

Dear Parents/Guardians,

Below is an outline of a plan to inform you of what the focus will be in each subject I teach for **Term 1**, with the understanding that this is a working document that can change. Teaching strategies and assessment methods have also been included. As always, please don't hesitate to contact me should you have any questions.

Subject/Curriculum Expectations	Teaching Strategies	Assessment Methods
<p>Language Big Ideas: 1. Who Am I? 2. Power and Privilege: The Psychology of Fear 3. Understanding Perceptions</p> <p>Oral - Students will:</p> <ul style="list-style-type: none"> ➤ listen in order to understand and respond appropriately in a variety of situations for a variety of purposes <p>Examples - class discussions, read aloud quizzes, audience etiquette</p> <p>Reading - Students will:</p> <ul style="list-style-type: none"> ➤ read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning ➤ recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they communicate meaning <p>Possible Examples - self-selected texts, read alouds, subject-specific materials, recounts, summarizing, reading responses, themes, narrative forms</p> <p>Writing - Students will:</p>	<p>Whole group lessons</p> <p>Small group interventions</p> <p>Differentiated activities</p> <p>Conferences</p> <p>Daily 2 framework - read to self, writing</p> <p>Shared learning goals</p> <p>Co-created success criteria</p> <p>Modeling</p> <p>Descriptive feedback</p> <p>Goal setting</p>	<p>Observations</p> <p>Anecdotal</p> <p>Checklists</p> <p>Conferences</p> <p>Diagnostics - OCA, OWA, Reading decoding assessment, Fountas & Pinnell</p> <p>Read aloud quizzes</p> <p>Comprehension and fluency checks</p> <p>Reading comprehension assessments</p>

<ul style="list-style-type: none"> ➤ generate, gather, and organize ideas and information to write for an intended purpose and audience ➤ draft and revise writing using a variety of literary, graphic and informational forms and stylistic elements appropriate for the purpose and audience <p>Possible Examples - effective paragraphs, recounts through memoirs/diaries, summaries, poetry, creative writing, word work activities (word patterns), grammar (editing, parts of speech, verb tenses, homophones)</p> <p>Media - Students will:</p> <ul style="list-style-type: none"> ➤ demonstrate an understanding of a variety of media texts ➤ identify some media forms and explain how the conventions and techniques associated with the are used to create meaning <p>Possible Examples - digital citizenship, stereotypes, gender price differences (consumer awareness), literary reviews, fake news</p>	<p>Open and/or directed discussions</p> <p>Accountable talk</p> <p>Turn & talks</p> <p>Gradual release of responsibility model (modelled → shared → guided → independent)</p> <p>Read alouds - <u>The Outsiders</u> by S.E. Hinton</p> <p>CAFE (Comprehension, Accuracy, Fluency, Expanded Vocabulary)</p> <p>Quick writes</p> <p>Focused writing activities</p> <p>Creative writing activities</p> <p>Daily language review</p> <p>Computer activities - My Blueprint, Google Apps, Canva...</p>	<p>Written pieces</p> <p>Portfolios - Drive folders, My Blueprint</p> <p>Self & Peer assessment</p> <p>Quizzes</p> <p>Unit Tests</p> <p>Projects</p> <p>Assignments</p> <p>Responses</p> <p>Reflections</p>
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<p>Math Mathematical Process Expectations across all strands - Problem Solving, Reasoning and Proving, Reflecting, Selecting Tools and Computational Strategies, Connecting, Representing, Communicating</p> <p>Number Talks - Whole Numbers (subtraction, multiplication, division), Rounding</p> <p>Unit 1: Integers and Algebraic Expressions</p> <p>Students will:</p> <ul style="list-style-type: none"> ➤ represent, compare, and order equivalent representations of numbers, including those involving positive exponents -- number sense & numeration ➤ represent multiplication and division of integers using a variety of tools (e.g., counters, number lines, algorithm) -- number sense and numeration ➤ Evaluate expressions that involve integers, including expressions that contain brackets and exponents, using BEDMAS -- number sense and numeration ➤ solve problems involving integers, using a variety of computational strategies -- number sense and numeration ➤ verify algebraic equations, using a variety of strategies, including inspection, guess and check, and using a “balance” model -- patterning and algebra <p>Unit 2: Representing Patterns in Multiple Ways</p> <p>Students will:</p> <ul style="list-style-type: none"> ➤ represent linear growing patterns (where the terms are whole numbers) using graphs, algebraic expressions, and equations -- patterning and algebra ➤ model linear relationships graphically, and algebraically and 	<p>Whole group lessons</p> <p>Small group interventions</p> <p>Conferences</p> <p>Differentiated activities</p> <p>3 Part Lesson framework (minds on, action, consolidation, independent practice)</p> <p>Collaborative work</p> <p>Consolidation strategies - bansho, congress, gallery walk, stay ‘and stray</p> <p>Shared learning goals</p> <p>Co-created success criteria</p> <p>Modeling</p> <p>Descriptive feedback</p> <p>Accountable talk</p> <p>Group discussions</p> <p>Turn & talks</p>	<p>Diagnostics - Leaps and Bounds, teacher created</p> <p>Observations</p> <p>Checklists</p> <p>Anecdotal</p> <p>Conferences</p> <p>Exit tickets</p> <p>Quizzes/check ins</p> <p>Rubrics</p> <p>Categories of Achievement - Knowledges & Understanding, Thinking, Communication, Application</p> <p>Assignments</p> <p>Math Journal</p> <p>Unit tests</p> <p>Culminating tasks/projects</p>
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<p>determine a term value, given its term number using inspection, guess and check, and the balance model -- patterning and algebra</p> <p>Unit 3: From Powers to Circles</p> <p>Students will:</p> <ul style="list-style-type: none"> ➤ represent, compare, and order equivalent representations of numbers, including those involving positive exponents -- number sense and numeration ➤ Evaluate expressions that involve integers, including expressions that contain brackets and exponents, using BEDMAS -- number sense and numeration ➤ determine the relationships among units and measurable attributes including the area of a circle -- measurement ➤ demonstrate an understanding of the geometric properties of circles and the applications of these geometric properties in the real world -- geometry ➤ construct a circle given its various attributes -- geometry <p>Unit 4: Lines, Angles, Triangles, and Quadrilaterals</p> <p>Students will:</p> <ul style="list-style-type: none"> ➤ demonstrate an understanding of the geometric properties of quadrilaterals and the applications of these geometric properties in the real world -- geometry ➤ develop geometric relationships involving lines and triangles, and solve problems involving lines and triangles -- geometry 	<p>Goal setting</p> <p>Manipulatives</p> <p>Math Journal entries</p> <p>Games</p>	<p>Self-assessment</p> <p>Reflections</p>
<p><u>History</u></p> <p>The Grade 8s will be building upon the Grade 7 curriculum and how</p>	<p>Whole group lessons</p>	<p>Observations</p>

these changes affected various groups between 1850-1914. There will also be an Indigenous focus throughout all units.

Unit 1: Big Ideas - Creating Canada: Confederation and the Expansion of the West 1850-1890

- ❖ 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.

Unit 2: Big Ideas - A Changing Society 1890-1914

- ❖ 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.

Small group interventions

Conferences

Differentiated activities

Collaborative work

Shared learning goals/big ideas

Co-created success criteria

Modeling

Descriptive feedback

Accountable talk
Group discussions

Inquiry-based learning

Q-Chart - asking effective questions

Historical thinking concepts
- perspective, significance,
cause and effect, continuity
and change

Checklists

Anecdotal

Conferences

Rubrics

Quizzes/check ins

Assignments

Unit tests

Culminating tasks/projects

Self-assessment
Reflections