

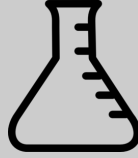








| | Language Arts  | Math  | Science  | History (term 1) Geography (term 2)  | Music  | Visual Art  | Drama (term 1) Dance (term 2)  | Phys Ed  | French  |
|---------------|--|---|---|---|---|--|--|---|--|
| Term 1 | <p><u>Reading</u> Reading and Comprehension Strategies through Guided Reading: - Questioning - Predicting - Inferring</p> <p><u>Writing</u> Procedural Writing Professional Letters and Resumes Research Report</p> <p><u>Oral</u></p> <p><u>Media</u> Newsletter, magazine, radio day</p> | <p><u>Number Sense & Numeration</u> Prime Factorization Exponential Notation Proportional Reasoning</p> <p><u>Patterning & Algebra</u> Represent linear growing patterns using graphs, algebraic expressions, and equations; Evaluate algebraic expressions</p> <p><u>Data Management</u> Collect and organize data and display the data using frequency tables, histograms, and scatter plots</p> <p><u>Measurement</u> Metric conversion Circumference, radius and diameter of a circle. How to calculate volume and surface area of right pyramids</p> | <p><u>Cells</u> Cell theory Cellular processes Cells to tissues to organs</p> <p><u>Systems in Action</u> Work and energy Mechanical Advantage Simple Machines</p> | <p><i>History Term 1 only</i> <u>Creating Canada, 1850–1890</u> Not all Canadians enjoyed the same rights and privileges in the new nation. People in Canada had different reactions to the creation and expansion of the country. This was an era of major political and economic change, which affected various groups in Canada in different ways.</p> <p><u>Canada, 1890–1914: A Changing Society</u> The struggles of individuals and groups in Canada at this time lay the groundwork for some of the rights we have today. During this period, a surge in immigration from new countries increased the diversity of Canadian society. Social changes that occurred at this time have had a lasting impact on Canada.</p> | <p>Big Ideas for Instrumental Music</p> <p>Analyze using music terminology and reflect on the elements of music</p> <p>Use standard notation for performance and composition</p> <p>Reflect as a composer, performer and audience member</p> <p>Play in unison</p> | <p>Focus on the Elements of Art and Principles of Design in Canadian Aboriginal Cultures</p> <p>Three Dimensional Soft Sculpture</p> <p>Features of Posters: Remembrance Day Poster</p> <p>Use of Electronic Media to Create Art: Animation and Cartooning</p> | <p><i>Drama Term 1 Only</i> Role/ Character Development Relationship: Co-operative Dramatization Time and Place: Dramatic Examination of the Immigrant Experience Tension: Accepting Dramatic Offers/ Resolving Conflict Focus/ Concentration: Improvisation</p> | <p><u>Active Living</u> Safe use of space and equipment. Co-operative game skills Soccer Volleyball Floor Hockey</p> <p><u>Healthy Eating</u> Nutrients Food choices criteria and the Canada Food Guide Influences</p> <p><u>Personal Safety and Injury Prevention</u> Reducing risk Assessing situations Sources of support</p> | <p>There is a new French curriculum being implemented this school year across Ontario. The emphasis has changed from both English and French being acceptable languages of communication to having French be the only language of communication in the classroom for both the teacher and students.</p> <p>The goal of the curriculum is to have all students acquire the skills necessary to eventually speak spontaneously with teachers and peers in the target language.</p> |
| Term 2 | <p><u>Reading</u> Reading Strategies -Connections -Reading Fluency -Metacognition - Literature Circles</p> <p><u>Writing</u> Recount: Responses to Literature Circles Explanations Poetry Expository Essay Debates—writing arguments Narratives</p> <p><u>Oral</u> Debates</p> <p><u>Media</u> Advertisements (biases)</p> | <p><u>Number Sense & Numeration</u> Dividing and multiplying decimals Evaluate expressions with integers. Problem solving with simple fractions</p> <p><u>Patterning & Algebra</u> Rate and ratio</p> <p><u>Data Management</u> Use probability models to make predictions about real-life events</p> <p><u>Geometry and Spatial Sense:</u> Properties of quadrilaterals Graph the image of a point on the Cartesian coordinate plane after applying a transformation to the original point (i.e., translation; reflection; rotation)</p> | <p><u>Fluids</u> Viscosity, density, and buoyancy Fluid systems Fluid spills</p> <p><u>Water Systems</u> Water, weather, and climate Managing water quality and supply Sustainability</p> | <p><i>Geography Term 2 Only</i> <u>Global Settlement: Patterns and Sustainability</u> We need to develop sustainable communities that function within the limits of our physical environment. Human settlement can cause social, environmental, and economic problems. Human settlement patterns are affected by the natural environment and also affect the natural environment</p> <p><u>Global Inequalities: Economic Development and Quality of Life</u> Quality of life and economic development around the world are influenced by various factors. Issues related to inequalities in global development and quality of life can have social, environmental, political, and/or economic implications. We can use measurable indicators to help us understand spatial patterns of wealth and development around the world.</p> | <p>Big Ideas for Instrumental Music</p> <p>Compose own music</p> <p>Analyze using music terminology and reflect on the elements of music</p> <p>Analyse the different factors that affect the creation of music</p> <p>Compare music from past and present</p> <p>Play in two different parts</p> | <p>Two Point Perspective</p> <p>Form, Shape and Symbolism in Art: Create an Advertisement</p> <p>Lines to Create Rhythm and Movement: Optical Illusions</p> <p>Canadian Landscape Art</p> | <p><i>Dance Term 2 Only</i> Safe use of Space Body and Energy: Communication of Feelings Through Movement Patterns Time: Creating Movement Patterns to Music Relationship: Choreography in Small Groups</p> | <p><u>Active Living</u> Basketball Fitness/Gymnastics Badminton Track and Field</p> <p><u>Substance Use and Addictions</u> Warning signs Consequences Managing stress <u>Growth and Development</u> <i>*A letter with specific information will be sent home prior to this unit being taught.</i> Abstinence and birth control STDs, HIV, AIDS Decision making and sources of support</p> | <p>Lessons and activities are specifically taught to students with supporting language structures and vocabulary in order to allow communication in only French.</p> <p>The new French curriculum in Ontario is following the framework that many European countries have adapted and have found to be quite successful in making students functionally bilingual. If you have any questions or concerns, please contact Mme DeVincenzis at the school.</p> |

KCPS CURRICULUM NIGHT - Grade 8

Learning Skills

There are six learning skills and work habits now emphasized throughout Grades 1 to 12 in all Ontario report cards: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self regulation. Each will be assessed using the following scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Here are examples of what the learning skills look like for students in the INTERMEDIATE division (Grades 7 & 8))

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|--|--|
| <p>Responsibility:</p> <ul style="list-style-type: none"> • Have I learned my schedule to manage belongings on a daily basis? (textbooks, gym clothes,...) • Am I in school every day and on-time? • Do I follow class rules and the school code of behaviour without reminders? • Do I complete my tasks and hand in work on time without reminders? • Do I participate in class with active listening and appropriate responses? • Do I always show respectful behaviour? • Do I take ownership of my words and actions? • Do I follow the guidelines for academic honesty? | <p>Initiative:</p> <ul style="list-style-type: none"> • Do I ask for extra help from the teacher or peers? • Do I have a good attitude and make good choices? • Do I begin work right away? • Do I use various strategies to problem solve? • Do I help others when I can? • Do I seek opportunities to learn more? |
| <p>Organization:</p> <ul style="list-style-type: none"> • Do I use my agenda/blog etc. to keep track of information? • Do I keep my learning materials organized? • Do I bring back forms/money on time <u>without</u> reminders? • Do I plan for a due date in order to meet deadlines <u>independently</u>? • Do I use class time effectively on a daily basis without reminders? | <p>Self-Regulation:</p> <ul style="list-style-type: none"> • Do I express myself appropriately? • Am I aware of my effect on others? (role model vs distraction) • Can I recognize my strengths and weaknesses? • Can I independently monitor my progress against set criteria? • Can I persevere when challenged? (mistakes are an opportunity for learning) |
| <p>Independent work:</p> <ul style="list-style-type: none"> • Do I follow instructions given by the teacher? • Do I stay on task during class work time? • Do I check multiple sources before saying “I don’t know what to do?” • Do I use the learning goals and success criteria posted in class. • Do I use the feedback provided by the teacher to improve my work? • Do I hand in work that shows care and effort? | <p>Collaboration:</p> <ul style="list-style-type: none"> • Am I respectful of other peoples’ opinions and ideas? • Am I polite? • Do I share materials with my classmates? • Do I assume different roles when doing group work, such as leader, encourager and contributor? • Do I complete my own share of the work? • Do I work well with others? • Do I try new things and work through challenges? • Do I resolve conflicts positively? |

The purpose of assessment and evaluation is to improve student learning.

Parents will receive three formal report cards: Progress Report—Nov, Term 1—Feb, Term 2 - June



For Parent guides go to:

<http://www.yrdsb.ca/Pages/search.aspx?q=parent%20guide%20levels%20achievement>

Levels of Achievement

Level 4—The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**. Achievement surpasses the provincial standard. This does not mean that the student has achieved expectations beyond those specified for the grade/course.

Letter Grade: A, Percentage Mark: 80-100%

Level 3—The student demonstrates the specified knowledge and skills with **considerable effectiveness**. This represents the provincial standard for achievement. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades or courses.

Letter Grade: B, Percentage Mark: 70-79%

Level 2—The student demonstrates the specified knowledge and skills with **some effectiveness**. Achievement approaches the provincial standard. Students performing at this level need to work on identified learning gaps to ensure future success.

Letter Grade: C, Percentage Mark: 60-69%

Level 1—The student demonstrates the specified knowledge and skills with **limited effectiveness**. Achievement falls much below the provincial standard. Students must work at significantly improving learning in specific areas if they are to be successful in the next grade/course.

Letter Grade: D, Percentage Mark: 50-59%

The Achievement Chart

| | | | | |
|-------------------|--|---|--|---|
| LEVEL 4 | Demonstrates thorough knowledge and understanding of content | Uses planning, processing and critical/creative thinking skills with a high degree of effectiveness | Expresses and organizes ideas and information for different audiences and purposes with a high degree of effectiveness | Applies knowledge and skills in familiar and new contexts with a high degree of effectiveness |
| LEVEL 3 | Demonstrates considerable knowledge and understanding of content | Uses planning, processing and critical/creative thinking skills with considerable effectiveness | Expresses and organizes ideas and information for different audiences and purposes with considerable effectiveness | Applies knowledge and skills in familiar and new contexts with considerable effectiveness |
| LEVEL 2 | Demonstrates some knowledge and understanding of content | Uses planning, processing and critical/creative thinking skills with some effectiveness | Expresses and organizes ideas and information for different audiences and purposes with some effectiveness | Applies knowledge and skills in familiar and new contexts with some effectiveness |
| LEVEL 1 | Demonstrates limited knowledge and understanding of content | Uses planning, processing and critical/creative thinking skills with limited effectiveness | Expresses and organizes ideas and information for different audiences and purposes with limited effectiveness | Applies knowledge and skills in familiar and new contexts with limited effectiveness |
| CATEGORIES | KNOWLEDGE & UNDERSTANDING | THINKING | COMMUNICATION | APPLICATION |