

| Subject Area | Reporting Term: 1 | Reporting Term: 2 |
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| Language: Writing | Writing Forms: Paragraph writing, report writing Trait focus: organizing ideas Parts of Speech: adjectives, transition words Writing Process: drafting, editing, scripts | Writing Forms: Essays, creative writing (interior monologue), Trait focus: fluency and voice Parts of Speech: synonyms, metaphors, verbs Writing Process: revising, publishing |
| Language: Reading | DRA Read aloud: The Water Wars Independent reading program – Stop and Stick Reading Comprehension Strategies: Asking Questions, summary, report reading Texts and Genres: fiction and non-fiction - Pearson (theme: water) | DRA Read aloud: Monster Independent reading program – Book Report in a box Reading Comprehension Strategies: Synthesizing and making inferences. Texts and Genres: fiction and non-fiction including Nelson Literacy. Short stories (for essay). Nelson theme: Reality Check and Secrets |
| Language: Oral Communication | Oral comprehension (The Water Wars) Listening to a text | Delivering Presentations – using visuals, extend understanding through oral texts <u>Presentations include:</u> Interior monologue, book report in a box, multi-cultural fair, entrepreneur fair. |
| Language: Media Literacy | Evaluating and creating media texts: Creating movie (storyboards), bit strips. | Analyzing media texts: (How the text was created). Photographs. |
| Math | Number Sense: Exponents, Scientific Notation, Order of Operations, Fractions and Decimals Geometry: Circles, Angles Data Management: Census at School, measures of central tendency, histograms, circle graphs Measurement: Volume and cylinders | Number Sense: Square roots and Pythagoras, Integers, Ratio Rate and Percent Geometry: Transformations Algebra: equations and expressions Probability: probability range, tree diagrams, odds for and against |
| History/Geography | Patterns in Human Geography – population density. urban versus rural, human imprint Economic Systems – world economics, distribution of wealth Migration- how migration affects culture in Canada Multi-cultural fair. | Confederation Settling of the West Canada – a changing society – human rights |
| Science and Technology | Unit 1 – Safety Unit 5 – Water Systems Unit 3 - Cells | Unit 3- Cells cont'd Unit 4 - Fluids Unit 5 – Systems In Action |
| Health | Healthy Living: Healthy Eating, Harassment | Substance Use and Abuse Growth and Development |
| Physical Education | Football Rugby Cooperative Games Fitness Volleyball | Basketball Softball Field Hockey Track and Field Soccer |
| Information Technology | Using Chatt Open Office Impress (power point) Open Office Writer Premier Tools | Bit Strips Open Office Calc (Spreadsheets) Websites Photoshop |



Grade 8 Core French Long Range Plans

Collinson/Snyder



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| Introduction | Time will be spent on getting to the know the learner and reviewing previous vocabulary and structures. A focus will be put on oral interaction as students ask and answer questions orally. | September |
| Halloween | A Halloween story will be used to expand vocabulary and to promote discussion. | October |
| Ado Monde | A unit about school life from the Tout Ados textbook will be studied. Students will be discussing topics such as relationships at school and the effects of rumours. During this unit, students will be introduced to a variety of forms of poetry designed to enrich vocabulary. | November-January |
| Legends | Students will be introduced to popular French Canadian legends. This focus will promote a better understanding and an appreciation for French culture. | February-March |
| Vagabonds de l'espace | This is another unit from the Tout Ados textbook, which is presented in a comic strip fashion. Students will create a menu for a unique restaurant, write a letter and create a new episode for a television show. | April-May |
| Une capsule de ma vie en huitième année. | Throughout the year students will be gathering artifacts that represent special memories of their grade 8 year. In class, they will prepare a special keepsake in French that will be shared and treasured for years to come. | June |
| Reference Folder | In tandem with the above units, students will create an ongoing reference folder that will travel with them to high school. This resource will help ease the transition from elementary school to high school. | October-June |

Grade 8 (Specific Expectations) - Term One (2011/12)

| Creating and Performing | Reflecting Responding & Analyzing | Exploring Forms & Cultural Contexts |
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| <p>C1.1 sing and/or play, in tune, music in unison and in two or more parts from a variety of cultures, styles, and historical periods (<i>e.g., perform in large and small ensembles, prepare a solo, improvise in a drum circle</i>)</p> <p>“How can you interpret the expressive markings in music when you perform?” “When composing, how can you indicate with musical symbols how the performer is to perform your composition?”</p> <p>C1.4 use the tools and techniques of musicianship in musical performances (<i>e.g., apply blend, articulation, phrasing, conducting patterns; maintain straight and relaxed posture when playing; keep instrument, hand, arm, and/or mouth in playing position; use proper breath, bow, or stick control</i>)</p> <p>“What are the functions of your right and left hands when conducting?” “How can you communicate dynamics, articulation, phrasing, and tempo through your conducting gestures?”</p> | <p>C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members (<i>e.g., set a goal to improve their performance skills, reflect on how successfully they attained their goal, keep a practice journal, record and analyse their own performances throughout the term</i>)</p> <p>“Having followed your music as you listen to your performance, what are your strengths and next steps as a performer?” “About what area of music do you feel most confident? What area do you want to pursue in the future?”</p> | <p>C3.1 analyse some of the social, political, and economic factors that affect the creation of music (<i>e.g., historical events that inspired the composition of nationalistic music; the development of jazz, rap, and heavy metal, and their effect on culture; the social and/or cultural origins of folk songs, love songs, national anthems, and dance music; the economic purposes for commercial music played in stores; purposes and effects of Aboriginal activism through song</i>)</p> <p>“What factors might influence someone to compose this type of music?” “Do composers have a target audience in mind when composing music?” “How does nationalistic music influence the listener?” “How might the style of the music affect your interpretation of the lyrics?”</p> |

Grade 8 (*Specific Expectations*) - Term One (2011/12)

| Creating and Performing | Reflecting Responding & Analyzing | Exploring Forms & Cultural Contexts |
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| <p>(C1.1, C1.4 Term 1)</p> <p>C1.2 apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose <i>(e.g., create a jingle to advertise a product; improvise a simple melody over a 12-bar blues progression; arrange a piece of their choice from their method book for a quartet of mixed instruments)</i> “How did the elements that you chose for your jingle help sell the product?” “What did you need to take into consideration when arranging the piece for your quartet?”</p> <p>C1.5 demonstrate an understanding of standard and other musical notation through performance and composition <i>(e.g., interpret repeat signs such as D. C. al coda, d. s. al coda, d. s. al fine; interpret Italian terms and abbreviations for dynamics and tempo; use the notes of the chromatic scale)</i> “How many bars of music will you actually sing or play in this piece if you follow the repeats indicated by the composer?” “What are all of the different dynamic and tempo markings in this piece?” “What will you need to do in your playing to effectively follow these markings?”</p> | <p>C2.2 analyse, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create <i>(e.g., use of form and dynamics in absolute music, such as the Symphony no. 40 in G minor by Mozart, and in program music, such as The Firebird by Stravinsky)</i> “What are the differences between absolute and program music? How did the composer use such musical elements as timbre, form, and dynamics to suggest certain images?” “Which musical elements made the images in The Firebird the clearest for you? Why?”</p> <p>C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members <i>(e.g., set a goal to improve their performance skills, reflect on how successfully they attained their goal, keep a practice journal, record and analyse their own performances throughout the term)</i> “Having followed your music as you listen to your performance, what are your strengths and next steps as a performer?” “About what area of music do</p> | |

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| | you feel most confident? What area do you want to pursue in the future?" | |
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Fundamental Concepts for Grade 8
ELEMENTS OF MUSIC

Duration: Term 1 & 2: tempo markings and rhythms they encounter in the repertoire

Pitch: Term 1 & 2: major and minor tonality; keys encountered in the repertoire

Dynamics and other expressive controls: Term 1 & 2: all intensity levels; changes in levels

Timbre: Term 1 & 2: tone colours of world music ensembles and instruments (e.g., gamelan, shakuhachi, doumbek, sitar, djembe, ocarina)

Texture/harmony: Term 1: monophonic, homophonic music
Term 2: polyphonic music

Form: Term 1 & 2: forms encountered in performance repertoire (e.g., minuet)