

YEAR 8, TERM 1 OVERVIEW, 2018

ENGLISH	MATHEMATICS	SOCIAL SCIENCE	SCIENCE	THE ARTS	INTERDISCIPLINARY UNIT
<p align="center">ENGLISH Changing Identities</p> <p>Key Concepts: Perspective Related Concepts: Character and Point of View Global Context: Identities and Relationships Statement of Inquiry: Change influence and shape who we are Inquiry Questions:</p> <ul style="list-style-type: none"> - Factual: Identify the events that shape characters identity. - Conceptual: To what extent do the characters confirm stereotypes? - Debatable: Our experiences define our identity <p>Reading: (<i>The Outsiders</i>)</p> <ul style="list-style-type: none"> - Use inference and deduction to recognise implicit and inferred meanings. Include the strategies on the line, between the lines & beyond the lines; SCORE - Explore literary devices use by the author to create characters and develop themes <p>Writing</p> <ul style="list-style-type: none"> - Write an argumentative essay. - Construct effective introductions and conclusions, use transitions, sequence argument to suit audience, purpose and task. - Citing quotes from the novels to support an argumentative essay. - Develop skills in editing and proofreading to ensure clarity of writing. <p>Speaking & Listening:</p> <ul style="list-style-type: none"> - Begin to make significant contributions to group discussions, engaging with complex material, making 	<p>MATHEMATICS</p> <p>Number Integers, powers and roots Add, subtract, multiply and divide integers. Identify and use multiples, factors, common factors, highest common factors, lowest common multiples and primes; write a number in terms of its prime factors Place value, ordering and rounding Read and write positive integer powers of 10; multiply and divide integers and decimals by 0.1, 0.01. Order decimals, including measurements, making use of the =, ≠, > and < signs. Round whole numbers to a positive integer power of 10, e.g. 10, 100, 1000 or decimals to the nearest whole number or one or two decimal places. Fractions, decimals, percentages, ratio and proportion Equivalent fractions, decimals and percentages converting decimals to fractions using division Ordering and converting fractions with common denominators to decimals Addition, subtraction multiplication of fractions Multiply and divide an integer by a fraction. Problem solving using percentages Simplify ratios, including those expressed in different units; divide a quantity into more than two parts in a given ratio. Algebra Expressions, equations and formulae Know that letters play different roles in equations, formulae and functions; know the meanings of formula and function.</p>	<p align="center">SOCIAL SCIENCE Who am I? Who are we? (IDU)</p> <p>An exploration into the changes that influence and shape who we are. Through research and reflection students will be able to:</p> <ul style="list-style-type: none"> - identify various and competing factors that shape identity. - recognize the relationship between the individual and society and community and group. - describe the identity of their class - identify and describe the relationship between adolescence and identity development - demonstrate an understanding of the factors that have shaped their personal identity <p>Formative Assessment: Masking and personal reflection</p> <p>Summative: See IDU</p>	<p align="center">SCIENCE Body Systems</p> <p>Discuss the physical and emotional changes that take place during adolescence.</p> <p>Describe the human reproductive system, including the menstrual cycle, fertilization and foetal development.</p> <p>Explore who they are biologically- their inheritance and hereditary.</p> <p>Discuss how conception, growth, development, behaviour and health can be affected by diet, drugs and disease.</p> <p>Recognise and model the basic components of the circulatory system and know their functions.</p> <p>Learning Objectives Students will be able to:</p> <ul style="list-style-type: none"> -demonstrate understanding of the circulatory system -define and explain vocabulary related to the circulatory system -answer questions and discuss concepts related to the circulatory system <p align="center">Understand the relationship between diet and fitness.</p>	<p>DRAMA:</p> <p><u>Characterization</u></p> <p><i>Developing Characters: interaction on stage</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • Improv • Body language • Voice characterization <p><i>Scriptwriting: adapting prose to stage</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • Creative writing • Interpretation • Stage direction <p><u>Assessment:</u></p> <p><i>Practical:</i> timed improv</p> <p><i>Knowledge and Understanding:</i> original script based on prose</p> <p><i>Reflection and Evaluation:</i> personal evaluation of creative process</p> <p>MUSIC:</p> <ul style="list-style-type: none"> • Theory <ul style="list-style-type: none"> ➢ Degrees of scale ➢ Technical names of the scale • Music Element: <ul style="list-style-type: none"> ➢ Harmony - The primary triads ➢ Rhythm - Tempo (Italian musical terms) • History - Blues <ul style="list-style-type: none"> ➢ African American music 	<p align="center">Who am I? Who are we?</p> <p>Global Context Identities and Relationships</p> <p>Statement of Inquiry: Changes influence and shape who we are</p> <p>Key Concepts: Systems Change</p> <p>Related Concepts: Identity and Culture Form, Function and Relationships</p> <p>Subjects for Integration: Science Social Science</p> <p>Inquiry Questions: Factual</p> <ul style="list-style-type: none"> - Social Science: What shapes your identity? - Science: What are the different body systems? <p>Conceptual</p> <ul style="list-style-type: none"> - Social Science: How does change influence our identity? - Science: How are the body systems connected? <p>Debatable</p> <ul style="list-style-type: none"> - Social Science: Can you shape your own identity? - Science: Is Science helpful in solving problems when certain body systems are not fully functional? <p>Skills: Thinking</p>

<p>perceptive responses and showing awareness of a speaker's aims.</p> <p>Formative Task: Mini Essay and Reading Journal</p> <p>Summative Assessment Task: Argumentative Essay</p>	<p>Know that algebraic operations, including brackets, follow the same order as arithmetic operations</p> <p>Construct linear expressions. Simplify or transform linear expressions with integer coefficients; collect like terms; multiply a single term over a bracket</p> <p>Assessments</p> <ol style="list-style-type: none"> 1. Test-Numbers 2. Inflation Rates Project (Students will demonstrate their understanding of SI and CI which will help them to advice consumers on the favourable period of payment that will help in their savings in the long run) 3. Project-CSI Algebra (Students will work in teams to investigate the culprit of 6 fictional thefts) 		<p>ASSESSMENT</p> <ol style="list-style-type: none"> 1. TEST on the Human Reproductive system. 2. Small project which involves students creating a video that explains how the circulatory system works. The goal is for students to create an educational video that is both entertaining and easy to understand, even for students much younger than them. This can be done using sketches and skits, diagrams, a video of an interactive lecture or even act out the parts of the oxygen and the red blood cells. <p>Skills</p> <ol style="list-style-type: none"> 1. Communication- clarity in organization and presentation of knowledge in an organized and well-structured account of the concepts or what is learned. 2. Research-gathering, interpreting analyzing and presenting information 3. Self-management-time, prioritizing, 	<ul style="list-style-type: none"> ➤ Work song ➤ Spirituals ➤ 12 Bar Blues • Individual work ➤ Performance <p>VISUAL ARTS Exploring Identity through Mixed Media</p> <p>Skills:</p> <ul style="list-style-type: none"> • Self-Portraiture (various wet and dry mediums) • Collage • Photo Montage • Printmaking <p><u>Assessment:</u></p> <p><i>Practical Application:</i> Visual Art Process Diary Mixed Media Artwork</p> <p><i>Knowledge and Understanding:</i> Artist Research</p> <p><i>Reflection and Evaluation:</i> personal evaluation of creative process</p>	<p>Research Self-Management Communication</p> <p>Summative Assessment: Students will create an original and creative product to express their understanding of identity and write a journal entry explaining the connection between their work and their understanding of change of identity through a scientific and social science lense.</p> <p>Students are tasked to create an identity box and journal response.</p> <p>The box can take any form they choose. However, the outside of the box must represent their individual identity, whilst the inside of the box must represent their biological inheritance/make up.</p>
<p>LANGUAGES</p>					
<p>French Studies</p> <p>Unit 1- Mode ado</p> <ul style="list-style-type: none"> • Context: Self clothes • Grammar: revision of present tense of –er verbs <i>être and avoir present tense of mettre revision of adjectives (gender agreement and position) revision of possessive pronouns comparison</i> • Language learning: <i>Questions Giving opinions Using connectives</i> • Pronunciation Ch, s/ss, nasal an/on, un/une • Cultural focus Quebec Women's fashion in 				<p style="text-align: center; background-color: #ADD8E6;">PHYSICAL EDUCATION</p> <p>Invasion Games (Focus on Basketball and Netball)</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Invasion of space – on attack to invade space to score a goal, on defence to defend space to stop opponents from scoring a goal. • Essential to invasion games is the ability to invade space, change direction & move quickly while maintaining ones balance. • There is an emphasis on combinations of kicking, dribbling, throwing, catching, and striking which result in many rules & skill variations. <p>Strategies The following strategies are common to invasion games:</p> <ol style="list-style-type: none"> 1. To create open space & reposition to gain an advantage. 	

<p>the 20th century</p> <p>Unit 2- En forme!</p> <ul style="list-style-type: none"> • Context: Health Fitness • Grammar: revision of gender and plurals imperative perfect tense • Language learning: <i>Understanding a text with unfamiliar language</i> <i>Translating idioms</i> • Pronunciation Sounding French accents • Cultural focus French idioms featuring parts of the body Popular sports in France <p>Chinese studies Content: Music, Sports, Dance</p> <p>Grammar:</p> <p>at the same time;</p> <p>besides;</p> <p>from the beginning;</p> <p>together with</p> <p>Language learning:</p> <ul style="list-style-type: none"> • can ask and loving expression, including music, sports and art • can ask and expression of how long it takes to do a certain thing 			<p>setting goals/indicators</p> <ol style="list-style-type: none"> 4. Thinking-comprehension, analysis and synthesis 5. Social- collaboration with peers in group work 	<ol style="list-style-type: none"> 2. Guard space & reposition to deny or close space. 3. Guard opponents to interfere with their movement or object manipulation. 4. Move an object into more advantageous score to reach a specified area or to score more points. 5. To communicate with & use team mates effectively. <p>Assessment Strategies</p> <ul style="list-style-type: none"> • Peer Assessment utilizing clear criteria rubrics. • Game performance and analysis. • Knowledge of rules. • Participation, organisation and Attitude.
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<ul style="list-style-type: none">• express general state action or ongoing• express simple wishes, for example, I like to watch sports programs <p>Cultural focus:</p> <p>Enjoy Chinese traditional music and traditional dance; understand the different ethnic Chinese dance different</p> <p>Contests: Vegetables and Fruits;</p> <p>How to express likes and dislikes</p> <p>Describe different fruit</p> <p>Differences conjunction “or” between “还是” and “或者”</p>				
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