

History

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: **Creating Canada, 1850–1890**
- Strand B: **Canada, 1890–1914, A Changing Society**

Students will explore how social, political, economic and legal changes in Canada between the time period of 1850–1914 affected different groups in Canada, and will compare these experiences and challenges with those of present-day Canadians. Students will learn that many of the rights and freedoms that we have in Canada today are the result of actions taken by people in this era.

Geography

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: **Global Settlement: Patterns and Sustainability**
- Strand B: **Global Inequalities: Economic Development and Quality of Life**

Students will have an opportunity to explore the relationship between Earth's physical features and processes and human settlement patterns around the world. They will focus on where people live and why they live there. Students will further study factors that affect economic development and quality of life on a global scale.

Physical Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into two strands, or areas of learning: **Active Living** and **Movement Competence: Skills, Concepts, and Strategies**.

Health Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into three strands, or areas of learning: **Understanding Health Concepts, Making Healthy Choices, and Making Connections for Healthy Living**

The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – **dance, drama, music, and visual arts** – play a valuable role in helping students to achieve their potential as learners, make connections with other subjects and the world around them.



Contact Information

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Mission Statement: Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

Vision Statement: Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

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CURRICULUM OVERVIEW: GRADE 8



Religious Education

York Catholic District School Board uses the Canadian *We Are Strong Together* series. The focus of the Grade 8 program, **Stand By Me**, assists young believers in nurturing their faith relationship with God through Christ in a Spirit filled community. This program encourages students to reflect on the underlying beliefs of the Apostles' Creed while applying these beliefs in their daily lives.

Family Life

Fully Alive is a Family Life Education program developed for Ontario Catholic schools. This program is organized into five themes: **Created and Loved by God, Living in Relationship, Created Sexual, Growing in Commitment, and Living in the World.**

Language Arts

The curriculum organizes the knowledge and skills that students need to become literate into the following four strands:

- **Oral Communication**
 - listen in order to understand and respond appropriately (e.g., *Why might different audiences interpret the same oral text in different ways?*)
 - use speaking skills and strategies appropriately (e.g., use cause-and-effect in a report on the rise of a political movement)
 - reflect on and identify their strengths and next steps as listeners and speakers (e.g., *Can you identify the most effective elements in your oral presentation?*)
- **Reading**
 - read and demonstrate an understanding of a variety of texts (e.g., memoirs, essays, science fiction, spreadsheets, online source) using a range of strategies to make meaning (e.g., *How does the author's approach differ from the approach in other articles you have read?*)
 - recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (e.g., irony, analogy)
 - use knowledge of words and cueing system to read fluently (e.g., similarities between words with known spelling patterns and unknown words)
 - reflect on and identify their strengths and next steps as readers (e.g., *What strategies do you use confidently and effectively?*)
- **Writing**
 - generate, gather, and organize ideas and information to write for an intended purpose and audience (e.g., personal memoir about a school experience)
 - draft and revise their writing (e.g., a report comparing the economies of two nations)

- use editing, proofreading, and publishing skills and strategies (e.g., use a spreadsheet to display detailed specific information)
- reflect on and identify their strengths and next steps as writers (e.g., *How can reading texts from different cultures improve your writing?*)

- **Media Literacy**

- demonstrate an understanding of a variety of media texts (e.g., commercial, sports broadcast)
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning (e.g., website conventions and techniques)
- create a variety of media texts (e.g., public service announcement on a current issue)
- reflect on and identify their strengths and next steps as media interpreters and creators (e.g., *Why was it helpful to think about your audience's needs or wants before creating your advertisement?*)

Core French

The curriculum is organized in four strands: **Listening, Speaking, Reading and Writing.** The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning.

French Immersion (if applicable)

French Immersion is intended for students whose parents do not have a French background but would like their children to become fluent in French. Although the curriculum is the same as in the English language program, the language of instruction is French. Students will receive 50% of their instructional time in French. Please note that Language Arts, Science, Social Studies, Physical Education and Health, and the Arts (Dance, Drama, Visual Arts) are taught in French. Language, Mathematics, Religion and Family Life, and music are taught in English.

Mathematics

The curriculum organizes the knowledge and skills that students need to become numerate in five strands, or areas of learning:

- **Number Sense and Numeration:** representing and ordering rational numbers; representing numbers using exponential notation; solving multi-step programs involving whole numbers and decimals; multiplying and dividing fractions and integers; multiplying and dividing decimals by powers of ten; applying order of operations in expressions with brackets and exponents; solving problems involving percents to one decimal place and percents greater than 100; solving problems involving rates and proportions

- **Measurement:** converting between cubic centimetres and cubic metres and between millilitres and cubic centimetres; developing circumference and area relationships for a circle; developing and applying the formula for the volume of a cylinder; determining and applying surface area relationships for cylinders
- **Geometry and Spatial Sense:** sorting quadrilaterals by geometric properties involving diagonals; constructing circles; investigating relationships among similar shapes; determining and applying angle relationships for parallel and intersecting lines; relating the number of faces, edges, and vertices of a polyhedron; determining and applying the Pythagorean relationship geometrically; plotting the image of a point on the coordinate plane after applying a transformation
- **Patterning and Algebra:** representing the general term in a linear sequence, using one or more algebraic expressions; translating statements, using algebraic equations; finding the term number in a pattern algebraically when given any term; solving linear equations involving one variable terms with integer solutions using a "balance" model
- **Data Management and Probability:** collecting categorical, discrete, and continuous data; organizing data into intervals; displaying data using histograms and scatter plots; using measures of central tendency to compare sets of data; comparing two attributes using data management tools; comparing experimental and theoretical probabilities; calculating the probability of complementary events

Science and Technology

The curriculum organizes the knowledge and skills that students need to acquire, demonstrate and apply into four strands, or areas of learning:

- Understanding of Life Systems: **Cells**
- Understanding Structures and Mechanisms: **Systems in Action**
- Understanding Matter and Energy: **Fluids**
- Understanding Earth and Space Systems: **Water Systems**

