

8ème année - École John McCrae Curriculum Newsletter - Term 2

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

	<ul style="list-style-type: none"> <li>• Students will practice writing skills through journal entries, comprehension tasks</li> <li>• Students will apply grammatical competencies and vocabulary that has been learned and studied when responding to issues and topics discussed throughout the term</li> </ul>	
<p>History <i>February- mid April</i></p>	<p><b>Development of Canada</b></p> <ul style="list-style-type: none"> <li>- 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"> <li>- Indian Act</li> <li>- Canadian Immigration (Prairies, Urbanization)</li> <li>- Canadian Pacific Railroad</li> <li>- North-West Mounted Police</li> <li>- North-West Rebellion</li> </ul> </li> <li>- Examine social, economic and political factors from 1890-1914. Topics include: <ul style="list-style-type: none"> <li>- Social movements (e.g. women's suffrage)</li> <li>- Technology</li> <li>- Immigration</li> <li>- Political events</li> <li>- Transportation</li> <li>- Urbanization</li> <li>- First Nations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Unit tests</li> <li>- Inquiry project with oral presentation to follow (French connection)</li> <li>- Individual assignments</li> </ul>
<p>Geography <i>Mid April- June</i></p>	<p><b>Global Inequalities - Economic Development and Quality of Life</b></p> <ul style="list-style-type: none"> <li>- Analyze interrelationships among factors that contribute to global inequalities - focus on inequalities of life (assess responses to these inequalities) <ul style="list-style-type: none"> <li>- How has forced removal of Indigenous populations from land with many resources to land with few resources contributed to an inequitable distribution of wealth?</li> </ul> </li> <li>- Investigate issues related to global development and quality of life from a geographic perspective, using geographic inquiry</li> </ul>	<ul style="list-style-type: none"> <li>- Unit tests</li> <li>- Inquiry project with oral presentation to follow (French connection)</li> <li>- Individual assignments</li> </ul>

	<ul style="list-style-type: none"> <li>- What are some sources of data on quality of life indicators?</li> <li>- Understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world</li> <li>- What are the 8 Millennium Development Goals?</li> </ul>	
<p>Drama February - June</p>	<p><b><i>The elements of Drama:</i></b></p> <ul style="list-style-type: none"> <li>- Role and character</li> <li>- Relationship</li> <li>- Time and place</li> <li>- Tension</li> <li>- Focus and emphasis</li> </ul> <p><b><i>Creating and Presenting:</i></b></p> <ul style="list-style-type: none"> <li>- Plan and shape the direction of drama by negotiating ideas and perspectives, both in and out of role</li> <li>- Through dramatic works, communicate feelings, thoughts, and abstract ideas, using various types of aids (technological, audio, visual)</li> </ul> <p><b><i>Reflecting, Responding and Analyzing</i></b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Give examples of their interests, strengths and areas of improvement as drama creators, performers, and audience members</li> </ul> <p><b><i>Exploring Forms and Cultural Texts</i></b></p> <ul style="list-style-type: none"> <li>- Describe ways which drama/theatre make or have made a contribution to social, cultural, and economic life in various times and places.</li> </ul>	<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>