

Ms. Noel's Term 1 and 2 Curriculum Newsletter for 8C and 8D Language, 8D History & Geography, and Grade 7 & 8 Art

Dear Parents,

The purpose of this newsletter is to share with you my plans for Term 1 and Term 2, with the understanding that this is a working document that can change. I have included curriculum expectations, examples of teaching strategies and examples of assessment.

Grade 8 Curriculum Expectations:	Examples of Teaching Strategies:	Assessment Examples
<p>Language <u>Reading</u></p> <ul style="list-style-type: none"> • Read a wide variety of texts and identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts. • Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea. • Identify point of view presented in texts, give evidence of biases they may contain and suggest other possible perspectives. • Identify the strategies they found most useful before, during and after reading to explain how they can use these strategies to become better readers. 	<p>The following examples will be used in all areas of Language Arts.</p> <p>Conferencing</p> <p>Novel Studies</p> <p>Modelling</p> <p>Graphic Organizers</p> <p>Descriptive Feedback</p> <p>Success Criteria/Rubrics</p> <p>Self and Peer editing</p> <p>Accountable Talk</p>	<p>The following assessment examples will be used in all areas of Language Arts.</p> <p>Teacher/student conferencing</p> <p>Oral Presentations</p> <p>Anecdotal Notes</p> <p>Student Work</p> <p>Rubrics</p> <p>Observation</p> <p>Student Self-Reflection</p> <p>Quizzes/Tests</p>
<p><u>Writing</u></p> <ul style="list-style-type: none"> • Identify and order main ideas and supporting details and use them for a 		

<p>variety of purposes.</p> <ul style="list-style-type: none"> ● Make revisions to improve the content, clarity and interest of their written work, using a variety of strategies. ● Vary sentence types and structures for different purposes. ● Write complex texts using a variety of lengths using a wide range of forms. ● Produce revised draft pieces of writing to meet identified criteria based on the expectations. 		
<p><u>Oral and Visual</u></p> <ul style="list-style-type: none"> ● Using appropriate words, phrases, and terminology from the full range of their vocabulary to communicate their meaning effectively and engage the interest of their intended audience. ● Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups. ● Communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter and the intended audience. ● Identify a variety of listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts. 		
<p><u>Media</u></p> <ul style="list-style-type: none"> ● Identify an appropriate form 		

<p>to suit the purpose and audience for a media text and explain why it is an appropriate choice.</p> <ul style="list-style-type: none"> ● Identify an appropriate form to suit the purpose and audience for a media text they plan to create. ● Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques. ● Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view. 		
<p><u>History</u></p> <ul style="list-style-type: none"> ● Assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada. ● Use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890. ● Describe various significant people, events, and 	<p>Project Based Learning</p> <p>Inquiry Based Learning</p> <p>Descriptive Feedback</p> <p>Presentations</p> <p>Class Discussions</p> <p>Success Criteria/Rubrics</p> <p>Effective Questioning</p> <p>Direct instruction of content</p> <p>Graphic Organizers</p>	<p>Observation</p> <p>Tests/Quizzes</p> <p>Student Work</p> <p>Rubrics</p>

<p>developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact.</p> <ul style="list-style-type: none"> ● Analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities. ● Use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914. ● Describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact. 		
<p><u>Geography</u></p> <ul style="list-style-type: none"> ● Analyse some significant interrelationships between Earth’s physical features and processes and human settlement patterns, and some ways in which the 	<p>Project Based Learning</p> <p>Inquiry Based Learning</p> <p>Descriptive Feedback</p>	<p>Observation</p> <p>Tests/Quizzes</p> <p>Student Work</p>

<p>physical environment and issues of sustainability may affect settlement in the future.</p> <ul style="list-style-type: none"> • Use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective. • Demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment. 	<p>Presentations</p> <p>Class Discussions</p> <p>Success Criteria/Rubrics</p> <p>Effective Questioning</p> <p>Direct instruction of content</p> <p>Graphic Organizers</p>	<p>Rubrics</p>
<p><u>Art</u></p> <ul style="list-style-type: none"> • Apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia artworks, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies. • Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. • Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts. 	<p>Modelling of Art Projects</p> <p>Art Exemplars/Examples</p> <p>Success Criteria/Rubrics</p>	<p>Observation</p> <p>Peer and Self-Assessment</p> <p>Student Work</p> <p>Anecdotal Notes</p> <p>Rubrics</p>