

Grade 8 Course Outlines

2015-
2016

The course outlines are intended to provide you a brief overview of the curriculum and types of assessment your son/daughter will be doing this academic year. We encourage parents/guardians to keep up to date on PowerSchool and contact the teacher at any time if you have questions.

Halifax Central
Junior High

Mrs. Vaughan - Grade 8 Mathematics

Welcome to a new year in math! In this course, we will continue to focus on problem-solving processes and how to apply what we know in new situations as we solidify our skills basis and expand our understanding.

Extra-Help & Homework Support

I am available to provide extra help Monday through Friday either before school (8:00 - 8:30), lunchtime (12:15 - 1:00), or after school (3:30 - 4:15). Should you, or your child, feel the need for additional math home practice material, above and beyond what is assigned, please let me know and I will be happy to provide some appropriate exercises.

Homework Expectations

Math homework will be assigned on a regular basis. Sometimes it will take the form of specific practice exercises (either from the textbook or from a worksheet), other times it will be to prepare for an assessment (a test or a quiz), and other times it will be to work on assessments (POW, assignments or projects). Homework will be posted on Mrs. Vaughan's Moodle site as it is assigned.

GRADE 8 CURRICULUM PLAN 2015-16

SEPTEMBER -	NO1 - SQUARE ROOTS & PERFECT SQUARES NO2 - ESTIMATING SQUARE ROOTS
OCTOBER -	MO1 - DEVELOP AND APPLY THE PYTHAGOREAN THEOREM NO7 - INTEGERS (ALL OPERATIONS)
NOVEMBER -	NO6 - MULTIPLY AND DIVIDE POSITIVE FRACTIONS AND MIXED NUMBERS
DECEMBER -	MO2 - DRAW NETS FOR 3-D OBJECTS MO3 - DETERMINE SURFACE AREA OF 3-D OBJECTS
JANUARY -	MO4 - DETERMINE VOLUME OF 3-D OBJECTS NO3 - SOLVE PERCENTAGE PROBLEMS
FEBRUARY -	NO4 - SOLVE RATIO AND RATE PROBLEMS NO5 - SOLVE PROBLEMS THAT INVOLVE RATES, RATIOS, AND PROPORTIONAL REASONING
MARCH -	PRO1 - GRAPH AND ANALYZE 2-VARIABLE LINEAR EQUATIONS PRO2 - SOLVE ALGEBRAIC ONE & TWO STEP PROBLEMS
APRIL -	SPO1 - ANALYZE DIFFERENTED DATA DISPLAYS SPO2 - SOLVE PROBLEMS INVOLVING THE PROBABILITY OF INDEPENDENT EVENTS
MAY/JUNE -	G01 - DRAW AND INTERPRET TOP, FRONT, AND SIDE VIEWS OF 3-D OBJECTS G02 - DEVELOP AND UNDERSTANDING OF THE CONGRUENCE OF POLYGONS UNDER A TRANSFORMATION

STRATEGIES AND TOOLS USED FOR ASSESSMENT AND EVALUATION

- Work Samples - daily assignments
- Observation/Anecdotal Records/Checklists - methods that support continuous gathering of information
- Conferencing - discussions between student/teacher/support staff regarding student challenges
- Daily Classroom assignments - daily assignments completed in class
- Reports/Projects/Presentations - assignments are to be completed within a specific period of time
- Tests/quizzes - time limited responses to questions on a specific topic or concept
- Unit Assessments - summative assessments designed to provide a snapshot of student learning

Ms. Keefe Grade 8 English Language Arts Course Outline



Welcome to English Language Arts!

Curriculum

In Language Arts students learn to communicate in many ways. Students will receive a percentage grade and comment for each of the following three strands:

- ❖ Speaking & Listening
- ❖ Reading & Viewing
- ❖ Writing & Other Ways of Representing

I begin or end most classes with silent reading. We will visit the school library on Tuesday each week to explore a variety of literature this year. Students will keep a Reading Log to track their progress and focus on developing and deepening their comprehension. Ms. Finch, our librarian, and I will work with students to make recommendations and encourage students to make good choices. If you could please support students by reminding them to bring their book to school regularly and encourage them to read at home at least two hours a week, that would be helpful.

The Grade 8 English curriculum will be presented with a focus on thematic units. Possible themes include: autobiography, biography, persuasive writing, poetry, short stories, novel studies and media literacy. Writer's and reader's workshop will be embedded in these themes.

Homework, outlines and rubrics will be posted on my website: <http://jenniferkeefe.weebly.com/>
The easiest way to access my website is through the main Halifax Central Junior High School site. Students will be given an outline and rubric for each major assignment. Class time will be given to work on assignments, but students will be expected to complete the work at home.

I will post competitions that relate to Language Arts on my website. Usually these competitions extend beyond the course expectations, but I can support students throughout the development of their ideas and editing process. These competitions are meant to extend and challenge students' learning.

Extra help is available most days after school or during the lunch hour. Students are welcome to set up specific times.

Assessment and Evaluation

Assessment is ongoing and it will reflect students' progress on grade 8 specific Language Arts outcomes (these are posted on my website and attached to all rubrics). Assessment will be conducted in a variety of ways that include: peer and self assessments, rubrics, projects, homework, assignments, presentations, reading logs, quizzes, tests etc. I will track what students hand in on Power School and I will try my best to post students' results in a timely manner. On Power School, the assignments that fall into each of the strands are colour-coded. At the end of term, these marks will be separated so that three separate percentage grades are provided.

If you have any questions or concerns, please do not hesitate to contact me. Thank you and I look forward to an excellent year! ☺

Ms. J. Keefe (Dobson) jkeefe@hrsb.ns.ca

Ann Jessome
Grade 8 Science
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<http://staff.ednet.ns.ca/ajessome>
902.421.6777 x 5301218

Science 801

Description

The Science curriculum and expectations will be a helpful platform for you as you progress through junior high school. The work you put into these classes will provide you with strategies and opportunities to engage and explore concepts even after you leave Halifax Central. As you complete this class we will work together to:

- Increase your knowledge of the course content.
- Increase your enjoyment of the subject matter.
- Have a variety of types of work (projects, assignments, hands on activities, in-class responses, etc...) that will stimulate your interest.
- Provide you with situations, examples, careers, and mentors that offer real world applications of this knowledge.
-

Assessment and Evaluation:

Assessment and evaluation is done through observation, communication and the products produced by the students; all of these determine student success in meeting the outcomes. Part of the assessment in science will involve the ability to critically analyze and respond to lessons and ideas presented in class. Students will also be assessed and evaluated through a variety of ways, including, but not limited to, assignments, tests, quizzes, debates, research projects, presentations, lab work, group work, skill testing, activity sheets, interpretation and reflection on science readings, making connections between concepts and participating in science activities and more.

Projects- Major works that demonstrate an accumulation of understanding.

Labs- Experimentation given set conditions and materials. Developing your own questions and designing experiments to test them.

Reflections- Written work using the vocabulary and language of science about relevant topics, science articles, and new related technologies.

Verbal contributions- Your ability to ask questions and inquire about subject matter, provide opinions and hypotheses on given topics, and demonstrate understanding of subject matter.

Tests and Quizzes- Demonstrations of understanding of subject matter. You will need to be able to understand the topics (rather than memorize) in order to apply your growing knowledge

Units

Fluids: Forces in Fluids; Density: Floating and Sinking; Viscosity of Liquids.

Cells, Tissues, Organs and Systems: Cells; Relationship among Cells Tissues Organs and Systems, Body Systems.

Optics: Properties of Light, Reflection and Refraction, Electromagnetic Radiation.

Water Systems on Earth: Waves Tides and Shorelines; Oceans: Systems, Distribution, Species; Glaciers and Polar Icecaps.

Extra Help Extra help sessions are scheduled for Monday, Wednesday, and Friday before school or after school. These are the days I teach here at Central. If you require help at lunch time please let me know ahead of time so I will be in the classroom.

Homework

It is expected that homework is completed and passed in by the required assigned time. It is important for learning; answers will be reviewed in the class after the work is due. If there is extra help needed to complete the work I encourage students to come prior to the time when the work is due, in the morning before school for example.

If you miss class

You have to get caught up. You are responsible to see me right away when you return to school, but please come outside of class time. Asking me during your next class is not the time to catch up; it's time for new work. I am very willing to help a student catch up on missed work; please see the extra help times above. I will give you any handouts and homework—they should also be on my website. You will probably need to copy any notes from another student. Ask the class manager for copies of notes first (the person who carries the traveling register). If you need to come and do a lab, or require specific help, make arrangements with me.

If you miss a quiz or test and don't write it as soon as you return to school, you could get no grade for that evaluation. So don't let it go.

The responsibility for catching up is yours...you must catch up or you may miss outcomes and may lose evaluation for those outcomes on the term.

Materials required for courses:

Students must come to every class prepared to work...with calculators, pens, pencils, and binders with notes and extra loose leaf, reinforcements and textbooks. All materials must be brought every day. Special materials will be announced if required, sometimes we need some things like jars to use for labs.

Mr. Bryan Mrezar
Grade 8 Science
bmrezar@hrrsb.ca www.mrezar.ca
902.421.6777 x 5301218

Science 802

The Science curriculum and expectations will be a helpful platform for you as you progress through junior high school. The work you put into these classes will provide you with strategies and opportunities to engage and explore concepts even after you leave Halifax Central. As you complete this class we will work together to:

- Increase your knowledge of the course content.
- Increase your enjoyment of the subject matter.
- Have a variety of types of work (projects, assignments, hands on activities, in-class responses, etc...) that will stimulate your interest.
- Provide you with situations, examples, careers, and mentors that offer real world applications of this knowledge.

Evaluation

Projects- Major works that demonstrate an accumulation of understanding. This includes information posters, research projects, presentations, etc...

Labs- Experimentation given set conditions and materials. Developing your own questions and designing experiments to test them.

Reflections- Written work using the vocabulary and language of science about relevant topics, science articles, and new related technologies.

Verbal contributions- Your ability to ask questions and inquire about subject matter, provide opinions and hypotheses on given topics, and demonstrate understanding of subject matter.

Tests and Quizzes- Demonstrations of understanding of subject matter. You will need to be able to understand the topics (rather than memorize) in order to apply your growing knowledge. Questions will include applications of what you know.

Units

Fluids: Forces in Fluids, Density: Floating and Sinking, Viscosity of Liquids.

Cells, Tissues, Organs and Systems: Cells, Cell Theory, Relationship among Cells Tissues Organs and Systems, Body Systems.

Optics: Properties of Light, Reflection and Refraction, Electromagnetic Radiation.

Water Systems on Earth: Waves, Tides and Shorelines, Oceans: Systems and Distribution, Species, Glaciers and Polar Icecaps.

Extra Help

Extra help sessions are scheduled for Thursdays at lunch. Please notify me in advance if you require a different day or time, as I am happy to be available for you.

Grade 8 Course Outline - Healthy Living

Healthy Living Grade 8

Halifax Central Junior High

2015 - 2016

Teacher: Mrs. P. Hunson

E-mail: PHunson@hrrsb.ns.ca

Website: <http://teacherweb.com/NS/HalifaxCentralJuniorHigh/PatHunson/apt1.aspx>

(Can be accessed from the staff directory for Halifax Central Junior High)

School Telephone: 421-6777

Program Components

The grade 8 program is aimed at encouraging students to live a healthy lifestyle through the critical examination of issues and topics that are important to them. Some of the topics that may be explored include: personal health practices and values, healthy relationships, effective communication skills, options related to unintended pregnancy, birth control, signs of pregnancy and prenatal care, major depressive disorders and ADD, sexually transmitted diseases, HIV/AIDS, sexual assault, sexual orientation, benefits and risks of online technology, body image, and the impacts of substance use and gambling.

Assessment

Students participation is valued and encouraged. Throughout the course students will be given the opportunity to share their knowledge, opinions, feelings, attitudes, beliefs and values in a safe and respectful classroom environment. They will engage in group activities and discussions and they will contribute individually with assignments, projects, personal reflections, quizzes and oral presentations. The assessment tools are designed to demonstrate the achievement of specific learning outcomes. These tools may be evaluated by a number code that indicates the degree to which a student has successfully demonstrated the learning outcomes based upon the assessment information collected. Refer to Power School, an online system of reporting that will provide a regular update of academic progress. A **summary** evaluation based on all assessments made during the term is indicated with a **numerical grade** on the official report card. An interpretation of the **term mark** is as follows:

90-100% - excellent

80-89% - very good

70-79% - good

60-69% - satisfactory

50-59% - limited

less than 50% - has not met the minimum requirements

Course Supplies

3-ring binder, loose leaf, pen/pencil, student agenda*

*Students will participate in Healthy Living classes for two 60 minute classes each week. **Students must bring their binder, pen/pencil and student agenda to every class to record important information.**

Extra Help

Extra help will always be given upon request at the arranged time when both the teacher and student are available. This may be in the morning before school begins or in the afternoon when classes end.

Student Expectations

- ii You are expected to arrive to class on time with the necessary supplies. You must bring a pen/pencil, 3-ring binder with loose leaf and a student agenda to every class.
- ii It is your responsibility to keep your binder up-to-date. If you are absent from class, make arrangements to borrow a classmate's binder to copy any written notes. The day you return to school, ask the teacher for the handouts and assignments you missed. You will be required to pass in any assignments on the due date unless special arrangements

have been made with the teacher.

- ü Your 3-ring binder is to be used to hold all the handouts, assignments, written notes and journal entries for each lesson. Organize your binder according to the guidelines as outlined in the section "Notebook Maintenance Requirements".

Notebook Maintenance Requirements

1. On the outside cover of the 3-ring binder, the following information must appear: *name*, *class* and *subject*.
2. All handouts, assignments and written notes for each lesson must be kept together as a lesson and in order.
3. Enter the date in the top right-hand corner of each page. That includes all the handouts and written notes. Be sure to enter your name, class and date on all assignments to be passed in for evaluation.
4. Use a *blue* or *black* ink pen (pencil is acceptable as well) to write notes or assignments. Do *not* write with a red, green or any other color ink pen.
5. If you misspell a word or phrase, do *not* scribble to conceal error or try to erase. Place one line through the word or phrase and bracket.
6. Reinforce torn pages with tape or paper reinforcements.
7. Do *not* doodle on handouts, assignments, written notes or on the binder cover.

Communication

Students and parents should feel free to contact me about progress or concerns. Students always know where to find me but parents and students alike should feel free to contact me by e-mail or by school telephone. Students and parents are encouraged to go to my website for course information such as homework and copies of handouts, assignments, rubrics and other important information.

GRADE 8 CORE FRENCH

Mr. Aaron Zinck

Phone: 902 421-6777 Ext: 5301214

E-mail: azinck@hrsbc.ca

The Core French Curriculum for grade eight is divided into four sections. Students will participate in a wide variety of activities (games, surveys, songs, projects, large group discussions/ modeling, simple reading/writing activities, etc.). The majority of this evaluation will be determined through oral and interactive activities done in class. A small portion of the final mark will be based on written production and reading. Students will be given multiple opportunities to show their learning in meeting the Core French outcomes. They will be assessed in the following areas:

Communication: Students will be able to function and interact in a classroom where French is the language spoken. They will learn by experiencing situations that relate to their needs and interests.

Culture: Students will learn about local French customs and traditions and how they relate to our national francophone culture. This will be done by examining Acadian, Quebec and French cultures from around the world.

General Language Formation: Students will learn various strategies to facilitate their communication in French.

Language: Students will be able to understand and use the vocabulary, expressions and structures relating to their needs in the classroom and authentic situations.

In order to meet the Core French outcomes students will focus on several general themes and will be introduced to various strategies and skills throughout the units. The following list indicates which units will be studied during the year. Units may change depending on interest levels and unforeseen situations.

- Des passé-temps
- Ma famille/communauté
- Des inventions
- Des voyages
- Le monde francophone
- L'Acadie et Québec
- Des sports
- Des vêtements

Assessment and Evaluation

Assessment activities will be designed for students to demonstrate what they have learned and to communicate their understanding of the Grade 8 Core French outcomes designed by the Nova Scotia Department of Education. Assessments will be varied and will include but not limited to:

- Oral and written work
- Teacher observations
- Rubrics
- Class participation

All summative assessments will be outcome based using the four point rubric. As the majority of this class is to improve and obtain a French basis, a large portion of the evaluation and assessments will be conducted orally.

Extra-Help

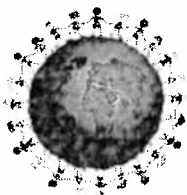
Extra-help is available upon request. I will be at the school Tuesdays and Thursdays for the entire day and Friday afternoons. Students should see me whenever necessary to schedule a time for support; however, I will be in my room for assistance or questions every Tuesday during the first half of lunch.

To access the Core French curriculum outcomes, refer to the Nova Scotia Department of Education website at www.ednet.ns.ca under "Document Depot". From there go to "Curriculum & Textbooks", followed by "Learning Outcomes Framework".

Student Success:

- It is essential students come to class prepared all year. It is not unusual for students to run out of pencils or have binders with broken rings during the course of the year. Please be prepared!
- Students are responsible to check-in with me upon missing a class; especially after an extended absence.
- Sometimes the more I know about a student the better I am able to help them. We all have bad days - if something is going on in your child's life that may affect their learning, please let me know.
- As this is a French classroom the running of daily activities will be conducted in French. Students are strongly encouraged to maintain the French environment by speaking French. This will ensure that you are making the most of your time to learn the language.

WELCOME TO GRADE 8 SOCIAL STUDIES



COURSE DESCRIPTION:

We are in for a terrific year in Social Studies! We will learn about economic, political, cultural, and societal events spanning from the 1920's to the 1980's and in particular how these events have impacted Canadian identity. We will be learning through readings, discussion, debate, activities, movies, art, song and more. The course is divided into 5 units of study:

- Expressions of Canadian Identity
- Geographic Influences on Identity
- Decades of Change
- Citizenship and Identity
- An Evolving Identity

ASSESSMENT AND EVALUATION:

Both informal and formal assessments will be used to provide students with the opportunity to demonstrate that they have met the outcomes for this course. These assessments will include assignments, group work and presentations, in-class work, reflections, quizzes and tests and major projects. Summative grades for report cards will be determined using a combination of these assessments throughout each term. Rubrics, outlines and due dates for assessments will be available on my website:

<http://mledger.weebly.com/>

Students will be marked according to the following scale:

In-Depth (4) – Student shows an in-depth understanding of the outcome assessed

Competent (3) – Student demonstrates achievement of the outcome assessed

Developing (2) – Student demonstrates some understanding of the outcome but requires more development to meet grade level expectations

Limited (1) – Student has not demonstrated achievement of the outcome

HOMEWORK AND MATERIALS

Students are asked to bring their binder (with paper), textbook, and a pencil to each class. If students chronically forget these items I will get in touch with home via email so that we can support them together in organization. Similarly, I will let you know if students are having difficulty completing their homework and bringing it to class. Generally, I send these emails out at the end of the month to keep parents informed on a regular basis. If major assignments are late I will let you know ASAP so that we can make plans together to get the work completed and passed in.

If you have any questions or concerns please contact me at mledger@hrsb.ca

Best,

Mary Ledger

Grade 8 Course Outline - Family Studies

Foods and Nutrition Grade 8

Halifax Central Junior High

2015-2016

Teacher: Mrs. P. Hunson

E-mail: PHunson@hrsb.ns.ca

Website : <http://teacherweb.com/NS/HalifaxCentralJuniorHigh/PatHunson/apt1.aspx>

(Can be accessed from the staff directory for Halifax Central Junior High)

School Telephone: 421-6777

Program Components

The grade 8 students will be participating in a foods and nutrition program during the 2015-2016 school year. The program is divided into *five* modules with general and specific curriculum outcomes assigned to each module. The following is a list of the modules and the general curriculum outcome assigned to each module. The number of specific outcomes covered this term will depend on the time available in the schedule.

Module 1: Food Preparation Basics

GCO: Students will develop skills in food safety, preparation and handling while working in food lab groups.

Module 2: Food for Healthy Living

GCO: Students will develop an understanding of the relationship between nutrient intake and health.

Module 3: The Food Consumer

GCO: Students will be able to implement responsible food resource management practices.

Module 4: Power of Food

GCO: Students will be expected to develop an understanding of the psychology of food.

Module 5: Nova Scotia Food Products and Related Industry

GCO: Students will identify locally produced food products and their importance to the local/global economy.

Assessment and Evaluation

Throughout the term a variety of assessment tools will be used to gather information about student achievement to develop a valid and reliable picture of what a student knows and is able to do. The assessment tools may include the following but are not limited to:

- Written analysis
- Reflections
- Performance demonstrations
- Oral presentations
- Observations

The assessment tools are designed to demonstrate the achievement of specific learning outcomes. These tools may be evaluated by a number code that indicates the degree to which a student has successfully demonstrated the learning outcomes based upon the assessment information collected. Refer to Power School, an online system of reporting that will provide a regular update of academic progress. A *summary* evaluation based on all assessments made during the term is indicated with a *numerical grade* on the official report card. An interpretation of the *term mark* is as follows:

90-100% - excellent

80-89% - very good

70-79%- good

60-69% - satisfactory

50-59% - limited

less than 50% - has not met the minimum requirements

Course Supplies:

3-ring binder, loose leaf, pen/pencil, student agenda

* **802** students will participate in Foods and Nutrition for one 60 minute class every Wednesday and one 90 minute class every Friday during semester 1 (semester 1 begins September 3, 2015 and ends January 31, 2016). **801** students will participate in Foods and Nutrition for one 90 minute class every Friday during semester 2 (semester 2 begins February 1, 2016 and finishes the end of June). The **band group** which is made up of students in 801 and 802 will participate in Foods and Nutrition for one 60 minute class every Wednesday during semester 2. **Students must bring their binder, pen/pencil and student agenda to every class to record important information.**

Extra Help

Extra help will always be given upon request at the arranged time when both the teacher and student are available. This may be in the morning before school begins or in the afternoon when classes end.

Student Expectations

- ü You are expected to arrive to class on time with the necessary supplies. You must bring a pen/pencil, 3-ring binder with loose leaf and a student agenda to every class.
- ü It is your responsibility to keep your binder up-to-date. If you are absent from class, make arrangements to borrow a classmate's binder to copy any written notes. The day you return to school, ask the teacher for the handouts and assignments you missed. You will be required to pass in any assignments on the due date unless special arrangements have been made with the teacher.
- ü Your 3-ring binder is to be used to hold all the handouts, assignments, written notes and journal entries for each lesson. Organize your binder according to the guidelines as outlined in the section "Notebook Maintenance Requirements".

Notebook Maintenance Requirements

1. On the outside cover of the 3-ring binder, the following information must appear: **name**, **class** and **subject**.
2. All handouts, assignments and written notes for each lesson must be kept together as a lesson and in order.
3. Enter the date in the top right-hand corner of each page. That includes all the handouts and written notes. Be sure to enter your name, class and date on all assignments to be passed in for evaluation.
4. Use a **blue** or **black** ink pen to write notes or assignments. Do **not** write with a red, green or any other color ink pen.
5. If you misspell a word or phrase, do **not** scribble to conceal error or try to erase. Place one line through the word or phrase and bracket.
6. Reinforce torn pages with tape or paper reinforcements.
7. Do **not** doodle on handouts, assignments, written notes or on the binder cover.

Communication

Students and parents should feel free to contact me about progress or concerns. Students always know where to find me but parents and students alike should feel free to contact me by e-mail or by school telephone. Students and parents are encouraged to go to my website for course information. For copies of handouts, assignments/rubrics and other important information just click on "**Grade 8 Family Studies Calendar**." For homework information click on "**Grade 8 Homework**".

BIENVENUE A LA CLASSE DE FRANCAIS



We are in for a terrific year! In Grade 8 Core French students will continue to develop strategies that will help them communicate and function successfully in a French setting. We will be learning through reading, writing, discussion, debate, activities, movies, art, song and more.

In this class students will be assessed on their understanding of curriculum outcomes in a variety of formats such as:

- Independent and group work
- Observation and conversation
- Self-evaluation
- Projects and presentations
- Quizzes and Test
- Oral participation

Students will be marked according to the following scale:

In-Depth (4) – Student shows an in-depth understanding of the outcome assessed

Competent (3) – Student demonstrates achievement of the outcome assessed

Developing (2) – Student demonstrates some understanding of the outcome but requires more development to meet grade level expectations

Limited (1) – Student has not demonstrated achievement of the outcome

For this class, students will need to a duotang in which to keep their French work. The majority of the work we do will be completed in class. However, knowing that each person works at their own pace, students may at times be required to complete work at home. Students and parents can always refer to my website which has homework, rubrics and other important information. My website is:

<http://mledger.weebly.com/>

Please feel free to email me at any time if you have questions or concerns at mledger@hrsb.ca

Best,

Ms. Ledger

Visual Arts Course Outline



In this course, students will be making art using a variety of media and subject matter. They will learn to recognize and utilize the elements and principles of art and design. They will study the work of particular time periods and cultures, as well as many of the images we encounter today.

They will be evaluated on:

Sketchbook Work - smaller assignments, writing reflections and sketchbook drawings.

Studio Work - larger artwork assigned and worked on in class.

Evaluation will be based on:

- skill and appropriate use of materials, as taught in class.
- fulfilling the objectives, as outlined in project rubrics.
- ideas and creativity shown in their work.
- their commitment to finishing each piece, based on time and effort made in class.

Students will be marked according to the following scale:

In-Depth (4) – Student shows an in-depth understanding of the outcome assessed

Competent (3) – Student demonstrates achievement of the outcome assessed

Developing (2) – Student demonstrates some understanding of the outcome but requires more development to meet grade level expectations

Limited (1) – Student has not demonstrated achievement of the outcome

Outlines, rubrics and due dates are available on my website: <http://mledger.weebly.com/>

Note: If students are absent and miss a class, it is essential that they make up the class immediately upon their return during extra help or by taking the work home with them to complete (if possible). Students should see me ASAP upon their return to make plans on how to be caught up for next class.

If you have any questions or concerns, please feel free to email me at mledger@hrsb.ca

Looking forward to a great year,

Mary Ledger

Technology Education 7/8/9 Course Outline 2015-16

Mr. Legate

Email: JLegate@hrrsb.ca Web: mrlegate.weebly.com Twitter: [@mrlegate](https://twitter.com/mrlegate)

General Goal:

Students will explore and connect with technology in the context of everyday life and possible career and recreational pursuits. They will be able to see how technology influences their lives. They will learn how to problem solve through the design process (, build, test, evaluate and communicate) and create solutions to presented problems. These skills will be developed through hands-on activities (design challenges), class discussions computer based and written assignments.

Modules include:

Communications Technology (Computers/Photography), Inventions and Innovations, Energy Engineering, and Production Technology

Technology Education General Curriculum Outcomes

By the end of Grade 9, students will be expected to:

GCO 1: design, develop, evaluate, and articulate technological solutions

GCO 2: operate and manage technological systems

GCO 3: demonstrate an understanding of the history and evolution of technology, and of its social and cultural implications

GCO 4: demonstrate an understanding of the consequences of their technological choices

GCO 5: demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work

Classroom:

The majority of class time will be spent working on projects. Students will also complete assignments outside of class time where they will reflect on learning and skills acquired, as well as research additional topics. Attendance, completion of assignments, participation and a positive attitude are keys to success in this course.

The following two sets of rules have been set to create a safe environment for everyone.

General Classroom Rules:

1. Be responsible for you. This includes: what you say, what you do and how you do it.
2. Be on time and prepared with all of your supplies when you come to class.

3. Respect: Yourself, Others, and your Environment (materials, location, equipment)

Lab-specific Rules:

1. **No horseplay in the lab at any time.** This includes: yelling, running, throwing objects, pushing, or playing with the tools/lab supplies.
2. No open-toed shoes when using the equipment.
3. Only use the machines with the teacher's permission and supervision.
4. Always wear safety glasses when using machines.
5. When using the machines, remove all loose jewellery and tuck in loose clothing. As well, long hair must be tied back.
6. When you have finished using a tool, please put it away. If you do not know where a tool belongs, please ask your teacher. You are responsible for leaving the Tech Ed lab as clean and tidy as it was when you entered.
7. Treat all tools and lab equipment with respect.

Halifax Central Junior High School
Physical Education
2015-2016

Mrs. K. Gillis

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Physical Education provides students with the opportunity to participate in a wide variety of active living, leisure and skill development activities. In offering these activities in a safe, non-threatening and inclusive environment, students are expected to achieve the curriculum outcomes and learn the importance of being active and healthy.

Topics Covered:

- Active for Life (ex: goal-setting, minimizing risk)
- Skill and Movement Concepts (ex: skill competency, appropriate decision-making)
- Life Skills (ex: personal and social responsibilities, fair play)

Expectations:

- Be **prepared**: arrive on time and in proper gym gear/clothing

Students are expected to change out of regular school clothes and into PE clothing (sneakers, shorts, sweat pants, track pants, t-shirt, etc). This allows freedom of movement and ensures proper personal hygiene

- Be **positive**: have a positive attitude, respect yourself and others
- Be willing to **participate**: help with set up of equipment and take part in warm-ups and daily activities to the best of your ability

Assessment:

- Students will be evaluated according to the outcomes for their grade level through observations, tracking sheets, group presentations, daily participation and self-assessments.

Failure to participate regularly may prevent students from achieving the outcomes

- Students will be expected to show progress in their own athletic skill level, demonstrate positive leadership skills, and show an understanding of what is needed to be a team player and a good sport.

Report Card Descriptors for Grade 7, 8 and 9

90-100% - Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

80-89% - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

70-79% - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

60-69% - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

50-59% - Demonstrates *limited* understanding and application of concepts and skills in relation to the learning outcomes.

Below 50% - Has not met minimum requirements of the course

Grading Scheme

Assessments will be evaluated using a four point rubric based on this standard rubric:

Level 4: In-depth knowledge and understanding of content and concepts.
Able to extend the application of related skills to a variety of contexts.

Level 3: Competent knowledge and understanding of content and concepts.
Appropriate application of the related skills.

Level 2: Developing knowledge and understanding of content and concepts.
Developing in the application of the related skills.

Level 1: Limited knowledge and understanding of content and concepts.
Limited application of related skills.

Halifax Central Junior High

Course Outline - Grade 8 Band Instruments 2015/2016

General Curriculum Outcomes

Weekly modules in band will cover a variety of outcomes from the General Curriculum Outcomes outlined here. Students will be evaluated on their performance of these outcomes as they correspond to our weekly assignments.

- 1: Students will be expected to explore, challenge, develop and express ideas using the skills, language, techniques, and processes of the arts.
- 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- 3: Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.
- 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expressions.
- 5: Students will be expected to examine the relationship among the arts, societies, and environments.
- 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.

Report Card Grading Language for Grades 7- 9 Band

At the end of each term students report cards will include a mark and descriptive language as shown below.

- 90-100%**- Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.
- 80-89%** - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.
- 70-79%** - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.
- 60-69%** - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.
- 50-59%** - Demonstrates *limited* understanding and application of concepts and skills in relation to the learning outcomes.
- Below 50%** - Has not met the minimum requirements of the course.
- INS** – Insufficient evidence to determine a grade
- IP** – In progress until all components of the course are completed.

Assessment Methods in Band

The assessment methods used in band will include tests, quizzes, performances, rubrics, field trips, self assessments, rehearsal critiques and practice logs. All assignments are to be handed in on time. Students are required to practice their instrument at home on a regular basis. Students will be graded on their work on a four point system and the accumulated grades will receive points to make the end of term mark a percentage out of 100.

Term I - Weekly Modules

#1) Music Theory - Rhythm Studies and Performance Assignment #1
#2) Music Theory - Tempo/ Definitions and Rhythm Assignment #1
#3) Music Theory - Dotted Notes
#4) Music Theory - Sixteenth Notes
#5) Theory review – Completed all assignments due
#6) Theory Review/Study
#7) Music Theory Quiz
#8) Rhythm/Scale Study Assignment
#9) Rhythm Assessment
#10) Performance Assignment Review
#11) Performance Assessment

Term II – Weekly Modules

#1) Scale Study #1 Performance Assignment #2
#2) Rhythm Assignment #2
#3) Order of Flats and Sharps/Key Signatures
#4) Variety Show Prep
#5) Variety Show
#6) Visiting Artist in Rhythm Studies
#7) Musical Definitions Study
#8) Theory Review/Study
#9) Theory Quiz
#10) Rhythm/Scale Study Assignment
#11) Rhythm Review
#12) Rhythm Assessment
#13) Visiting Artist in Rhythm Studies
#14) Class critique on Rhythm Study Work
#15) Review Performance Assessment
#16) Performance Assessment
#17) Make up class for all assignments and sight-reading.

Term III – Weekly Modules

#1) Theory Ledger Line Worksheet
#2) Theory Ledger Line Worksheet 2
#3) Enharmonic Notes Worksheet
#4) Whole-Tones Semi-Tones /Definitions
#5) Sharps and Flats Worksheet
#6) Theory Review
#7) Theory Quiz
#8) Rhythm/Scale Study Assignment
#9) Rhythm Assessment
#10) Performance Assessment
#11) Variety Show Prep
#12) Variety Show