



**BIBLE**

**RESOURCES:** CSI - *A Light to the Gentiles*, PACS - various units

**ASSESSMENT AND EVALUATION:**

- Observation
- Daily Work
- Skits
- Class Discussions
- Assignments
- Quizzes
- Tests
- Memory Work Quizzes

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| <p><b>SEPTEMBER-OCTOBER</b><br/> <u><i>The Big Picture in Colour (PACS)</i></u><br/>         Students will use colours as symbols of the Biblical Themes as they study the big picture of God's story.</p>   | <p><b>NOVEMBER-JANUARY</b><br/> <u><i>Unit 1 - The Message of the Gospels</i></u><br/>         Introduction to the Gospels<br/>         The Gospel of Matthew<br/>         The Gospel of Mark<br/>         The Gospel of Luke<br/>         The Gospel of John</p>  | <p><b>FEBRUARY-MARCH</b><br/> <u><i>Tell Me The Secrets (PACS)</i></u><br/>         The Shadow House<br/>         The Secret of Forgiveness<br/>         The Secret of Peace<br/>         The Secret of Victory<br/>         The Secret of Growth<br/>         The Secret of Love<br/>         The Secret of Greatness<br/>         The Secret of Life<br/>         Culminating Activities</p> |
| <p><b>APRIL</b><br/> <u><i>Unit 4 - The Suffering and the Sacrifice</i></u><br/>         Passover Parade<br/>         Confrontation in the Temple<br/>         Watch Out!<br/>         Preparations for Jesus' Death<br/>         Passover and Lord's Supper<br/>         Jesus, the Suffering Man<br/>         Condemned by the Jews<br/>         Condemned by the Gentiles<br/>         The Crucifixion<br/>         Fulfilling Prophecy</p> | <p><b>MAY-JUNE</b><br/> <u><i>Words for Wise Guys (PACS)</i></u><br/>         Who is my hero?<br/>         Who should I look up to?<br/>         A word from the wise<br/>         What is unique about Proverbs?<br/>         Diving for pearls<br/>         Does Proverbs deal with my issues?<br/>         Proverbs, can I take it or leave it? To Live Again<br/>         A Riot And Another Letter<br/>         Letter To The Romans<br/>         More On The Romans<br/>         The Road To Jerusalem</p> |  |



| <b>ART</b>  |  |   |
|---|--|---|
| <b>RESOURCES:</b> OCS Art Program by Mrs. Martha Muntz, Various written resources in the library  |  |   |
| <b>ASSESSMENT AND EVALUATION:</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Participation</li> <li>• Observation</li> <li>• Daily Work</li> <li>• Sketches</li> <li>• Finished Products</li> <li>• Tests</li> </ul>  |  |   |
| <p><b>SEPTEMBER</b><br/>           Introduction to Art<br/>           Composition and the Elements of Art<br/>           Principles of Design</p> <p>Note: Throughout the year, students will be sketching objects, landscapes, still lifes, and the human form. Proportion is emphasized in the sketching elements. All projects include a review of the Elements of Art with a focus on one of the Principles of Design</p> | <p><b>OCTOBER</b><br/>           Composition - Peace Posters - Balance, both formal and informal<br/> <b>Drawing/Sketching</b></p>   | <p><b>NOVEMBER</b><br/>           Graphic Design - Radial Design - Pattern, Movement, Rhythm</p>  |
| <p><b>DECEMBER</b><br/>           Watercolour wildlife. Creating a realistic image of an animal using watercolour.</p> <p>Focus - composition/unity</p>   | <p><b>JANUARY</b><br/>           Illustrating poetry integrating with the poetry unit <i>Relating Writely</i> as well as the creation of props for a Blacklight drama for the spring concert</p> | <p><b>FEBRUARY</b><br/>           Use of line and symmetry to create variety in a scratch board work patterned after Medieval Architecture<br/>           Use of repetition to create a pattern in a tissue paper and cut paper work designed to allow light through the translucent tissue paper</p> |
| <p><b>MARCH</b><br/>           Comparison of Medieval Art to Renaissance Art as per the OACS History Unit on the Renaissance - Emphasis and Harmony<br/>           Study of Michaelangelo and DaVinci</p>   | <p><b>APRIL</b><br/>           March Continued</p> <p>Creation of a painted work using egg tempera and based on a personal symbol -</p>  | <p><b>MAY</b><br/>           Three Dimensional Artwork - Composition,</p> <ul style="list-style-type: none"> <li>• Balance</li> </ul>   |
| <p><b>JUNE</b><br/>           Landscape sketching<br/>           Chalk Pastel landscape<br/>           Chalk Pastel landscape</p>   |  |   |



**MUSIC**

**RESOURCES:**

**ASSESSMENT AND EVALUATION:**

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| <p><b>SEPTEMBER</b></p> <ul style="list-style-type: none"> <li>-Notation: treble and bass clefs</li> <li>-Terminology: style, volume and speeds</li> <li>-Introduction to Band instruments</li> <li>-Music appreciation: What makes a musician, what do musicians contribute to society, music in ministry</li> </ul> | <p><b>OCTOBER</b></p> <ul style="list-style-type: none"> <li>-Band Repertoire and technique</li> <li>-Concert Scales, Bb and Eb</li> <li>-Rhythm values of notes and rests, time signatures</li> <li>-Ear and sight training</li> </ul>  | <p><b>NOVEMBER</b></p> <ul style="list-style-type: none"> <li>-Band instruments, technique, terminology etc.</li> <li>-Major key signatures</li> <li>-Ear training and sight reading</li> <li>-Christmas Repertoire</li> </ul> |
| <p><b>DECEMBER</b></p> <ul style="list-style-type: none"> <li>-Christmas Repertoire</li> <li>-Ear training and Sight reading</li> <li>-Concert Scales, F</li> <li>Music appreciation: Ethics in Music</li> </ul>  | <p><b>JANUARY</b></p> <ul style="list-style-type: none"> <li>-Review of Notation, rhythm, key signatures</li> <li>-intervals</li> <li>-Ear training and sight reading</li> <li>-Band Repertoire</li> <li>- Musical History: The periods, types of music. ie, symphony, opera, oratorio etc.</li> </ul> | <p><b>FEBRUARY</b></p> <ul style="list-style-type: none"> <li>-Band repertoire</li> <li>-Minor Key signatures</li> <li>-Church instruments then and now.</li> </ul>  |
| <p><b>MARCH</b></p> <ul style="list-style-type: none"> <li>-Band Repertoire</li> <li>-Major Scales</li> <li>-Minor Scales</li> <li>-Easter material?</li> <li>-Music appreciation: importance of discernment in secular music</li> </ul>  | <p><b>APRIL</b></p> <ul style="list-style-type: none"> <li>-Band Repertoire</li> <li>-Triads, both major and minor</li> <li>-festival/concert preparation</li> <li>Music History: Romantic composers and styles</li> </ul>   | <p><b>MAY</b></p> <ul style="list-style-type: none"> <li>-Year end concert prep (band)</li> <li>-Transposition</li> <li>-Introduction to improvisation and chord structure</li> </ul>  |
| <p><b>JUNE</b></p> <ul style="list-style-type: none"> <li>Year end concert prep</li> </ul>  |  |  |



## LANGUAGE STUDIES

### SELF-SELECTED READING

Students are given time every day to read self-selected novels. The majority of days, this means reading fiction. Many titles have quizzes that students can take on the Accelerated Reader program. Students will be given goals and expectations that need to be met. Once a week, students visit the library to borrow literature of their choice.

#### ASSESSMENT AND EVALUATION:

- Personal reading goals and goal-achievement
- Accelerated Reading Quizzes
- Observation
- Book Reports

### GUIDED READING

A variety of teaching methods will be employed. The following are some examples: teacher-led whole class activities, small group activities, literature circles, and individual activities. A good resource for guided reading is “The Teacher’s Guide to the Four Blocks”.

#### ASSESSMENT AND EVALUATION:

- Participation and Observation
- Written and Creative Responses
- Class Discussions and Oral Responses
- Assignments
- Quizzes
- Tests

#### RESOURCES:

- Choices (OACS)
- Relating Writely (OACS)
- In Focus - media
- Expressions - Drama
- Current Events - What in the World (LesPlan)

#### RESOURCES:NOVEL STUDIES

- Self Selected Novel Study on the theme of Decision Making and Conflict
- The Hobbit - J.R.R. Tolkien



| <b>LANGUAGE STUDIES</b>  |   |
|--|---|
| <b>GUIDED READING</b>  |   |
| <b>SKILLS TAUGHT AND REVIEWED AT THE GRADE SEVEN LEVEL</b>   |   |
| <p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• finds main ideas</li> <li>• finds details</li> <li>• organizes and summarizes</li> <li>• recalls facts</li> <li>• recognizes sequence</li> <li>• reads for information</li> <li>• classifies ideas</li> <li>• detects the mood of a situation</li> <li>• draws conclusions</li> <li>• forms judgments</li> <li>• makes inferences</li> <li>• predicts outcomes</li> <li>• sees cause-and-effect</li> <li>• solves problems</li> <li>• distinguishes fact, value, opinion, influence, fantasy, and bias</li> <li>• interprets ideas</li> <li>• forms opinions and generalizes</li> <li>• perceives related ideas</li> <li>• understands character</li> <li>• understands imagery</li> <li>• determines relevancy of facts</li> <li>• understands relationship of paragraphs in an article</li> <li>• judges validity of facts</li> <li>• Follows printed directions</li> <li>• Skims for purpose</li> <li>• Appreciates literary style</li> <li>• Interprets printed comprehension questions accurately</li> <li>• Discerns appropriate content for personal reading</li> <li>• Recognizes the various literary genres of the Bible</li> </ul> | <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Recognizes:             <ul style="list-style-type: none"> <li>○ types of poetry, including poetry in the Bible</li> <li>○ drama</li> <li>○ autobiography</li> <li>○ fiction (science fiction, fantasy, comedy/humour, mystery, drama)</li> <li>○ fact (newspaper, reading graphs, charts, maps, pictures, true stories)</li> </ul> </li> </ul> <p><b>RECOGNIZES AUTHOR'S:</b></p> <ul style="list-style-type: none"> <li>• Point of view             <ul style="list-style-type: none"> <li>○ first person narrative</li> <li>○ third person limited</li> <li>○ third person omniscient</li> </ul> </li> </ul> <p><b>RECOGNIZES ELEMENTS OF A STORY</b></p> <ul style="list-style-type: none"> <li>• setting and mood</li> <li>• plot development</li> <li>• story climax</li> <li>• denouement/resolution</li> <li>• story theme</li> <li>• conflict</li> </ul> <p><b>RECOGNIZES LITERARY TECHNIQUES</b></p> <ul style="list-style-type: none"> <li>• flashback technique</li> <li>• poetic language</li> <li>• exaggeration</li> <li>• imagery</li> <li>• alliteration</li> <li>• comparisons: simile, metaphor, personification</li> <li>• rhyme and rhythm</li> </ul> |



| <b>LANGUAGE STUDIES</b>   |  |
|---|--|
| <b>GUIDED READING</b>   |  |
| <b>SKILLS TAUGHT AND REVIEWED AT THE GRADE EIGHT LEVEL</b>  |  |
| <p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• finds main ideas</li> <li>• finds details</li> <li>• organizes and summarizes</li> <li>• recalls facts</li> <li>• recognizes sequence</li> <li>• reads for information</li> <li>• classifies ideas</li> <li>• detects the mood of a situation</li> <li>• draws conclusions</li> <li>• forms judgments</li> <li>• makes inferences</li> <li>• predicts outcomes</li> <li>• sees cause-and-effect</li> <li>• solves problems</li> <li>• distinguishes fact, value, opinion, influence, fantasy, and bias</li> <li>• Discriminate between fact and fiction</li> <li>• forms opinions and generalizes</li> <li>• perceives related ideas</li> <li>• understands character</li> <li>• understands imagery</li> <li>• determines relevancy of facts</li> <li>• understands relationship of paragraphs in an article</li> <li>• Follows printed directions</li> <li>• Skims for purpose</li> <li>• Appreciates literary style</li> <li>• Interprets printed comprehension questions accurately</li> <li>• Discerns appropriate content for personal reading</li> <li>• Recognizes the various literary genres of the Bible</li> </ul> | <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Recognizes:             <ul style="list-style-type: none"> <li>○ types of poetry, including poetry in the Bible</li> <li>○ drama</li> <li>○ autobiography</li> <li>○ fiction (science fiction, fantasy, comedy/humour, mystery, drama)</li> <li>○ fact (newspaper, reading graphs, charts, maps, pictures, true stories)</li> </ul> </li> </ul> <p><b>RECOGNIZES AUTHOR'S:</b></p> <ul style="list-style-type: none"> <li>• Style</li> <li>• Point of view             <ul style="list-style-type: none"> <li>○ first person narrative</li> <li>○ third person limited</li> <li>○ third person omniscient</li> </ul> </li> <li>• Motives</li> </ul> <p><b>RECOGNIZES ELEMENTS OF A STORY</b></p> <ul style="list-style-type: none"> <li>• setting and mood</li> <li>• plot development</li> <li>• story climax</li> <li>• denouement/resolution</li> <li>• story theme</li> <li>• conflict</li> <li>• judges validity of facts</li> </ul> <p><b>RECOGNIZES LITERARY TECHNIQUES</b></p> <ul style="list-style-type: none"> <li>• flashback technique</li> <li>• poetic language</li> <li>• exaggeration</li> <li>• imagery</li> <li>• alliteration</li> <li>• comparisons: simile, metaphor, personification</li> <li>• rhyme and rhythm</li> <li>• juxtaposition</li> </ul> |



**LANGUAGE STUDIES**

**GUIDED READING**

**ASSESSMENT AND EVALUATION:**

- Participation and Observation
- Written and Creative Responses
- Class Discussions and Oral Responses
- Assignments
- Quizzes
- Tests

**SEPTEMBER-OCTOBER**  
Choices Reader (OACS)

Recognizes Author's:

- Style
- Point of view
- first person narrative
- third person limited
- third person omniscient
- Motives

Recognizes Elements of a Story

- setting and mood plot development
- story climax
- denouement/resolution
- story theme conflict

Book Report - Self Select

- Discerns appropriate content for personal reading

**NOVEMBER-DECEMBER**  
History Unit - Rome

- reads for information
- classifies ideas
- fact (newspaper, reading graphs, charts, maps, pictures, true stories)
- understands relationship of paragraphs in an article

In Focus Media Unit

- Recognizes drama
- judges validity of facts
- distinguishes fact, value, opinion, influence, and bias
- forms opinions and generalizes
- perceives related ideas
- understands character

**JANUARY-FEBRUARY**  
Relating Writely Poetry Unit (OACS)

- poetic language
- exaggeration
- understands imagery
- alliteration
- comparisons: simile, metaphor, personification
- rhyme and rhythm
- juxtaposition

Recognizes:

types of poetry, including poetry in the Bible

Book Report - Biography



| <b>LANGUAGE STUDIES</b>   |   |   |
|---|---|---|
| <b>GUIDED READING - Continued</b>   |   |   |
| <p><b>MARCH-APRIL</b></p> <p><u>Drama: Expressions (OACS)</u></p>   | <p><b>MAY</b></p> <p><u>The Hobbit Novel Study</u></p> <ul style="list-style-type: none"> <li>• finds main ideas</li> <li>• finds details</li> <li>• organizes and summarizes</li> <li>• recalls facts</li> <li>• recognizes sequence</li> <li>• Distinguishes Fantasy</li> </ul> <p>BIBLE CLASS:</p> <ul style="list-style-type: none"> <li>• Recognizes the various literary genres of the Bible</li> </ul> | <p><b>JUNE</b></p> <p><u>Choices Reader (OACS)</u></p> <ul style="list-style-type: none"> <li>• autobiography</li> <li>• fiction (science fiction, fantasy, comedy/humour, mystery, drama)</li> <li>• Appreciates literary style</li> <li>• Interprets printed comprehension questions accurately</li> <li>• determines relevancy of facts</li> </ul> |
| <p><b>THROUGHOUT THE YEAR</b></p> <p><u>Self Selected Novel Study on a Theme</u></p> <ul style="list-style-type: none"> <li>• detects the mood of a situation</li> <li>• draws conclusions forms judgments</li> <li>• makes inferences predicts outcomes</li> <li>• sees cause-and-effect</li> <li>• solves problems</li> <li>• interprets ideas</li> </ul> |   |   |





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| <b>LANGUAGE STUDIES</b>   |
| <b>BOOK REPORTS</b>   |
| Students are required to complete at least three book reports per year including a report on a biographical novel. Requirements include using the elements of story to summarize the novels. Students are encouraged to complete their book reports in a variety of creative ways.  |
| <b>THE WRITING BLOCK</b>  |
| <b>RESOURCES:</b>   |
| <b>ASSESSMENT AND EVALUATION - WRITING:</b> <ul style="list-style-type: none"> <li>• Drafts</li> <li>• Published Work</li> <li>• Observation</li> </ul>   |
| <b>ASSESSMENT AND EVALUATION- GRAMMAR:</b> <ul style="list-style-type: none"> <li>• Daily work</li> <li>• Written quizzes/tests</li> <li>• Observation</li> <li>• Assignments</li> </ul>  |
| <b>CREATIVE WRITING:</b> Students will have models of good writing and good writing techniques. They will receive explicit, direct instruction in context of real writing. The models come from teacher's own writing, other authors, or the students' writing. There is always a pre-writing activity: a mental exercise, a jot-list or brainstorming, clustering of ideas, graphic organizers. An editor's checklist will be available in the classroom for students to use. In some writing blocks, there will be a mini-lesson. These include the procedures for writing, the grammar and usage, the types of writing. The model lesson is 10 to 15 minutes (maximum). The more technical aspects of writing, beyond the defined curriculum and beyond what most students are ready for, are the lessons taught individually to students during their conference times. The students will do lots of writing. No one is ever finished. As soon as one piece is completed, the task is to begin another or to return to an earlier piece to refine it. The writing will be kept in a writing folder. Students will also frequently use self-select topics. There are days that student do focused writing (teacher-directed). The <b>Stages of the Writing Process</b> and <b>The 6 Traits of Good Writing</b> are stressed throughout the year. |
| Students will achieve the following in their writing portfolios: at least 6 partial or complete short stories, a collection of original poems, a friendly letter. Students will share their creative writing with the class through the author's chair format. Students will also develop proof reading skills and critical evaluating skills through peer and teacher conferencing.  |
| <b>EXPOSITORY WRITING:</b> During the history units students will receive direct teaching on creating an essay, including note taking in outline form, paragraph writing, writing introductions and conclusions, and writing in a logical and persuasive manner. Students will complete at least two essays of 700 words or more during the year with a variety of writing assignments given across the curriculum.   |



## LANGUAGE STUDIES

### THE WRITING BLOCK - Continued

#### RESOURCES:

- **Prewriting**
  1. Reading
  2. Discussing
  3. Planning
  4. Brainstorming
  5. Select
    - purpose
    - audience
    - format
- **Composing**
- **Revising, Editing, Proofreading**
- **Conferencing**
- **Writing The Final Draft**
- **Sharing**

#### THE SIX TRAITS OF GOOD WRITING

- Conventions
- Voice
- Organization
- Ideas
- Word Choice
- Sentence Fluency



| <b>LANGUAGE STUDIES</b>  |   |  |
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| <b>GRAMMAR AND WRITING SKILLS</b>  |   |  |
| <b>RESOURCES:</b> Prentice Hall - <i>Language Works 8 &amp; 9</i> , Gage - <i>The Canadian Spelling Program 2.1 Level 7</i> , Scholastic - <i>Teaching Powerful Writing</i>  |   |  |
| <p><b>SEPTEMBER</b><br/> <b>Grammar Units 1-3</b><br/>           Editing daily work<br/>           Parts of speech<br/>           Sentence structure<br/>           Punctuation</p> <p><b>Writing:</b><br/>           Purposes and audience in writing<br/>           The writing process<br/>           Development of a writing portfolio<br/>           Conference format for peer and teacher conferences<br/>           Showing, not telling<br/>           Short stories</p> | <p><b>OCTOBER</b><br/> <b>Grammar Units 4-6</b><br/>           Compound Sentences<br/>           Verbs</p> <p><b>Writing:</b><br/>           See September</p>        | <p><b>NOVEMBER</b><br/> <b>Grammar Units 7-10</b><br/>           Adjectives<br/>           Prepositions<br/>           Word Choice</p> <p><b>Writing:</b><br/>           Review: unity, topic sentences, and cohesion in paragraph writing, outline notes<br/>           Introductions and Conclusions in essays<br/>           Essay report on an aspect of Roman Culture</p> |
| <p><b>DECEMBER</b><br/> <b>Grammar Unit 11</b><br/>           Verbs<br/>           Review</p> <p><b>Writing:</b></p>   | <p><b>JANUARY</b><br/> <b>Grammar Units 12-15</b><br/>           Comparisons<br/>           Sentence Fragments</p> <p><b>Writing:</b><br/>           See December</p> | <p><b>FEBRUARY</b><br/> <b>Grammar Units 16-19</b><br/>           Run-on Sentences<br/>           Complex, and topic sentences</p> <p><b>Writing:</b><br/>           Response to poetry<br/>           Poetry writing -<br/>           Use of imagery, sensory language, and other poetic devices as outlined in the Language Block</p>  |



| <b>LANGUAGE STUDIES</b>  |   |  |
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| <b>GRAMMAR AND WRITING SKILLS CONTINUED</b>  |   |  |
| <b>RESOURCES:</b> Prentice Hall - <i>Language Works 8 &amp; 9</i> , Gage - <i>The Canadian Spelling Program 2.1 Level 7</i> , Scholastic - <i>Teaching Powerful Writing</i>  |   |  |
| <p><b>MARCH</b><br/> <b>MARCH</b><br/> <i>Grammar Units 20-21</i><br/>           Paragraphing<br/>           Descriptive paragraphs</p> <p><b>Writing:</b><br/>           Creative writing<br/>           Drama and dialogue</p> | <p><b>APRIL</b><br/> <i>Grammar Units 22-24</i><br/>           Expository paragraphs<br/>           Quotations<br/>           Review</p> <p><b>Writing:</b><br/>           Report writing</p> | <p><b>MAY</b><br/> <i>Grammar Units 25-27</i><br/>           Review of narrative and expository writing</p> <p><b>Writing:</b><br/>           Creative writing - Short stories</p> |
| <p><b>JUNE</b><br/> <i>Grammar Units 27-30</i><br/>           Editing and review</p> <p><b>Writing:</b><br/>           Writing portfolio evaluation and sharing</p>  |   |  |



## LANGUAGE STUDIES

### ORAL EXPRESSION

| <u>Speaking Expression</u>   | <u>Listening</u>  |
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| <p>1. Is able to participate in informal talk:</p> <ul style="list-style-type: none"> <li>• to clarify own thoughts</li> <li>• to communicate thought to others (share, contribute)</li> <li>• to build social relationships</li> </ul> <p>2. Is able to develop ideas in discussions:</p> <ul style="list-style-type: none"> <li>• pair talk</li> <li>• small groups</li> <li>• whole class</li> </ul> <p>3. Is able to express ideas in a variety of forms:</p> <ul style="list-style-type: none"> <li>• oral reports</li> <li>• speeches - memorize a self-selected speech</li> <li>• announcements</li> </ul> <p>4. Is able to present orally selections for enjoyment:</p> <ul style="list-style-type: none"> <li>• dramatic readings</li> <li>• stories</li> <li>• choral speaking</li> </ul> <p>5. Recitation</p> <ul style="list-style-type: none"> <li>• memorizing and dramatically reciting a 3-5 minute selection</li> </ul> | <p>Is able to listen:</p> <ul style="list-style-type: none"> <li>• <b>purposively</b> <ul style="list-style-type: none"> <li>• has purpose for listening</li> <li>• determines speaker’s purpose</li> </ul> </li> <li>• <b>selectively</b> <ul style="list-style-type: none"> <li>• to gain information, knowledge</li> </ul> </li> <li>• <b>critically</b> <ul style="list-style-type: none"> <li>• to question</li> <li>• to analyze, organize, summarize information</li> <li>• to distinguish important from the less important</li> </ul> </li> <li>• <b>attentively</b> <ul style="list-style-type: none"> <li>• to follow instructions</li> <li>• to follow arguments</li> </ul> </li> <li>• <b>reflectively</b> <ul style="list-style-type: none"> <li>• to understand how ideas can be altered in a speech</li> </ul> </li> <li>• <b>creatively</b> <ul style="list-style-type: none"> <li>• to enjoy the beauty of the spoken word</li> <li>• to imagine</li> </ul> </li> <li>• <b>courteously</b> <ul style="list-style-type: none"> <li>• to show respect for persons speaking</li> </ul> </li> </ul> |



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| <b>LANGUAGE STUDIES</b>   |
| <b>WORKING WITH WORDS</b> |

**RESOURCES:** Gage The Canadian Spelling Program 2.1 - Level 7

**ASSESSMENT AND EVALUATION:**

- Daily work
- Written quizzes/tests
- Observation
- Assignments

Students will begin each new lesson in the unit with a dictated pretest. If the student gains a satisfactory mark, then he/she will not have to take the dictated post-test the following week. The students are also assigned a variety of phonics, grammar, spelling, and writing based activities from their spelling books which they will complete in cursive each week. Proofreading written work for correct spelling is taught through self, peer, and teacher editing of work. Use of Spell-check is taught for documents completed using a computer including word processing programs and spreadsheet programs.



## FOREIGN LANGUAGE STUDIES

### FRENCH LANGUAGE STUDY SKILLS TAUGHT, REVIEWED AND/OR EXPOSED AT THE GRADE 7/8 LEVEL

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| <p><b>Language</b><br/>         savoir/connaitre<br/>         persuader, commander, conseiller<br/>         p.c. faire, devoir, pouvoir, vouloir, voir, prendre)<br/>         Future Proche<br/>         arriver/partir, décoller/atterir, venir/aller (je veux aller)<br/>         monter/dessendre<br/>         pouvez-vous me dire.<br/>         Imparfait -ER, -IR, -RE<br/>         etre, avoir, faire, aller<br/>         P.C. with être<br/>         reflexive verbs<br/>         adverbs<br/>         Imperative<br/>         Negative<br/>         Review -dre<br/>         naitre/mourir<br/>         opposite adjectives<br/>         avoir expressions<br/>         possessive adjectives, personal pronouns (me, te, lui...)<br/>         adverbs in -ment<br/>         inversions<br/>         qui and que<br/>         parce que/ car/ donc<br/>         expressing opinion<br/>         expresions with Faire<br/>         Futur Simple<br/>         indefinite pronouns (rien,<br/>         personne,tout, plusieurs...<br/>         adjectives ce and tout<br/>         pendant, après, lorsque<br/>         feminine<br/>         plurals</p> | <p><b>Vocabulary</b><br/>         school Supplies<br/>         action phrases<br/>         on<br/>         liaison<br/>         weather<br/>         telling time<br/>         transportation<br/>         clothes to pack<br/>         ‘en’ and ‘à’<br/>         a-t-il, inversions<br/>         expressing opinion<br/>         cleaning vocabulary<br/>         ou and où<br/>         writing a letter<br/>         miscellaneous vocabulary<br/>         ‘de’ and ‘à’<br/>         French vs Quebec, Eng vs French<br/>         Verbs Essayer and Payer<br/>         Guide Alimentaire<br/>         Forms of "vieux"<br/>         money<br/>         character traits: égoïste, fière, généreux, sympathique<br/>         fashion and shopping, clothes<br/>         computers<br/>         movie conversation<br/>         sports - why help build character<br/>         boule<br/>         budget<br/>         transportation - road signs<br/>         lodging<br/>         Amusement park vocab<br/>         venir/revenir de, employer et nettoyer</p> |
|--|---|



## FOREIGN LANGUAGE STUDIES

### FRENCH

**RESOURCE:** MFB Publications - Mission Monde 5, Pearson/Addison Wesley - *On Y Va*, MOE - *Comment Survivre en Francais dans un cours de francais*, Ettiene - *CD's and Worksheets*

**ASSESSMENT AND EVALUATION:**

- observation
- daily work
- participation
- tests/quizzes

|  |  |   |
|--|--|---|
| <p><b>SEPTEMBER-OCTOBER</b><br/> <u>Unit 1:</u><br/> <b>Language</b><br/>         savoir/connaitre, persuader, commander<br/>         conseiller<br/>         p.c. faire, devoir, pouvoir, vouloir, voir,<br/>         prendre)<br/>         Future Proche<br/> <b>Vocabulary</b><br/>         school Supplies<br/>         action phrases<br/>         on<br/>         liaison<br/>         weather<br/>         telling time</p> | <p><b>NOVEMBER-DECEMBER</b><br/> <u>Unit 2:</u><br/> <b>Language</b><br/>         arriver/partir, décoller/atterir, venir/aller (je veux<br/>         aller)<br/>         monter/dessendre<br/>         pouvez-vous me dire.<br/>         Imparfait -ER, -IR, -RE<br/>         etre, avoir, faire, aller<br/>         P.C. with être<br/> <b>Vocabulary</b><br/>         transportation<br/>         clothes to pack<br/>         'en' and 'à'<br/>         a-t-il, inversions<br/>         expressing opinion</p> | <p><b>JANUARY-FEBRUARY</b><br/> <u>Unit 3:</u><br/> <b>Language</b><br/>         reflexive verbs<br/>         adverbs<br/>         Imperative<br/>         Negative<br/>         Review -dre<br/> <b>Vocabulary</b><br/>         cleaning vocabulary<br/>         ou and où</p> |
| <p><b>MARCH-APRIL</b><br/> <u>Unit 4:</u><br/> <b>Language</b><br/>         naître/mourir<br/>         opposite adjectives<br/>         avoir expressions<br/>         research paper<br/> <b>Vocabulary</b><br/>         review</p>   | <p><b>MAY-JUNE</b><br/> <u>Unit 5:</u><br/> <b>Language</b><br/>         personal pronouns<br/>         possessive adjectives<br/>         adverbs in -ment<br/>         inversions<br/>         qui and que<br/> <b>Vocabulary</b><br/>         writing a letter<br/>         miscellaneous vocabulary<br/>         'de' and 'à'</p>  |   |





## MATHEMATICS - GRADE 7

**RESOURCES:** *Addison Wesley* - Math Makes Sense 7, *Neufeld* - Understanding Math 4-8, *Irwin Publishing* - Spirit of Math - Once per week computation drill requiring mental math and a problem solving component

**ASSESSMENT AND EVALUATION:**

- Pretests
- Observation
- Daily Work
- Discussion
- Quizzes
- Tests
- Computation Drills
- Assignments including Homework

**SEPTEMBER**

**Unit 1 - Patterns in Whole Numbers**

Numbers all around us  
 Factors and multiples  
 Squares and square roots  
 Exponents  
 Number patterns

**OCTOBER**

**Unit 2 - Ratio and Rate**

What is a ratio?  
 Equivalent ratios  
 Comparing ratios  
 Applications of ratios  
 What is a rate?

**Unit 3 - Geometry and Measurement**

Sketching views of solids  
 Sketching solids  
 Building objects from nets  
 Using variables in measurement formulas  
 Surface area of a rectangular prism  
 Volume of a rectangular prism

**NOVEMBER-DECEMBER**

**Review Unit**

Decimal operations  
 Squares and Square Roots  
 Factors  
 Multiples

**Unit 4 - Fractions and Decimals**

Combining fractions  
 Adding fractions using models  
 Adding fractions  
 Subtracting fractions using models  
 Subtracting fractions  
 Exploring repeated addition  
 Multiplying decimals  
 Dividing decimals  
 Order of operations with decimals



**MATHEMATICS - GRADE 7 - Continued**

|  |   |  |
|--|---|--|
| <p><b>JANUARY</b><br/> <u><b>Unit 5 - Data Management</b></u><br/>         Collecting data<br/>         Recording data<br/>         Stem-and-leaf plots<br/>         Line graphs<br/>         Applications of mean, median, and mode<br/>         Evaluating data analysis</p> <p><u><b>Unit 6 - Measuring Perimeter and Area</b></u><br/>         Area of a parallelogram<br/>         Area of a triangle<br/>         Area and perimeter of a trapezoid<br/>         Measuring irregular figures</p> | <p><b>FEBRUARY</b><br/> <u><b>Unit 6 - Continued</b></u></p> <p><u><b>Unit 7 - Geometry</b></u><br/>         Classifying figures<br/>         Congruent figures<br/>         Transformations<br/>         Tiling Patterns<br/>         Using transformations to make designs</p>  | <p><b>MARCH</b><br/> <u><b>Unit 7 - Continued</b></u></p> <p><u><b>Unit 8 - Working with Percents</b></u><br/>         Relating fractions, decimals,, and percents<br/>         Estimating and calculating percents<br/>         Multiplying to find percents<br/>         Drawing circle graphs<br/> <i>Dividing to find percents</i></p> |
| <p><b>APRIL</b><br/> <u><b>Unit 8 - Continued</b></u></p> <p><u><b>Unit 9 - Integers</b></u><br/>         What is an integer?<br/>         Comparing and ordering integers<br/>         Representing integers<br/>         Adding integers with tiles<br/>         Adding integers<br/>         Subtracting integers with tiles<br/>         Subtracting integers</p>  | <p><b>MAY</b><br/> <u><b>Unit 9 - Continued</b></u></p> <p><u><b>Unit 10 - Patterning and Algebra</b></u><br/>         Number patterns<br/>         Graphing patterns<br/>         Variables in expressions<br/>         Evaluating algebraic expressions<br/>         Reading and writing equations<br/>         Solving equations</p> | <p><b>JUNE</b><br/> <u><b>Unit 10 - Continued</b></u><br/> <u><b>Unit 11 - Probability</b></u><br/>         Listing outcomes<br/>         Experimental probability<br/>         Theoretical probability<br/>         Applications of probability</p>   |



**MATHEMATICS - GRADE 8**

**RESOURCES:** *Addison Wesley* - Math Makes Sense 8, *Neufeld* - Understanding Math 4-8, *Irwin Publishing* - Spirit of Math - Once per week computation drill requiring mental math and a problem solving component

**ASSESSMENT AND EVALUATION:**

- Pretests
- Observation
- Daily Work
- Discussion
- Quizzes
- Tests
- Computation Drills
- Assignments including Homework

**SEPTEMBER**

**Unit 1 - Numbers, Variables, and Equations**

Numbers in the media  
 Prime factors  
 Expanded form and scientific notation  
 Order of operations  
 Using a model to solve equations  
 Using algebra tiles to solve equations

**OCTOBER**

**Unit 2 - Applications of Ratio, Rate, and Percent**

Using proportions to solve ratio problems  
 Scale drawings  
 Comparing results  
 Calculating percents  
 Solving percent problems  
 Sales tax, discount, and commission  
 Simple interest

**NOVEMBER**

**Unit 3 - Geometry and Measurement**

Building and sketching objects  
 Sketching and folding nets  
 Surface area of a triangular prism

**Unit 4 - Fractions and Decimals**

Comparing and ordering fractions  
 Adding fractions  
 Subtracting fractions  
 Using models to multiply fractions  
 Multiplying fractions  
 Using models to divide fractions and whole numbers  
 Dividing fractions  
 Converting between decimals and fractions  
 Dividing by 0.1, 0.01, and 0.001



**MATHEMATICS - GRADE 8 - Continued**

|  |  |   |
|--|--|---|
| <p><b>DECEMBER</b><br/> <u>Unit 4 - Decimals Continued</u></p>   | <p><b>JANUARY</b><br/> <u>Unit 5 - Data Management</u><br/>         Relating census and sample<br/>         Inferring and evaluating<br/>         The shape of data<br/>         Applying measures of central tendency<br/>         Drawing histograms<br/>         Drawing circle graphs<br/> <u>Unit 6 - Circles</u><br/>         Investigating circles<br/>         Circumference of a circle<br/>         Area of a circle<br/>         Volume of a cylinder<br/>         Surface area of a cylinder</p> | <p><b>FEBRUARY</b><br/> <u>Unit 6 - Continued</u><br/><br/> <u>Unit 7 - Geometry</u><br/>         Angle properties of intersecting lines<br/>         Angles in a triangle<br/>         Angle properties of parallel lines<br/>         Constructing bisectors<br/>         Constructing angles<br/>         Creating and solving geometry problems</p> |
| <p><b>MARCH</b><br/> <u>Unit 7 - Continued</u><br/><br/> <u>Unit 8 - Square Roots and Pythagoras</u><br/>         Constructing and measuring squares<br/>         Estimating square roots<br/>         The Pythagorean relationship<br/>         Applying the Pythagorean theorem<br/>         Special triangles</p> | <p><b>APRIL</b><br/> <u>Unit 8 - Continued</u><br/><br/> <u>Unit 9 - Integers</u><br/>         Adding integers<br/>         Subtracting integers<br/>         Adding and subtracting integers<br/>         Multiplying integers<br/>         Dividing integers<br/>         Order of operations with integers<br/>         Graphing on a coordinate grid<br/>         Graphing translations and reflections<br/>         Graphing rotations</p>  | <p><b>MAY</b><br/> <u>Unit 9 - Continued</u><br/><br/> <u>Unit 10 - Algebra</u><br/>         Number properties<br/>         Describing number patterns<br/>         Describing geometric patterns<br/>         Solving equations with algebra tiles<br/>         Solving equations algebraically</p>  |
| <p><b>JUNE</b><br/> <u>Unit 10 - Continued</u><br/> <u>Unit 11 - Probability</u><br/>         Probability range<br/>         Tree diagrams<br/>         Simulations<br/>         Odds for and against</p>  |  |   |



**PHYSICAL EDUCATION**

**RESOURCES:**

**ASSESSMENT AND EVALUATION:**

- Participation
- Use of strategies and tactics
- Skills tests
- Attitude and sportsmanship
- Tests and Quizzes

|  |   |   |
|--|---|---|
| <p><b>SEPTEMBER</b><br/> <u>Baseball</u><br/> <b>Skills Taught</b><br/>         Throwing, Catching, Batting, Positions, Rules<br/> <b>Activities</b><br/>         Catch<br/>         Baseball</p>  | <p><b>OCTOBER</b><br/> <u>Soccer</u><br/> <b>Skills Taught</b><br/>         Dribbling, Passing, Shooting, Trapping, Throw Ins, Rules<br/>         And Strategies, Team Play<br/> <b>Activities</b><br/>         Individual And Partner Skill Work<br/>         Games</p> <p><u>Flag Football</u><br/> <b>Skills Taught</b><br/>         Throwing And Catching, Defense, Rules And Strategies,<br/>         Team Play<br/> <b>Activities</b><br/>         Mini Games<br/>         Partner Work</p> | <p><b>NOVEMBER/DECEMBER</b><br/> <u>Volleyball</u><br/> <b>Skills Taught</b><br/>         Bumping And Setting, Serving, Rules And Strategies,<br/>         Team Play<br/> <b>Activities</b><br/>         Serving Games And Contest<br/>         Partner Work and Group Challenges</p> <p>Mini Games And Tournament Play</p> |
| <p><b>DECEMBER/JANUARY</b><br/> <u>Basketball</u><br/> <b>Skills Taught</b><br/>         Ball Handling, Dribbling, Passing, Shooting, Lay Ups,<br/>         Defensive Skills<br/> <b>Activities</b><br/>         Individual Work<br/>         Partner Challenges<br/>         Lead Up Games<br/>         Small Sided Games (3v3) And Tournament Play</p> | <p><b>FEBRUARY</b><br/> <u>Floor Hockey</u><br/> <b>Skills</b><br/>         Dribbling, Passing, Shooting, Receiving, Goaltending,<br/>         Team Play<br/> <b>Activities</b><br/>         Partner and Individual Work<br/>         Contests And Challenges<br/>         Small Sided Games And Tournament Play</p>  | <p><b>MARCH</b><br/> <u>Badminton</u><br/> <b>Skills Taught</b><br/>         Serving, Forehand, Backhand, Smash, Gameplay, Strategy<br/> <b>Activities</b><br/>         Rally with partner</p>  |



**PHYSICAL EDUCATION - Continued**

**RESOURCES:**

**ASSESSMENT AND EVALUATION:**

- Participation
- Use of strategies and tactics
- Skills tests
- Attitude and sportsmanship
- Tests and Quizzes

|   |  |   |
|---|--|---|
| <p><b>APRIL</b><br/> <u>Lacrosse</u><br/> <b>Skills Taught</b><br/>         Cradling, Passing, Catching, Running with Ball, Scooping<br/> <b>Activities</b><br/>         Practice with partner<br/>         Scoop Chase<br/>         Mini Game Play</p> | <p><b>May</b><br/> <u>Track And Field</u><br/> <b>Skills Taught</b><br/>         Track And Field Activities, Including Relays, High Jump, Long Jump, Shot Put<br/> <b>Activities</b><br/>         Station Work</p> | <p><b>June</b><br/> <u>Disc Games and Baseball</u><br/> <b>Skills Taught</b><br/>         Throwing And Catching, Batting, Team Play<br/> <b>Activities</b><br/>         Partner Work<br/>         Team And Group Challenges<br/>         Frisbee Golf<br/>         Work Up Softball And Tournament Play</p> |
|---|--|---|



## GEOGRAPHY AND HISTORY

RESOURCES - OACS Units

**ASSESSMENT AND EVALUATION:**

- Projects and reports
- Notes
- Participation/discussion
- Observation
- Tests/quizzes
- Daily work/assignments

**SEPTEMBER-OCTOBER**

***This is My Father's World (OACS)***

Students gain an appreciation and understanding of the concept of culture. We learn that culture is a product of human creativity and language, within a specific geographical environment.

- What Makes You Tick?
- Crown of Creation
- Climate
- Where in God's World with added European Maps
- Where on Earth
- God's People All Over the Earth
- Find the Place!
- God's Revelation - Our Response

***Create-a-Culture***

A study in what culture is and how God gives people creative diversity in culture

**NOVEMBER-DECEMBER**

***The Roman Empire: The Rise of Christianity (OACS)***

Connections  
 Life in the Roman Empire  
 The City of Rome  
 Geography of an Empire  
 The Beginnings of Rome  
 Research Project, Essay, and Presentation  
 Caesar Augustus  
 Archeology  
 Julius Caesar  
 Rules, Rules, Rules  
 Pax Romana  
 How did the Early Christians Live?  
 Persecution  
 Edict of Milan, 313 AD  
 Who is the Christ?  
 Council of Nicea, AD 325

**JANUARY-FEBRUARY**

***Living in the Tundra (OACS)***

Dispelling the Myths  
 North of 60  
 Climate  
 A Fascinating Environment  
 Beauty in Advertising  
 Research on the Tundra Regions  
 Arctic National Wildlife Refuge  
 Human Response to the Tundra  
 The "Hack" Inquiry  
*Culmination Celebration*



**GEOGRAPHY AND HISTORY CONTINUED**

|  |  |  |
|--|--|--|
| <p><b>MARCH-APRIL</b><br/> <i>The Middle Ages: The Establishment of Christendom</i><br/>         Rome Falls Augustine<br/>         Who's in Charge?<br/>         Charlemagne: Rise to Power &amp; Accomplishments<br/>         Who's Who in the Middle Ages<br/>         The Church: The Centre of Life<br/>         Monastic Life<br/>         Saved by the Sword<br/>         One Step Closer to Heaven<br/>         Fortress of Stone<br/>         The Medieval Mind<br/>         The Plague<br/>         Who's in Charge Now?<br/>         Medieval Town Life The 100 Years War<br/>         Early Reformers: John Wycliffe and John Hus</p> | <p><b>MAY</b><br/> <u><i>The Renaissance Redefining Christianity (OACS)</i></u><br/>         Exploring Florence<br/>         The People of Florence<br/>         The Politics of Florence<br/>         Ideas Make a Difference<br/>         Renaissance Art/Music/Sculpture - Art class<br/>         Changes in Science<br/>         The Renaissance Man<br/>         The Legacy<br/>         Renaissance Fair</p> | <p><b>JUNE</b><br/> <i>People in the Coniferous Forest Biome(OACS)</i><br/>         Let's Go Camping<br/>         Putting Ourselves on a Map<br/>         Will it Be Hot or Cold?<br/>         Let's Make a Climo-graph<br/>         Isn't God Wise!<br/>         Living Together<br/>         How Do You Cut a Tree?<br/>         Replenishing the Earth<br/>         What's Under the Trees?<br/>         You Discovered What?<br/>         Difficult Decisions<br/>         Back Then We Didn't Know<br/>         Ideal for Recreation Ontario: More to Discover<br/>         Rest in the Lord<br/>         Wreck Creation or Recreation?<br/>         What Would You Do?<br/>         Can We Find a Way to Share it?</p> |
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**SCIENCE AND HEALTH**

RESOURCES - OACS Units, CSI Healthy Living 6

**ASSESSMENT AND EVALUATION:**

- Projects and lab reports
- Notes
- Participation/discussion
- Observation
- Tests/quizzes
- Daily work/assignments

**SEPTEMBER-NOVEMBER**

**Chemical Combinations (OACS)**

Physical and Chemical Changes  
 Building Blocks of Matter  
 Physical and Chemical Properties of Matter  
 Combustion  
 Acids, Bases, and pH  
 pH Indicators  
 Practical Uses of Chemicals  
 Chemistry: Blessing or Curse?  
 Chemical Garbage: What do we do now?  
 Student Presentations  
 Wrap It Up

**DECEMBER - FEBRUARY**

**Science Fair Preparations**

**The Amazing Atmosphere (OACS)**

The Skies Proclaim the Work of His Hands  
 Architecture of the Atmosphere  
 Cycles of the Atmos: Water, Carbon, and Nitrogen  
 Measuring the Atmosphere  
 History of Atmospheric Discovery  
 Tests and Reports  
 The Atmosphere: Our Protector  
 Ozone: It's No Zone It's a Gas  
 The Pollutants  
 Air Pollutions Reports  
 Stewardship Issues

**MARCH**

**Science Fair Projects**

**CSI Healthy Living - Health Inside and Out**  
 Drugs and the Body

**APRIL-JUNE**

**CSI Healthy Living - Health Inside and Out**

Drugs and the Body Completed

**Cells: The Wonder of Life (OACS)**

Characteristics of Living Things  
 Getting Acquainted With the Microscope  
 Parts of a Cell  
 Preparing Slides

**APRIL-JUNE CONTINUED**

Cell Membranes - Gatekeepers of the Cell  
 Applications of Diffusion and Osmosis  
 Unicellular Organisms  
 Plant Structure: Root, Stem, and Leaf  
 Adaptations

