



Term I Outline - Grade Eight
Homeroom: Miss Percy

<p style="text-align: center;">Reading (Miss Percy)</p>	<p>This year, we will focus on increasing fluency, comprehension and metacognition in terms of reading. We will do this through:</p> <ul style="list-style-type: none"> - <i>read aloud</i> (helps develop fluency and expression and reading). - <i>shared reading</i> (when students and teachers read together, helping students develop a better sense of speed, consistency and flow through listening). - <i>guided reading</i> (when the teacher works with a small group of students to assist with both reading and comprehension strategies). - <i>independent reading</i> (when students are given time to silently read. Students will have time to do some independent reading daily) <p>Comprehension: Students will do a variety of reading comprehension activities, from short stories and articles to full-length novels and both classic and modern poetry. Students will work on their ability to make connections, visualize, draw conclusions, finding the big idea and how it is supported as well as synthesizing information.</p> <p>Novel Study: <i>The Giver</i> by Lois Lowry Throughout Term I, students will work independently, in small groups, and as a class to work through Lois Lowry’s novel. Students will complete a variety of activities as well as a comprehension test. This book is a dystopian fiction novel. Throughout the unit, students will be drawing upon the novel to focus on several areas of the language arts, including grammar, vocabulary, creative writing, and reading comprehension. Students will focus on the following themes during this unit; rules, social groups, emotions, individuality, choice and utopia/dystopia.</p> <p>Independent Novel Study: Students will be required to select a teacher approved novel for their Independent Novel Study. Details will be provided later in the term and projects will be due before Winter Break. Step by step book checkpoints and rubrics will be provided to students before choosing their novel.</p>
<p style="text-align: center;">Writing (Miss Percy)</p>	<p>Students will be learning about several forms of writing throughout the term, both fiction and non-fiction forms. The assignments will be a comprehensive part of the language unit being studied at that time, reflecting descriptive writing, letters, autobiographies, as well as compare and contrast pieces. Students will also create a poem and short story to enter the annual Polar Expressions National Writing Contest.</p> <p>Through our writing workshops, students will work on developing the 6 traits of writing: ideas, organization, voice, word choice, sentence fluency and conventions as well and continuing to use “the writing process,” which includes prewriting, drafting, revising, editing, and publishing.</p>

	Students will be showcasing their writing skills in a variety of ways, including but not limited to: journaling, personal writing, story writing, comprehension activities, reports/presentations and more.
Grammar (Miss Percy)	The elements of grammar that will be studied are parts of speech, punctuation, parts of a paragraph, types of paragraphs, word structure and sentence structure. Students will engage in activities and writing tasks to deepen their grammar understanding and application of concepts both individually and in groups. Frequent feedback and assessment check ins will take place to ensure comprehension of all grammar topics introduced.
Spelling (Miss Percy)	New this year students will be using WordlyWise i3000 for the spelling program. It provides engaging, direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The robust activities, social sharing and interaction, and differentiated instruction allow the flexibility to meet the needs of today's varying student population. The work will continue to be entirely online and the lessons are integrated with Quizlet. It expands on the type of program run last year and continues to focus on comprehension rather than basic spelling. Spelling test structure will be similar to last year and occur every second Friday.
Mathematics (Mrs. Becke)	<p>Students in Grade 8 will work through Saxon Math's <i>Course 3</i>. Saxon Math is a cumulative math program wherein students are given the opportunity to learn mathematical topics by topic, rather than by strand. This allows students to practice essential skills for the entire year, rather than just a set amount of time, and reduces the chances of students forgetting learned material due to lack of recency.</p> <p>Lessons Firstly, students will have their homework from the previous day checked by me. We will then take it up and mark our work, taking time to work through problems that we do not understand together. Students will then be taught the lesson of the day. Some days, students will work on <i>Power Up</i> worksheets, further developing their quick mental-math skills. Other days, we will jump right into working through the Practice Set and Written Practice for the given lesson.</p> <p>Homework Daily math homework will be assigned. This homework will be a mix of review (as mentioned above) and new skills learned that day.</p> <p>Assessments Students will be formally assessed in mathematics after every 5 lessons. Therefore, barring unforeseen circumstances, students will have a math test on every sixth day. These dates will be posted on my class website and GoogleClassroom. Practice tests will be provided prior to the test to give students ample time to study and review before the assessment.</p>

<p>Social Studies (Miss Percy)</p>	<p>Students will focus on three themes within the history curriculum; Confederation, The Development of Western Canada, and A Changing Society.</p> <p>a) Confederation: This unit is made up of British North America prior to Confederation and then the study of Confederation. Students will focus on the Pacific Coast, Rupert's Land, and Central and Atlantic colonies prior to confederation. Then the focus will be shifted to the years of 1860 to 1867 and students will find out the reasons for confederation and the pathway to confederation.</p> <p>b) The Development of Western Canada: This unit focuses on the challenges to the new Dominion. Students will learn about Manitoba becoming a province (1867-1870), the connection of the east and west (1871-1873), industrialization, the Dominion (1873-1878), the National Policy (1878-1896), and the settlement in the west (1896-1914) including the Gold Rush.</p> <p>c) A Changing Society: Finally, students will focus on the emerging Canadian Identity (1896-1920). They will learn about a new era, political changes, and changes in Canada for various groups of people.</p>
<p>Science (Mrs. Becke)</p>	<p>Before diving into the science curriculum, students will participate in a short unit on how to think like a scientist, which will include:</p> <ul style="list-style-type: none"> - Branches of science - Scientific inquiry - Scientific ideas, theories and laws - Designing scientific experiments <p>In Term I, Grade 8 students will work through strands based in biology and physics. They are:</p> <p>Understanding Life Systems: Cells This unit focuses on the structure and function of cells in both animals and plants. We will examine the implications of our 20th century knowledge of cells and how this knowledge affects individuals, society and the environment. The big ideas we will be covering in this unit are:</p> <ul style="list-style-type: none"> - that cells are the basis of life. - that cells organize themselves into tissues, tissues into organs, organs into organ systems and organ systems into organisms. - healthy cells contribute to overall healthy organisms. - organ and cell systems within the body are interdependent. <p>Understanding Matter & Energy: Fluids This unit will focus on the diverse uses and applications of fluids themselves, as well as the principles involved in fluid dynamics. The big ideas that we will focus on during this unit are:</p> <ul style="list-style-type: none"> - that fluids are an important component of many systems. - that fluids have different properties that determine how they can be used in the most effective ways. - that fluids are essential to life.
<p>Visual Art (Ms. McCann)</p>	<p>Visual Arts in grade 8 will focus on students choosing from a variety of art media to express a feeling, to communicate a message and represent people, places and objects. This term will focus on:</p> <p>Watercolour Painting - Albrecht Durer as an influencer. Students will make appropriate choices of paint brush size to achieve desired results. Students will predict and demonstrate desired results using watercolour</p>

	<p>paint to achieve: opaque and transparent effects, variety of brush strokes, subtleties of colour mixing.</p> <p>2D/3D Art- Antonio Torres & Alex Rothwell as artistic influences. Students will recognize and understand the difference between sculpture and three-dimensional design that is functional. Students will demonstrate proper design and construction considerations with different media, such as paper, cardboard, wood, wire, soap, clay.</p>
<p>Physical Education (Mr. Fretz)</p>	<p>In Term I physical education, students will focus on activities and games to promote and develop movement skills and concepts as well as encourage independence and group teamwork.</p> <p>The fundamental movement skills will relate to stability, locomotion, and manipulation. Students will take part in organized games and sports to develop and increase their body awareness, spatial awareness, movement direction (e.g., forward, backwards, sideways, diagonal, up, down, left, right), level (e.g., high, medium, low), pathway (e.g., zigzag, straight, curved, wavy), plane (e.g., frontal, horizontal, vertical, sagittal) and extensions (e.g., near, far).</p> <p>In Term I, students will be participating in many kinds of group organized games including unique games played around the world. Students will also develop soccer, cross country, ultimate frisbee and European handball skills.</p>
<p>Music (Mr. Poaps)</p>	<p>Students will continue to build on instrumental skills through learning their own instrument and playing solos and classroom ensemble repertoire. Students will have the opportunity to compose their own piece of music using computer software and the composition process. Students will learn about the Baroque period and its influences. Students will prepare a song for the winter concert.</p>
<p>Health & People Skills (Mr. Fretz)</p>	<p>During the first term students will focus on two of the four Grade 8 health units; Healthy Eating and Personal Safety/Injury Prevention.</p> <p>Healthy Eating: In this unit students will identify food choices, important nutrients, healthy eating and how to promote positive growth and development through food and exercise.</p> <p>Personal Safety/Injury Prevention: In this unit, students will be exploring how to reduce the risk of injuries and how to assess situations for potential danger. Students will also identify the impact of violent behavior and the importance of personal supports.</p>
<p>French (Mme. Grovum)</p>	<p>The Grade 8 program will focus on the aural and oral development in the French language with equal emphasis on independent reading written expression. Students will build on reading comprehension strategies from previous years. A focus will be themed vocabulary: Halloween, Thanksgiving, Christmas as well as expanding every day vocabulary with weekly word studies and news articles. They will review regular verb conjugations in the past tense and will be introduced to irregular verb conjugations in the past tense as well as with the verb être. Students will also learn the imperfect tense and will discuss the difference between the two past tenses.. Students will learn through song, poetry, guided group discussion, learning centres and written activities.</p>

Drama (Mr. Poaps)	Drama for grade 8 students will focus on personal interpretation this term. It will incorporate elements of reflection and analysis throughout the school year. Students will also explore the use of technology in drama and learn about the different elements of the theatre such as sound, lighting and tech.
Computers (Mrs. Wilson)	During the first term students will practice the following concepts: <ul style="list-style-type: none">-Internet safety- typing- Google slides- app design- coding