

COURSE DESCRIPTIONS

Grade 8

LANGUAGES

English

This course is a continuation of Grade 7 English and a stepping stone to senior level English. Through this course, students will continue to gain an appreciation of literature, while strengthening skills such as researching and essay writing which will help them in other subjects as well. Through a survey of various poets and their work, students will master the use of literary devices and apply them to poems of their own creation. Students will study a few novels and a movie that each look at the theme of hardship (be it through war or immigration). They will survey the character development that each protagonist undergoes as a result of the unique struggles that they face. Students will examine themes such as parental relationships, love, freedom, and friendship. Also, they will study how symbolism is used to develop these themes. Finally, students will be able to compare these various works, analyzing how similar themes are treated by different authors. Over the course of the year, students will continue to develop their teamwork and oral skills as they collaborate on and present group seminars.

Texts: *Bible* (NIV), *Crossroads 8* (Gage), *God's Smuggler* (Hodder/Stoughton), *Esperanza Rising* (Scholastic), *I Am David* (Egmont Press), *Language Power F* (Gage)

French

This new French course, AIM (Accelerative Integrative Methodology), makes use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance. The program allows students to rapidly achieve levels of oral and written fluency. It uses a story-based approach to language learning rather than a thematic one. Students gain a new perspective on the French language and benefit from this positive approach. This course reinforces and extends the grammar and vocabulary learned in grade 7. By the end of grade 8 students will be able to understand French spoken in the classroom, and be able to express their own thoughts in French.

Text: *English/French Dictionary* (Larousse)

MATH, SCIENCE AND TECHNOLOGY

Mathematics

Throughout this grade, in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build resilience, and thrive, students will: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum, demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life, use knowledge of numbers and operations to solve mathematical problems encountered in everyday life, identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts, demonstrate an understanding of variables, expressions, equations, and inequalities, and apply this understanding in various contexts, apply the process of mathematical modeling to represent, analyse, make predictions, and provide insight into real-life situations, manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life, describe the likelihood that events will happen, and use that information to make predictions, describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them, compare, estimate, and determine measurements in various contexts, demonstrate the knowledge and skills needed to make informed financial decisions.

Text: *Math Makes Sense* (Pearson)

Science

This course begins with *Systems in Action*. The different types, their use, personal, society and environmental impacts, evaluating improvement, safety and efficient operation will be considered. Construction and use of a pulley system, hydraulic system and lever systems will be done. Calculating mechanical advantage and mechanical efficiency will also be mastered. *Cells*, cell biology, the pros and cons of technological advances that improve our exploration and understanding of the cell and its processes are studied. The proper use of a

microscope the proper technique for preparing a wet mount slide, diffusion, osmosis, preparing biological drawings of plant and animal cells and calculating the surface area to volume ratio of a cell will be investigated. Fluids, the different kinds, how technology makes use of their properties to produce work and the societal and environmental impact of these technologies are studied. Measuring mass, calculating density, flow rate and pressure are also investigated. *Water Systems* looks at stewardship of our Canadian water supply. Threats to water supplies and consumer behavior changes needed to reduce these threats are considered. Solutions for the lack of clean water, the influence of water systems on a region, and designing a water filtration device will also be part of this course. In addition to the textbook material, the students will submit a science fair project.

Text: *Science & Technology Perspectives 8* (Nelson)

Computing and Coding

This class meets one period in the four day rotation, and students will work on solving problems and creating computational representations of mathematical situations using coding concepts and skills. The course will also focus on using the tools in Google Suite more effectively in an online learning environment. We are committed to helping students have the skills they need to be successful, not only at school but in life, this includes general knowledge, but also the abilities to work collaboratively, think critically and problem solve. We are excited for this new development in our curriculum.

Text: *None*

SELF AND SOCIETY

Geography

In this course students are introduced to human geography through an exploration of patterns and trends in population distribution, settlement, land use, employment and levels of development. Students will investigate population characteristics to identify their correlation and learn how to be good stewards of both land and finances. They will also reflect and report on various aspects of demographics in Canada and other countries, including developing countries.

Text: *Human Geography/Canadian History* (Pearson) *Canadian Oxford School Atlas* (Oxford)

History

The Grade 8 History course examines the events that occurred in the colonies of British North America during the years 1850 to 1914, a time of confederation. The evolution of Canada from colonies to provinces includes the political forces, within and without, that encouraged our founders to invent the federal relationship that made Canada unique and the social forces that were stirred in the process that made the invention difficult. The course investigates our historical relationship with Great Britain, our historical rivalry with the United States, our historical responsibility for the First Nations, and the historical and ongoing contribution of immigrants to our cultural mosaic. It examines the march to social justice in Canada: our triumphs, our defeats, things praiseworthy, and our faults.

Text: *Human Geography/Canadian History* (Pearson)

Physical and Health Education

This course (two periods in every four days cycle) encourages the development of physical fitness through personalized training programs as well as through a variety of indoor and outdoor sports. Some of these include squash, water games, soccer, volleyball, ball hockey, softball, ultimate Frisbee, cooperative games and basketball. Swimming has a special focus. Downhill skiing, cross-country skiing, canoeing and outdoor education are also included through various field trips. The health portion of this course deals with such topics as physical fitness, the immune system and what it means to be a success in God's eyes. A detailed look at the systems of the body and how we are "wonderfully made" will also be studied.

Text: *Total Health* (River's Edge)

Bible

This course (two periods every four days in a cycle) focuses on how God interacted with his people in biblical times. Students will examine some of the *Old Testament Prophets*, *Prayer*, the *Time Between the Testaments* and *Literary Genres* in scripture. Our hope is that the students will learn to know God, believe in God and live for God as they delve into this Bible curriculum.

Text: *Walking with God and His People* (Credo House Publishers)

THE ARTS

Instrumental Music

The acquisition of musical knowledge and skills is cumulative and sequential, based on the learning from earlier grades. In Grade 8, students will build on their knowledge of the elements of music and related musical concepts that were introduced in Grades 1 to 7. Students perform in a variety of ensembles and use musical knowledge, musicianship, and creative abilities to create musical works for specific purposes. Students will develop understanding of musical concepts through participation in musical experiences that involve listening, creating, and performing instrumental music.

Visual Arts

The Visual Arts Course in Grade 8 progresses naturally from the curriculum of the previous year and follows the program set by the Ministry of Education. It is not very different materially as the same media are used but the students are challenged to develop their techniques more deeply and to refine their completed work. Technique and terminology become increasingly important. Art History is more formal; the study of the cultural contributions of selected historical world societies begins and informed comment, analysis, and comparison of representative art pieces is introduced. There is no formal textbook.

North Toronto Christian School reserves the right to alter at any time the courses and textbooks described herein to meet changing circumstances.