content https://www.imagineforest.com/blog/elements-of-a-story/ Short story - https://read.gov/aesop/027.html Story elements template- https://www.edrawmax.com/article/story-elements-graphic-organizer-examples.html \	CW 1: 10% Pathway I & II Story Elements Students will read the short story below and fill in the story elements template. Short story - https://read.gov/aesop/027.html Pathway III Students will create a booklet outlining the story elements based on the short story	health nutrition eating right keeping fit types food groups exercise water fruits vegetables meat bread milk energy choices

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<p>October 13-16 (1 Week)</p>	<p>My Father Sun-Sun Johnson by C. Everard Palmer</p>	<p>Introduction to the novel</p>	<ul style="list-style-type: none"> • Main characters (e.g., Sun-Sun, Rami, Jake, Merton) • Setting (village, estate) 	<p>Content/Audiobook Chapter one: https://youtu.be/i6tSj5JcghU?si=M6SlzWq9qUvs6C0z</p> <p>N.B. Additional chapters are available on YouTube.</p>	<p>provided.</p> <p>HW 1: 10%</p> <p>Research the author of the text.</p> <p>N.B. Students in Pathway III are encouraged to use speech-to-text to complete this assignment.</p>	
<p>Oct 22- 31 (2 Weeks)</p>		<p>Continuation of the reading of the novel</p>	<ul style="list-style-type: none"> • Key events (Sun-Sun's financial fall, family dynamics) • Conflict (Sun-Sun's internal and external struggles) <p>Resolution (Sun-Sun's redemption)</p>	<p>Quote & Explanation</p> <ul style="list-style-type: none"> • Choose a powerful quote from My Father, Sun-Sun Johnson that resonated with you. For instance: 	<p>SESSIONAL TEST: 20%</p>	
		<p>Comprehension Skills</p>	<p>Understand</p>			

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Nov 3-14		Context Clues	<p>literal details (e.g., what happened to Sun-Sun's wealth)</p> <ul style="list-style-type: none"> • Make inferences about character motivations and relationships (e.g., Rami's loyalty) • Critically evaluate themes of pride, sacrifice, and resilience. 	<p>•“Happiness, Rami, is something that we cannot buy.”</p> <p>•Explain why this quote stood out to you—it might represent the central theme of the novel, or it could reflect a personal belief or experience you have had.</p> <p>Reflective Piece</p> <ul style="list-style-type: none"> • Write a reflective piece on quotes shared by your classmates. Focus on how their chosen quotes provided new insights or deepened your understanding of the story or its characters <p>View Poster or Digital Presentation</p> <ul style="list-style-type: none"> • Students will 	<p>CW 2: Create a cinquain or free verse poem of one stanza and 10 lines about your favourite character</p>	
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				<p>watch a presentation that explains context clues and outlines guiding questions to help them understand unfamiliar words in <i>My Father Sun-Sun Johnson</i>. These questions will guide students in analysing words they do not understand by examining the surrounding sentences and the overall meaning of the paragraph.</p> <p>Work in Pairs or Small Groups</p> <ul style="list-style-type: none">• Students will read a passage from the story in		
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				<p>pairs or small groups. They will identify unfamiliar words, note the paragraph in which they appear, and use context clues from the surrounding sentences to predict their meaning. Students will then check if their prediction makes sense by rereading the passage.</p> <p>Journal Entry</p> <p>Write a journal entry about how a specific event or character in My Father, Sun-Sun Johnson connects to your own life. For instance, you</p>		
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				could reflect on a time when you had to choose between material success and personal happiness, much like Sun-Sun		
	<div>Scope and Sequence</div> <div>(Writing)</div> <div>Term 1- Unit 2</div> <div><ul style="list-style-type: none">Know and use various types of transitional words (Compare and Contrast) to connect ideas: general/specific orderUse dialogue to portray the qualities and actions of characters and their relationship to the resolution of the conflict</div>					

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Duration	Topics	Sub-topics	Objectives Learning outcomes	Suggested Learning Activities/ Recourses	Assignments	Key Vocabulary
Nov 17-28	My Father Sun-Sun Johnson by C. Everard Palmer	Story Element-Characterization	<ul style="list-style-type: none"> Identify and describe major characters (like Sun-Sun and Rami) and minor characters (like the villagers) in <i>My Father Sun-Sun Johnson</i>. Determine each character's traits based on their dialogue and actions in the story. Create character sketches or drawings to show key scenes from the story. Draw or describe how characters and important 	<p>Character Comparison:</p> <ul style="list-style-type: none"> Contrast Sun-Sun Johnson's character with Rami's. Sun-Sun is selfless, prioritizing happiness over wealth, while Rami grows from a boy who struggles to understand his father's choices to someone who respects and admires them. <p>Point of View</p> <ul style="list-style-type: none"> Explore how Rami's first-person perspective 	<p>CW 3: 10%</p> <p>Summary Writing</p> <p>Students will present a written summary of an assigned chapter and orally share it in class. (10%)</p> <p>Practical 20%</p> <p>Pathway I, II, & III</p> <p>Option 1</p> <p>In groups of five (5), create a TikTok to dramatize a scene from the book.</p> <p>Option 2</p> <p>In groups of five students will create a model of their favourite characters</p>	<p>health</p> <p>nutrition</p> <p>eating right</p> <p>keeping fit</p> <p>types</p> <p>food groups</p> <p>exercise</p> <p>water fruits</p> <p>vegetables</p> <p>meat</p> <p>bread</p> <p>milk</p> <p>energy</p> <p>choices</p>

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			<p>events look in you the story teaches and how you feel about it. Answer questions thoughtfully with imagination.</p> <ul style="list-style-type: none">• Dramatize scenes from the story by acting them out. -Focus on how the characters interact and what happen	<p>shapes the reader's understanding of events and characters. You can also contrast how Rami views his father at different stages of the story—initially with confusion, then with admiration.</p> <p>Venn Diagram</p> <ul style="list-style-type: none">• Create a Venn diagram to show the similarities and differences between characters (Sun-Sun and Rami, or other characters such as Merton and Sun-Sun). Use this graphic organizer to		
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		Summary Writing		<p>illustrate their emotional development, values, and how they respond to adversity.</p> <ul style="list-style-type: none">● Highlight main themes like family, pride, and redemption● Share their opinions on the choices made by Sun-Sun, Rami, and Merton● Discuss whether Sun-Sun’s decisions were justified and how they impacted the story’s outcome		
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December	END OF TERM EXAMINATIONS					