



Term II Outline - Grade 8

<p>Reading (Mrs. Savoie)</p>	<p>Literature Study:</p> <p><u>'The Absolutely True Diary of a Part-Time Indian' by Sherman Alexie</u></p> <p>As part of the students study of diversity they will explore the concepts discussed in <i>The Absolutely True Diary of a Part-Time Indian</i>.</p> <p>Bestselling author Sherman Alexie tells the story of Junior, a budding cartoonist growing up on the Spokane Indian Reservation. Determined to take his future into his own hands, Junior leaves his troubled school on the rez to attend an all-white farm town high school where the only other Indian is the school mascot.</p> <p>Throughout the unit, students will be drawing upon the novel to focus on several areas of the language arts, including grammar, spelling and vocabulary, creative writing, and reading comprehension.</p> <p>The concepts discussed during this novel study will also carry over into the other subject areas (art, geography, history, drama).</p> <p>Essay Writing:</p> <p>Students will continue their study of essay writing. Five paragraph essays will continue to be read and explained in thorough detail before students create their own. Connecting evidence to statements within an essay will be the primary focus of this unit as students gain more understanding and knowledge in this subject area.</p> <p>Oratorical and Public Speaking Unit:</p> <p>Students will explore a variety of topics for their school wide oratorical presentations. They will assess the tips and techniques for effective public speaking within a classroom environment and beyond.</p>
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	<p>Resume Writing Unit: Students will engage in a comprehensive resume writing unit to sharpen their persuasive writing and detail oriented writing expression. They will connect their resume experiences and skill sets to various performance based learning opportunities and driving questions that will be introduced throughout the second term, utilizing edio software to communicate their understandings and discoveries.</p>
<p>Writing (Mrs. Savoie)</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 and involve cross curricular connections that touch upon a variety of subject areas and themes throughout the term.</p>
<p>Grammar (Mrs. Savoie)</p>	<p>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. Through the use of the Language Power Now resource book, students will engage in activities and writing tasks to deepen their grammar understandings and application of concepts. Frequent feedback and assessment check ins will take place to ensure comprehension of all grammar topics introduced.</p>
<p>Spelling (Mrs. Savoie)</p>	<p>Students will be expanding their written and spoken vocabulary through cross curricular activities. Selected words will be extracted from the language units so that they are authentic and applied throughout the unit. Spelling lists, definitions and parts of speech will be introduced from various learning contexts (novel studies, language units of study) in order to create authentic and meaningful applications of spelling knowledge. Assessments and check ins will be provided to students to ensure accurate application of spelling terms and concepts introduced.</p>
<p>Mathematics (Mrs. Savoie)</p>	<p>This year in math class we will be using the Saxon Math Course 3 and will be supplemented with material on par with the <i>Gauss</i> math contest. Lessons, homework, and assessments will primarily be based upon the Saxon program. The application of mathematical concepts will be emphasized throughout the year.</p> <p><u>Lessons:</u> Students will continue to develop their mental computational skills by completing mathematical problem solving tasks without calculators. Math lessons are taught daily and supplemented with guided practice of the focus concept or skill.</p> <p><u>Homework:</u> Daily homework will often be a mixed review set containing further practice of the focus concept or skill as well as other skills learned throughout the Saxon program.</p>

	<p><u>Assessments:</u> Assessments include both formal and informal checks of learning. Written assessments will occur every five lessons. More informal assessment will take place on a daily basis through homework checks and guided practice in class.</p>
<p>Social Studies - Geography (Mrs. Savoie)</p>	<p>Students will begin the second term with a focus on human geography. Students will learn about two geographic topics on Patterns in Human Geography, Economic Systems and Migration.</p> <p><u>Patterns in Human Geography</u></p> <p>Students will be introduced to human geography by focusing on the questions; Where do people live? How do people live? How do people use the Earth? How do people work? What are the consequences and connections to these patterns? Topics during this unit include population distribution, population density, population characteristics, human imprint, industry, and population growth. During this section students will investigate current local, national, or global environmental issues and events to extend their understanding of these themes.</p> <p><u>Economic Systems</u></p> <p>Students will focus on the economy, economic activity, economic systems, world patterns of the rich and poor, the structure of economies, and Canada’s economy. During this section students will investigate current local, national, or global environmental issues and events to extend their understanding of these themes.</p> <p><u>Migration</u></p> <p>Students will explore migration patterns and the many factors that influence relocation and mobility. They will identify patterns of migration, and examine challenges and opportunities that migration presents to individuals and communities in Canada.</p>
<p>Science (Mrs. Becke)</p>	<p>In Term II, students will work through strands based in physics and engineering. They are:</p> <p>Understanding Earth & Space Systems: Water Systems</p> <p>In this unit, students will discover the important role that water and water systems play in our global ecosystem, including controversial water issues and technological innovations involving Earth’s water systems. The big ideas that will be focused upon in this unit are:</p> <ul style="list-style-type: none"> - that water is crucial to life on Earth. - that water systems influence climate and weather patterns.

	<p>- that water is an important resource that needs to be managed sustainably.</p> <p>Understanding Structures & Mechanisms: Systems in Action This unit will focus on teaching students how small, human, mechanical and natural systems can be studied and improved upon, and the mechanical advantage of mechanical systems. Students will also learn about the overall safety, efficiency and effectiveness of these systems. The big ideas that will be tackled in this unit are:</p> <ul style="list-style-type: none"> - systems are designed to accomplish tasks. - all systems include an input and an output. - that systems are designed to optimize human and natural resources.
<p>Visual Art (teacher)</p>	<p>Throughout this term students will learn a variety of techniques. We will focus on a specific artist that encapsulates the genre and create a piece of influenced by that specific artist. This term will focus on:</p> <p>Cubism - Pablo Picasso. Students will be assessed on technique and proper use of media.</p> <p>Artist of Choice - Students will have the opportunity to pick an artist as a whole class to focus on.</p>
<p>Physical Education (Mr. Fretz)</p>	<p>In term two physical education, students will further develop movement skills through the participation in a variety of games and sports. Students will continue to use leadership and teamwork skills developed in first term to complete and take part in term two physical education activities.</p> <p>Students will continue to use the fundamental movement skills identified in term one to take part in organized games and sports. Students will develop volleyball, track and field, basketball, ball hockey, badminton and softball skills.</p>
<p>Music (Mr. Kudera)</p>	<p>Instrumental music will continue. Students will create a multi-media presentation including a musical score. Students will compose and/or arrange their own music.</p>
<p>Health & People Skills (Mr. Fretz)</p>	<p>In term two students will be learning about substance use and addiction warning signs and consequences in the Substance Use, Addictions and Related Behaviours. They will also examine mental health as well as stress management. The final health unit will be Human Development & Sexual Health, in which students will examine decision making as it relates to sexual activity, contraception, relationships and intimacy. They</p>

	will examine how gender identity, gender expression and sexual orientation can help individuals of all orientations and identities develop a positive self-concept.
French (Mlle. Israil)	The French program in grade 8 will continue to build upon previous skills while introducing new age appropriate skills. Students will review the conjugations of regular and irregular verbs in the present tense, near future and will be introduced to the past tense. This term, students will have the opportunity to use prior knowledge in more complex situations including presentations, drama, and the use of technology with language as well as a Project Based Learning unit on the promotion of French language appreciation. A focus on reading, writing and oral activities will allow students to demonstrate mastery of their skills. A thematic approach to vocabulary will include holidays & celebrations, health professions and school. These skills will be reinforced throughout the school year.
Drama (Ms. Khilnani)	This term in drama students will look at the influence of media in the dramatic arts and the role of drama in particular societies. We will continue to incorporate reflection and analysis throughout this term. Students will be exposed to a variety of dramatic techniques that pertain to both on and off stage. The Shakespearean play that will be the focus of this term is <i>Twelfth Night</i> .
Computers (Mr. Kudara)	Unit 3: Computer Programming students will practice writing and debugging simple codes students will design and code various applications including a culminating project (Math Quiz) Unit 4: Digital Photography and Videography understanding how pictures are "digitized" fundamental techniques of photography (balance between subject, foreground, and background) use of natural and artificial lighting (including flash) using digital editors and green screen