

Mme Wierdsma
Term Two Curriculum Newsletter
2020-2021
8B French, Drama, History, Geography

8B

Subject	Description	Assessment
French <i>February - June</i>	<p>Throughout term 2, students will examine a variety of different texts including fairy tales, poetry, short stories etc.</p> <ul style="list-style-type: none"> ● Fairytale unit: Students will learn about elements of a story through the reading of fairy tales. ● Poetry unit: Students will learn different literary devices and how to use them in writing poetry. They will examine different types of poetry and practice writing different styles of poems. <p><i>Speaking:</i></p> <ul style="list-style-type: none"> ● Students will continue to use strategies to help them with communicating their ideas, opinions, questions. ● Students will discuss topics addressed in the fairytales, videos and other texts ● Students will speak using appropriate pace, expression, pronunciation and intonation (following CEFR guidelines) while practicing French language conventions and use of appropriate grammar structures. ● Students will present scripts of fairy tales and present poetry to the class <p><i>Listening:</i></p> <ul style="list-style-type: none"> ● Discussion of listening strategies when listening to oral texts and information given orally ● Students will watch relevant clips in french (i.e., news reports, informational videos, etc) <p><i>Reading:</i></p>	<p>French Fairy Tale Unit</p> <ul style="list-style-type: none"> - Reading comprehension - Oral presentation - Writing a script for a fairytale <p>Poetry Unit:</p> <ul style="list-style-type: none"> - Reading comprehension - Literary devices use - Composing poems (writing) - Oral presentations <p>Other assessment:</p> <ul style="list-style-type: none"> - Reading and comprehension questions - Guided reading - Journal writing - Oral presentations - Listening and comprehension questions

	<ul style="list-style-type: none"> • Students will be reading as a whole class, in groups and individually to practice various skills. • Students will read the novel as well as other texts related to the themes (i.e., le monde en marche, other news outlets, nos nouvelles, etc) <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Students will practice writing skills through journal entries, comprehension tasks • Students will apply grammatical competencies and vocabulary that has been learned and studied when responding to issues and topics discussed throughout the term 	
<p>History <i>February- mid April</i></p>	<p>Development of Canada</p> <ul style="list-style-type: none"> - Inquiry project about key events following Confederation (1867-1890). There will be an emphasis on significance to today's society, key perspectives and events. Topics include: <ul style="list-style-type: none"> - Indian Act - Canadian Immigration (Prairies, Urbanization) - Canadian Pacific Railroad - North-West Mounted Police - North-West Rebellion - Examine social, economic and political factors from 1890-1914. Topics include: <ul style="list-style-type: none"> - Social movements (e.g. women's suffrage) - Technology - Immigration - Political events - Transportation - Urbanization - First Nations 	<ul style="list-style-type: none"> - Unit tests - Inquiry project with oral presentation to follow (French connection) - Individual assignments
<p>Geography <i>Mid April- June</i></p>	<p>Global Inequalities - Economic Development and Quality of Life</p> <ul style="list-style-type: none"> - Analyze interrelationships among factors that contribute to global inequalities - focus on inequalities of life (assess responses to these 	<ul style="list-style-type: none"> - Unit tests - Inquiry project with oral presentation to

	<p>inequalities)</p> <ul style="list-style-type: none"> - How has forced removal of Indigenous populations from land with many resources to land with few resources contributed to an inequitable distribution of wealth? - Investigate issues related to global development and quality of life from a geographic perspective, using geographic inquiry <ul style="list-style-type: none"> - What are some sources of data on quality of life indicators? - Understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world <ul style="list-style-type: none"> - What are the 8 Millennium Development Goals? 	<p>follow (French connection)</p> <ul style="list-style-type: none"> - Individual assignments
<p>Drama <i>February - June</i></p>	<p><i>The elements of Drama:</i></p> <ul style="list-style-type: none"> - Role and character - Relationship - Time and place - Tension - Focus and emphasis <p><i>Creating and Presenting:</i></p> <ul style="list-style-type: none"> - Plan and shape the direction of drama by negotiating ideas and perspectives, both in and out of role - Through dramatic works, communicate feelings, thoughts, and abstract ideas, using various types of aids (technological, audio, visual) <p><i>Reflecting, Responding and Analyzing</i></p> <ul style="list-style-type: none"> - Using drama terms, evaluate the effectiveness of how drama works and shared drama experiences use the elements of drama to engage the audience, and communicate a theme or message - Give examples of their interests, strengths and areas of improvement as drama creators, performers, and audience members <p><i>Exploring Forms and Cultural Texts</i></p> <ul style="list-style-type: none"> - Describe ways which drama/theatre make or have made a contribution to social, cultural, and economic life in various times and places. 	<p>Cross-curricular connection to French Fairy Tales unit</p> <p>Dramatic presentations</p> <p>Dramatic warm-up activities</p> <p>Reflections</p> <p>Written responses</p>