

# Curriculum Map

## Grade 8 (age 13-14)

	Term 1		Term 2		Term 3	
<b>Educational Visits</b>	RSHM Student Leadership Retreat		Educational and cultural excursion in and around Paris		RSHM Heritage Week	Educational Trip to Stratford upon Avon
<b>RSHM annual goal</b> 'Creating unity through diversity'	Student Implementation Committee RSHM Heritage Award RSHM Heritage Week		Student Implementation Committee RSHM Heritage Award RSHM Heritage Week		Student Implementation Committee RSHM Heritage Award RSHM Heritage Week	
<b>Religious Education &amp; Ethics</b>	<p><b>“Introduction to Ethics”</b> Ethics and ethical notions; Dilemmas, Law vs. Morality; Kant’s “Categorical Imperative” and Universalization. A study of these concepts and exercises with the film, <u>Meet Joe Black</u></p>	<p><b>“Introduction to Ethical Systems”</b> Ten Commandments; Golden Rule; Moral Duty Theory; Positive and Negative laws. Discernment and exercises using hypothetical dilemmas. Reflection questions on the film, <u>An Inspector Calls</u></p>	<p><b>“Ethical Systems” (Cont.)</b> Situation Ethics; the Divine Command Theory; Deontological and Consequential Ethics; Essays concerning hypothetical dilemmas. Beginning of film: <u>What’s Eating Gilbert Grape?</u></p>	<p><b>“Ethical Systems” (Cont.)</b> Utilitarianism with the Happiness Principle; Continuation of film <u>What’s Eating Gilbert Grape?</u> with discussion questions. Essays: ethical dilemmas.</p>	<p><b>“Ethics Project”</b> Choice of topic; Discussion using 2 ethical systems; 3 reflection questions; Literature/Films: ethical discernment</p>	<p><b>“Individual vs. Collective Responsibility”</b> Projection of the film, <u>The Music Box</u>. The Shoah. Reading of S.Weisenthal’s <u>The Sunflower</u> Preparation and management of the school visit of Auschwitz survivor, Dora Blaufoux.</p>
<b>English</b>	<p>Writing: variety of genre - poetry, personal essay, short story, literary essay Literature: symbolism - Wolf, Gillian Cross</p>	<p>Shakespeare - From page to Stage (a play chosen with input from the students)</p>	<p>Writing: Writing Persuasion Literature: continue Shakespeare - preparation for Stratford (text dependent on RSC programming)</p>	<p>Writing: Young Authors Fiction Festival short story contest Literature: Allegory - The Lion the Witch and the Wardrobe, C.S. Lewis</p>	<p>Writing: Film - 1. Travelogue 2. Documentary Shakespeare - alternative productions of the play (if available)</p>	<p>Literature: continue Shakespeare - the Shakespeare Journal (trip)</p>
<b>Math</b>	<p><b>Integers:</b> negative indices, simplifying expressions using rules of indices <b>Sequences and Functions:</b> linear and non-linear sequences, arithmetic sequences, inverse of a function <b>Place Value:</b> multiplying and dividing decimals mentally, significant figures, order of operations <b>Measurement:</b> problem-solving with measurements and units, average speed and compound measures</p>	<p><b>Shapes:</b> interior and exterior angles of regular polygons, solving missing angle problems, isometric drawings, plans and elevations, symmetry in 3-D shapes <b>Data:</b> hypothesis and identifying data, data collection sheets, frequency tables in data collection <b>Fractions:</b> adding and subtracting mixed numbers, multiplying and dividing mixed numbers, mental computation with fractions</p>	<p><b>Constructions and Pythagoras’ Theorem:</b> perpendicular lines, inscribing shapes in a circle, Pythagoras’ theorem, <b>Expressions and Formulae:</b> combining expressions with indices, constructing algebraic expressions, using formulae, using the distributive property to factor, algebraic fractions, expanding binomials <b>Processing and Presenting Data:</b> calculating and using statistics</p>	<p><b>Percentages:</b> using mental methods, profit, loss, discount, interest and tax <b>Tessellations, Transformations and Loci:</b> tessellation of shapes, solving transformation problems and transforming shapes on the coordinate plane, loci <b>Equations and Inequalities:</b> solving linear equations, problem solving, systems of two linear equations, trial and improvement method, solving inequalities</p>	<p><b>Ratio and Proportion:</b> comparisons, using ratios to problem solve <b>Area, Perimeter and Volume:</b> converting units of area and volume, solving circle problems, cross-sections of prisms, surface area and volume of cylinders <b>Probability:</b> sample space diagram, relative frequency</p>	<p><b>Bearings and Scale drawings:</b> bearings, making scale drawings and maps <b>Graphs:</b> slope, coefficient, intercepts, graphic solutions of simultaneous equations, graphs of direct proportion, relating values from graphs <b>Interpreting and Discussing Results:</b> frequency polygon, interpreting and drawing line graphs, scatter plots and stem-and-leaf diagrams, comparing distributions and drawing conclusions</p>

<b>Technology/ FabLab</b>	<p><u>Digital Citizenship</u> Digital Footprints, Identifying High Quality Sites The Reality of Digital Drama Cyberbullying - Crossing the Line Creator's Rights <u>Touch Typing Program</u> Continued all year</p>	<p><u>Applied Digital Skills</u> Collaboration using GoogleSuite tools, students create a presentation on Technology, Ethics, and Security.  Integration with S/S Leonardo da Vinci's Machines</p>	<p><b>Coding: SamLabs Scratch</b></p> <p>Green Screen technology MM chronicle  Industrial revolution: Linked to <i>Solutions to Sustainable Development Goals and Challenges</i></p> <p>Integration Math: Representing plans and elevations in 3D</p>	<p><b>Tools of the Trade (Textile Design)</b> Using multiple color fabric transfers</p> <p><u>Masterpiece Project</u></p>		
<b>Science</b>	<u>Energy: Light, Sound, and Wave Dynamics</u>	<u>Biology: Heredity and Genetic Influences</u>	Continuation of <u>Biology: Heredity and Genetic Influences</u>	<u>Biology: Species Change and Environmental Impact</u>	Continuation of <u>Biology: Species Change and Environmental Impact</u> + <u>Masterpiece Project</u>	<u>Combined Sciences: Weather Systems Models, and Tracking</u>
<b>PE &amp; Games</b>	Preparation, Conditioning, Soccer	Volleyball and Basketball	Badminton and Handball	Ultimate Frisbee and Tchoukball	Track and Field	Softball/baseball
<b>Well-being</b>	<p><b>Being Me in the World</b> Classroom Charters Young people around the world Peer approval Social groups and influences Community identity Adolescent brain and behavior Perceptions/misperceptions</p>	<p><b>Celebrating Difference</b> Various members of our society Diversity around the world Positive and negative language Advocating to stop bullying Recognizing prejudice</p>	<p><b>Dreams and Goals</b> Identifying strengths SMART planning Managing criticism and feedback Legislation and young people at work Better communities and societies Tools for developing new skills</p>	<p><b>Healthy Me</b> Positive lifestyle choices Sleep hygiene Effects of alcohol use Brain development Effects of substance abuse Emergency services and safety Mental health</p>	<p><b>Relationships</b> Power and relationships Assertiveness and saying no Consent Choices and consequences Online and offline relationships</p>	<p><b>Changing Me</b> Changing perceptions and opinions Human reproduction and new life Mental health and the brain Skills for change Adapting to change Self-reflection and evaluation Transition to high school</p>
<b>Social Studies</b>	<u>The Renaissance</u>	<u>The French Revolution</u>	<u>Napoleonic Era</u>	<u>The Industrial Revolution</u>	<u>African Kingdoms</u>	<u>Scramble for Africa</u>
<b>Art</b>	Skills review	Sketchbook: Drawing review and practice	Art Project	One point perspective drawing/Painting	Cubism	Pop Art
<b>Music</b>	<p><b>World Rhythms</b> The identities of cultural music through rhythms</p>	<p><b>Christmas Concert Preparation</b> Traditional carols and devotional music</p>	<p><b>Cultural touchpoints</b> Learning about a culture through music</p>	<p><b>Focus on Africa</b> The instruments and rhythms of African cultures</p>	<p><b>Regional Rhythms</b> The continued study of rhythms through texture in Western music</p>	<p><b>Song-writing</b> with word painting and model studies in Art &amp; Pop. Analysing the Beatles through Taylor Swift</p>

## French

**Level 1** : saluer / se présenter, compter jusqu'à 19, le matériel scolaire, parler de ses goûts, les jours et les mois, les symboles de la France, des tableaux d'artistes français.

**Level 2** : les passe-temps (loisirs, volonté, obligation, invitations, opinion, heure), Le look

**Level 3** : faire connaissance, parler de ses goûts, s'informer, le sport, la santé.

**Francophone** : Introduction au théâtre de Molière. La classe des mots- nature et fonction.Le passé-composé et le plus-que-parfait

**Level 1** : parler de ses loisirs, parler des lieux de la ville, Noël, L'Épiphanie

**Level 2** : les gourmets (nourriture, courses, quantité, besoin, fréquence), le passé composé.

**Level 3** : parler de la télévision, demander/donner/refuser une autorisation

**Francophone** : Le médecin malgré lui (Molière). Phrase simple et phrase complexe.L'accord du participe passé avec être et avoir

**Level 1** : demander et indiquer son chemin

**Level 2** : ma chambre (pièces, déco, localisation), le passé composé.

**Level 3** : les projets et l'avenir professionnel.

**Francophone** : Le médecin malgré lui (Molière).

Phrase simple et phrase complexe. L'accord du participe passé avec être et avoir

**Level 1** : Décrire des personnes, le carnaval, la Saint-Valentin, parler de sa famille et de ses amis,

**Level 2** : les gourmets (nourriture, courses, quantité, besoin, fréquence )

**Level 3** : raconter ses vacances, comparer

**Francophone** : Le médecin malgré lui (Molière), Subjonctif et conditionnel.

**Level 1** : Parler des caractéristiques d'un pays, la météo et la géographie de la France.

**Level 2** : Le shopping (prix, nombres, demander infos, expliquer), le passé composé, Pâques

**Level 3** : raconter un fait divers avec précisions.

**Francophone** : Le médecin malgré lui (Molière), Subjonctif et conditionnel.

**Level 1** : proposer, accepter ou refuser une proposition, l'heure, l'emploi du temps, donner des instructions et des conseils, les vacances, exprimer un souhait, les animaux préférés

**Level 2** : le shopping (prix, nombres, demander des infos, expliquer), enquêtes (indications, marqueurs de temps, faits divers), le passé composé

**Level 3** : décrire un itinéraire, une région, un séjour, parler du climat.

**Francophone** : Extraits de textes variés.Impératif et passé-simple.