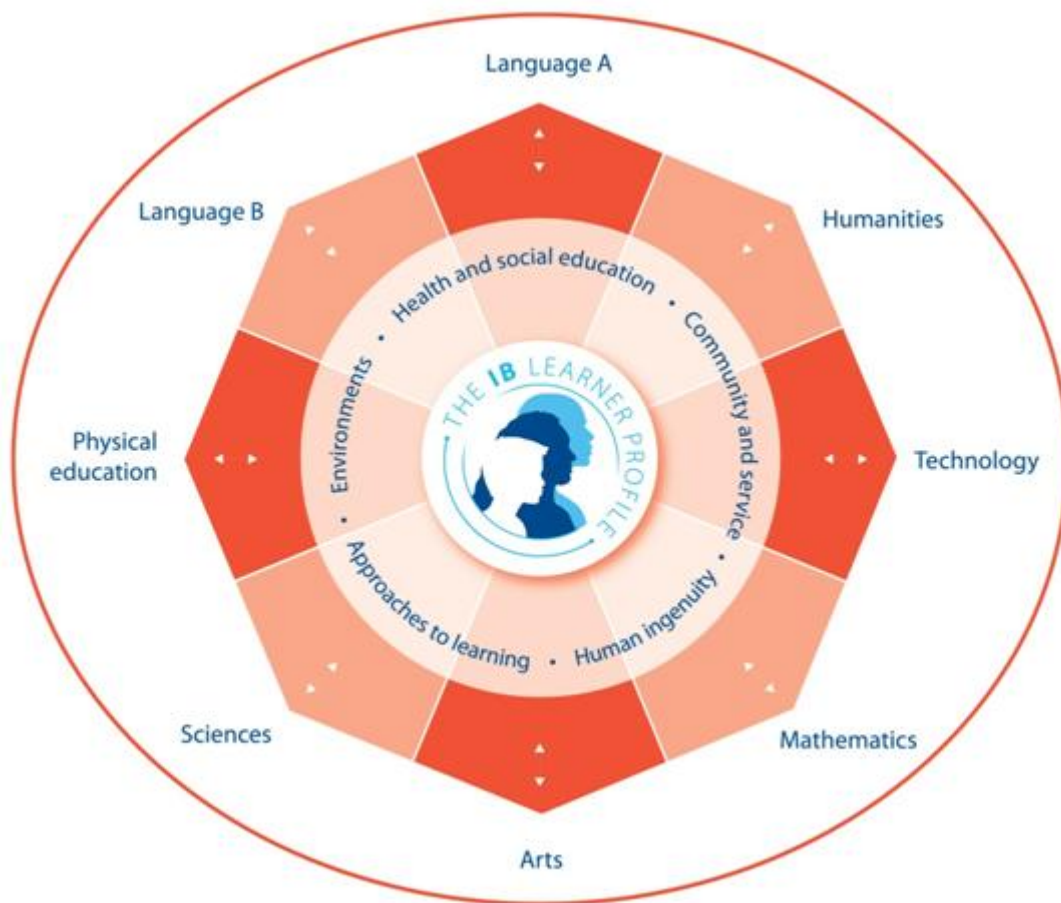


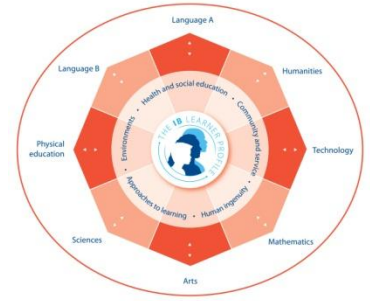
Curriculum Outlines

2009-10

Grade 8



Visual Arts at Brockton



Visual Arts (Arts in MYP speak) aims to encourage students to understand how it plays a role in developing and expressing personal and culture identities. The Arts also teach students to become reflective through the processes, innovations and situations that it will present to them while being aware of how they can communicate and express ideas. Students will gain appreciation for how the Visual Arts have transcendent across culture and time while becoming aware of present day art practices and movements. The Arts will further encourage each student to become while rounded lifelong learners who can think creatively and inspire others around them.

Course Outline

In grade 8 Art students will become knowledgeable with the use of Elements of Art and Design while reflecting upon personal techniques. They will learn and practice ceramic building methods and art planning strategies. Students will practice painting techniques while discovering Impressionism and Feminism. We will reflect on aspects of street culture issues and creating a voice through art. Students will engage in various non-traditional methods with a focus on process. Students will become aware of modern art practices while keeping their own visual journal.



Unit Title	Guiding Question	Area of Interaction <i>(putting content into context)</i>
Elements of Art Self Portrait	How can I express myself through the elements?	Human Ingenuity
Building with clay	Where would I be with out clay?	Human Ingenuity
Altered Impressionist	Where are the female Impressionists?	Human Ingenuity
The Banal	What is the banal?	Environments
The Art of Street Culture	Vandalism or art form?	Environments
Visual Journals (all year)	How do I develop as an artist?	Approaches to Learning

Assessment

Students will be evaluated through many areas and are expected to contribute in all aspects. These will include: completion of projects to their highest potential in a timely manner (60%), visual journal (20%), in class assignment (10%) and homework tasks (10%). Students will not directly be evaluated on class room etiquette but having respect and discipline is essential to an art program. Their end of year grade will be derived from unit assessments (90%) and end of year exam (10%).

Class expectations and equipment

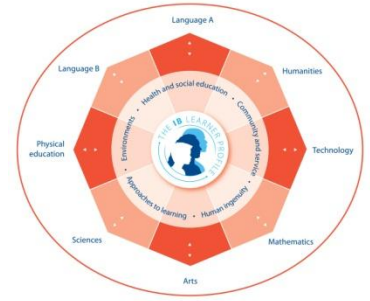
All students will be expected to participate in all activities and to challenge themselves through different processes and methods. All students will be expected to keep a visual journal and a small folder or binder for handouts and other loose materials. Students will need: colored pencil crayons, a ruler, scissors, eraser, pen and pencil, exacto blade and painting smock.

Resources

Students will use a wide range of art materials with their own personal sketch book (visual journal) and set of drawing pencils. A wide range of learning resources will be used from books to trips to the Vancouver Art Gallery. Students are responsible for keeping the class tidy and supplies maintained.



Music at Brockton



The arts are a form of human expression through activity. They contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile communication. Through the arts, students working both cooperatively and individually have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. The arts are a powerful medium for the exploration of the human condition, our society and our world.

The World Music program at Brockton aims to encourage and enable students to:

- acquire and develop skills needed for the creation and performance of a musical work
- use appropriate language, concepts and principles in the creation and performance of a musical work
- communicate their thoughts, ideas and feelings through the language of music
- reflect on, appreciate and evaluate their work and the work of others
- develop receptiveness to musical art forms across time, place and culture, and to perceive the significance of these art forms as an integral part of life

Course Outline

In grade 8 we will be using percussion instruments to develop the necessary skills required to express the essence of a subject matter through music. There will be a focus on technical development on percussion instruments, learning aspects of music notation and ensemble rehearsal and performance skills. We encourage students to use their specialized skills on other instruments to participate in the composition and performance process.

Unit Title	Guiding Question	Area of Interaction <i>(putting content into context)</i>
Music and Movement	How can we understand music more intuitively through movement?	Human Ingenuity
Music Notation	How are musical rhythms represented in notation and how/why does musical notation help musicians practice their art?	Human Ingenuity
Percussion Skills	What is involved physically in the learning of percussion skills?	Health and Social Education
Performance Development	"Performance Development" the next unit down and ask the question: How do we apply these skills to develop a musical work of art?	Human Ingenuity
Music as Service	How can music be shared in areas of your community that are underserved?	Community & Service

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their skills and understanding of the various techniques and concepts being studied. These will include: technique quizzes, ensemble rehearsals, individual coaching and instruction, self-assessments, development and rehearsal of an ensemble performance piece and a public performance. Their end of year grade will be determined from unit assessments (80%), Winter Concert performance (10%) and Spring Concert performance (10%).

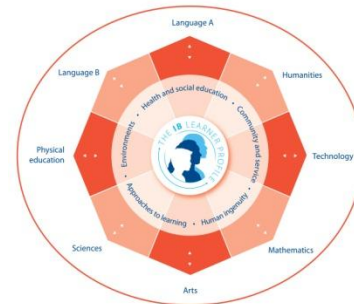
Class expectations and equipment

- Students will be expected to participate in all activities and to challenge themselves to develop new skills, new musical techniques, new ways of thinking about and perceiving music, and new ways of communicating their thoughts and feelings.
- Students will be expected to be positive and active members of the team by consistently demonstrating good rehearsal, performance and class etiquette. This includes openly and actively supporting the thoughts, feelings, efforts and achievements of the other members of the class.
- Students will need a binder, paper, pens and pencils. Students will be expected to keep neat binders comprising of all their class work and assessments.

Resources

Students will use instruments provided in the classroom as well as instruments that students are able and willing to bring to class. They will make use of CD recordings that will be available to take home if needed.

Physical Education at Brockton



Physical education plays an important role in the MYP at Brockton as it contributes to the total development of the individual. The goal of the PE program is to contribute to the development of the student’s physical, intellectual, emotional and social maturity. PE in the MYP aims to cultivate a healthy lifestyle for students and advocates activities that are enjoyable and that contribute to healthy living. The activities promote awareness of Canadian and other cultures, through the historical origins of activities and participating in a variety of different activities from around the world. Physical education at Brockton encourages the students to identify with the Learner Profile and in particular uses reflection and communication to develop skills, understanding, team work and leadership skills.

Course Outline

Unit Title	Guiding Question	Area of Interaction (putting content into context)
Soccer	How can practice improve our game play?	Approaches to Learning
Volleyball	What do you need to do to get the ball to your teammates?	Human Ingenuity
Basketball	What is the relationship between the attacker and defender in a game?	Health and Social Education
Badminton	How can you outwit an opponent?	Approaches to Learning
Dance/Gymnastics	What is the relationship between movement and music?	Health and Social Education
Active Living	What do we need to know to live a healthy lifestyle?	Human Ingenuity
Tennis/Table Tennis	How can practice improve our game play?	Approaches to Learning
Track & Field	How are skills and concepts transferred between different events?	Approaches to Learning
Ultimate/Softball	How are skills and concepts transferred between different events?	Approaches to Learning

Assessment

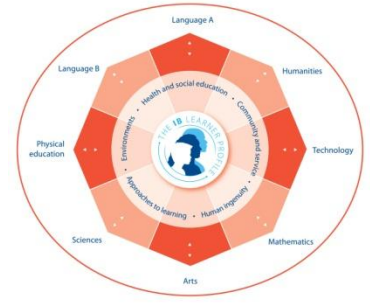
Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts and skills being learned. These will include: quizzes, observations, self assessments, activity logs, and worksheets. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. All students must wear proper gym attire: socks/runners, shorts/track pants, and t-shirt.



Mathematics at Brockton



MYP Mathematics strives to develop in students an awareness, not only of the purpose of Mathematics, but the beauty of it as well. The BC Mathematics curriculum has as its focus conceptual understanding as well as procedural knowledge. At Brockton we integrate the aims and objectives of the MYP with the BC prescribed learning outcomes.

Course Outline

In grade 8 we will be studying the four strands of the BC Mathematics curriculum: Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

Unit Title	Guiding Question	Area of Interaction <i>(putting content into context)</i>
The Language of Math	How do mathematicians communicate their understanding and why do they need a special language?	Approaches to learning
Data Analysis and Probability (Chapters 8, 10)	How is math used in the Winter Olympics?	Human Ingenuity
Fractions, Percents, Rates and Ratios (Chapters 2,3,4)	How can we use math to help us learn about the world around us?	Environment
Geometry (Chapters 5,7,11)	How does math affect art?	Human Ingenuity
Algebra (Chapter 6, 9)	How can math help us make good financial decisions?	Health and Social Education
Number (Chapter 1)	How does our understanding of number relationships help us solve real life problems?	Community and Service

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts being studied. Each unit will include an investigation that applies the skills and concepts that will help answer the Guiding Question. Regular quizzes, assignments and unit tests will also be included. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

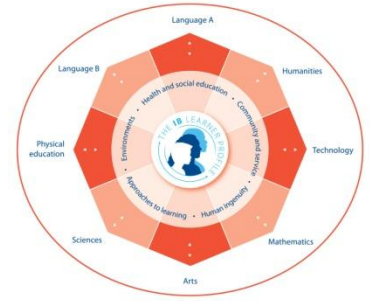
All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. All students will be expected to keep a neat binder comprising of all their class work and assessments. Students will need: a binder, paper, a ruler, scissors, calculator, geometry set, pen and pencil.

Resources

The core text is Math Focus 8. The text will be supplemented by a variety of resources including internet and teacher created resources.



Language Arts at Brockton



Language Arts (Language A in MYP speak) is fundamental to learning, thinking and communicating, therefore it permeates the whole curriculum. The study of language and literature enables students to become highly proficient in their understanding, use and appreciation of their language. In language arts students will be encouraged to recognize that proficiency in language is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection. Learning that language and literature are creative processes encourages the development of imagination and creativity through self-expression. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of both language and literature. At Brockton we integrate the aims and objectives of the MYP with the BC prescribed learning outcomes.

Course Outline

This year we will be following a brand new Literacy in Action course. These resources provide excellent correlation between the MYP and the BC learning objectives and provide a stimulating and up to date learning environment. We will be supplementing this with a study of the novel Forbidden City by William Bell and the play Cyrano de Bergerac by Edmond Rostand.

Unit Title	Guiding Question	Area of Interaction (<i>putting content into context</i>)
Time Will Tell Forbidden City	How do authors help us experience imaginary & real worlds?	Environments
On The Move	Why do people move?	Community and service
Cyber Sense	How does the internet influence us?	Health and social education
Water Wise	How do we use the world's water?	Environments
Heroes and Idols Cyrano de Bergerac	How do we create heroes and idols?	Human Ingenuity
On The Edge	How do words and images change us?	Health and social education

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts being studied. These will include: creating web postings, extended writing, short stories, analysis of material, debating etc. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

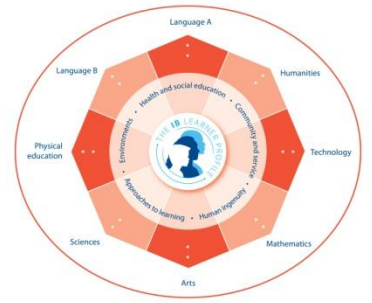
All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. All students will be expected to keep a neat binder comprising of all their class work and assessments. Students will need: a binder, paper, USB key, pen and pencil.

Resources

Students will use a wide range of printed material, the internet, Forbidden City by William Bell, Cyrano de Bergerac by Edmond Rostand and the Literacy in Action texts.



French at Brockton



French on the MYP level at Brockton is geared to ensure students speak in French with confidence while starting to become aware of language structures in their written work. The course therefore includes a strong oral component based on role play, oral activities in small groups and presentations. Plays and dialogues around themes give students the opportunity to perform different roles in front of each other and the larger school community. All oral activities are tied to complementary written exercises to give students a strong foundation for French on the IB level.

Course Outline

In grade 8 students will study and perform two AIM plays. They will learn to use new vocabulary and grammar through role play and final presentations. They will also learn to talk about daily activities and living spaces. They will be able to ask questions about and answer spontaneously to questions on the plays and themes studied. Students will have a good grasp of the present and past tenses of regular and irregular verbs, regular and irregular adjectives and adverbs as well as a range of pronouns.

Unit Title	Guiding Question	Area of Interaction (<i>putting content into context</i>)
AIM: Veux-tu aller au Carnaval	Comment est-ce qu'on peut impressionner des amis?	Communauté et service
Les activités de tous les jours	L'école est-elle différente en France/au Québec?	Environnement
AIM: Chaperon Rouge	Comment les contes traditionnels sont-ils encore utiles?	Ingéniosité humaine
La ville et la maison	Quels sont les avantages de vivre dans une ville? A la campagne?	Environnement

Assessment

Students in grade 8 will be able to demonstrate their oral and written skills throughout the year and will be given specific tasks for assessment such as homework assignments and regular tests. Oral assessments will be announced in advance so that students are able to prepare for them. Their end of year grade will be derived from unit assessments (80%), the mid-year exam (10%) and the end of year exam (10%).

Class expectations and equipment

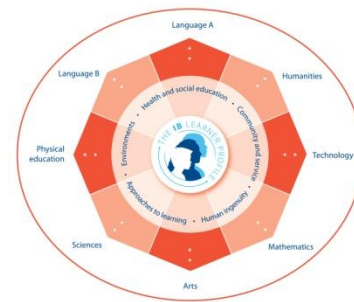
Students are expected to come to the French room with their pencil cases and French binders. We only speak French and students are expected to complete small homework assignments on a daily basis to optimise their learning.

Resources

Plays from the AIM-programme, [Discovering French](#), [Tralco](#) materials.



Social Studies at Brockton



Social studies (humanities in MYP speak) aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Social studies in the MYP encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. At Brockton we integrate the aims and objectives of the MYP with the BC prescribed learning outcomes to provide a stimulating and relevant course.

Course Outline

In grade 8 we will be studying western civilizations. We will look at the Middle Ages between 500 and 1500 AD and analyse the transformation of different societies from the late Roman Empire to the Renaissance. We will look at the main influences changing societies in Europe. Students will have the opportunity to choose research topics to study certain aspects of the Middle Ages in detail.

Unit Title	Guiding Question	Area of Interaction (putting content into context)
Europe's Early Middle Ages: Barbarian and Viking influences	Are the Early Middle Ages a time of chaos or slow transformation?	Environment
Europe's High Middle Ages: Feudalism, Church and Crusades	In which ways were mediaeval societies hierarchical?	Health and Social
Europe's Late Middle Ages: War, trade and the Black Death	How do catastrophes cause changes in societies?	Human ingenuity

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of various aspects being studied. These will include: quizzes, presentations, video and role play situations. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

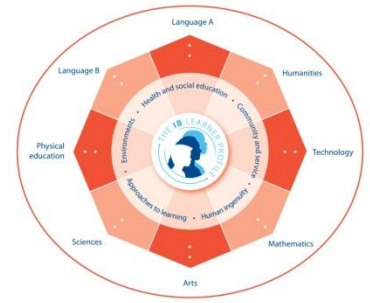
All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. Students will be expected to keep a neat binder comprising of all their class work and assessments. Students will need: a binder, paper, coloured pencil crayons, a ruler, scissors, pen and pencil.

Resources

Students will use a wide range of printed material, the internet and the Pathways textbook to research themes of the Middle Ages in Europe.



Science at Brockton



The sciences and their methods of investigation offer a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. MYP science emphasizes the role of inquiry and encourages the development of not only scientific inquiry skills but also transferable thinking skills. MYP science aims to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society. At Brockton we integrate the aims and objectives of the MYP with the BC prescribed learning outcomes.

Course Outline

In grade 8 we will be studying the four elements of the BC Science curriculum: science processes, life sciences, physical science and earth and space science.

Unit Title	Guiding Question	Area of Interaction <i>(putting content into context)</i>
Processes of Science	How do we keep safe in the Science lab?	Approaches to learning
Cells and Systems	How do models help increase our understanding and make decisions?	Health and Social Education
Fluids and Dynamics	Why might science affect the Winter Olympics?	Human Ingenuity
Water Systems on Earth	How does water impact us?	Environments
Optics	How can we use our knowledge to help our community?	Community and Service

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts being studied. These will include: quizzes, science labs, modeling, power point presentations etc. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

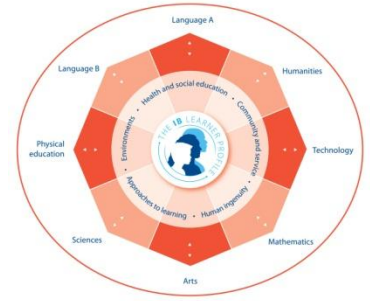
All students will be expected to participate in all activities and to challenge themselves to work with a wide range of different people and to attempt alternative presentation techniques for their work. All students will be expected to keep a neat binder comprising of all their class work and assessments. Students will need: a binder, paper, coloured pencil crayons, a ruler, scissors, calculator, pen and pencil.

Resources

Students will use a wide range of printed material, the internet, field trips and the Science 8 textbook.



Design Technology at Brockton



MYP technology aspires to develop creative problem solvers who are caring and responsible individuals, able to respond critically and resourcefully to the demands of the increasingly technological society and to appreciate the importance of technology for life, society and the environment. Inquiry and problem solving are at the heart of MYP technology. During the course, students are expected to solve problems using technology. Students will use the design cycle as the model of thinking and the strategy to help them investigate problems and design, plan, create and evaluate the products/solutions that they generate. MYP technology expects students to become actively involved in and to focus on the whole design process rather than on the final products/solutions.

Course Outline

This year students will be introduced to the design cycle and be asked to use it to provide solutions to several design briefs. As noted above the final product is not the ultimate aim of this course but how effectively the students demonstrate their use of the design cycle.

Unit Title	Guiding Question	Area of Interaction (<i>putting content into context</i>)
If I won the lottery!	How does good design serve everyone?	Community and service
Lights, Clay, Action!	How does technology shape our lives?	Health and social education
Speed Machines!	In what way can environments influence technology?	Environments

Assessment

Students will be given a wide range of opportunities to demonstrate and apply their understanding of the various concepts being studied. They will be given design briefs and be asked to use the design cycle to find solutions. Each project will be assessed using MYP assessment criteria: Investigate, Design, Plan, Create, Evaluate, and Attitudes in technology. Their end of year grade will be derived from unit assessments (80%), mid-year exam (10%) and end of year exam (10%)

Class expectations and equipment

All students will be expected to participate in all design scenarios and to create a design folder for each project. Students will need: USB key, ruler, pen and pencil. Students will be issued with a design portfolio and paper for their design sheets.

Resources

Students will be given a booklet outlining the requirements for a design folder. The expectation is that students will follow this template closely. Students will be required to use the internet for research as well as primary resources in the community.

