Welcome to Grade 8!

CURRICULUM PACKAGE
2012-2013

Curriculum Night
October 3, 2013
Letter of Welcome

Dear parents/guardians,

Welcome to Grade 8! This package contains an overview and samples of what your child will be learning this year. The culminating tasks and rubrics presented near the end of the document are samples of what the significant projects could look like and how they might be evaluated. This document is intended to be a roadmap or guideline only. We encourage you to keep this document handy and refer to it often as your child progresses.

This year’s grade 8 teaching team members are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Baylis</td>
<td>ext. 107</td>
</tr>
<tr>
<td>Ms. Kirschbaum</td>
<td>ext. 112</td>
</tr>
<tr>
<td>Mr. McKinley</td>
<td>ext. 111</td>
</tr>
<tr>
<td>Mr. Chang</td>
<td>ext. 116</td>
</tr>
<tr>
<td>Mr. Ladas</td>
<td>ext. 110</td>
</tr>
<tr>
<td>Mr. Won</td>
<td>ext. 115</td>
</tr>
</tbody>
</table>

This team also includes rotary and support teachers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. R. Artbuthnot - music</td>
<td>ext. 114</td>
</tr>
<tr>
<td>Ms. P. Boyd (Library)</td>
<td></td>
</tr>
<tr>
<td>Ms. M. Sosnowski</td>
<td>ext. 117</td>
</tr>
<tr>
<td>Mrs. J. Munoz -science</td>
<td>ext.205</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. M. Ma –computers</td>
<td>ext. 109</td>
</tr>
<tr>
<td>Ms. K. Vienneau</td>
<td>ext. 209</td>
</tr>
<tr>
<td>Mr. Khuu - art</td>
<td>ext. 108</td>
</tr>
<tr>
<td>Mr. K. Vale (Phys.Ed/Health)</td>
<td></td>
</tr>
</tbody>
</table>

Please read the front pages of your child’s agenda carefully as it outlines all the academic and behavioural expectations. In addition, this year, when your child purchased their agenda, they also received a Character Education textbook. Teachers will provide time and modelling for agenda use. Students are required to track their own homework. This may include assignments, work not completed in class, and studying for a test. Homework is to be completed in a timely manner.

Students are encouraged to ask questions in class as they come up or inform their teacher of any clarification they may require well before they are evaluated. Due to the many teacher run activities and teams, teachers are available for extra help during lunch or after school by appointment. Parents are also encouraged to call promptly with questions and concerns and make an appointment for any interviews. The agenda may be used as a communication tool between parents and teachers, so check it nightly and feel free to write us your questions or concerns as well.

Please note that Daily Physical Activity time will occur on the days your child does not have physical education on the rotary schedule. In order to participate in either, students must have appropriate and comfortable attire for movement.

The grade 8 team looks forward to a successful year, full of many accomplishments from Greenbriar’s grade eights.

Sincerely,

The Greenbriar Grade 8 Team
Homework Expectations

Communication and co-operation provide the basis for a partnership between home and school. The partnership can result in significant learning outcomes for students. Homework is one of the important ways through which these outcomes are fostered. Homework is not necessarily a paper and pencil activity and may include a variety of tasks.

Benefits of homework
- Helps develop good study habits
- Promotes academic learning
- Promotes the learning of personal responsibility
- Helps develop organizational skills and independent work habits
- Provides a communication link between home and school
- Promotes lifelong learning

Homework roles and responsibilities:

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign work that is relevant and purposeful</td>
<td>Establish a drop spot for school correspondence and expect their child to place items there such as homework, trip notes, newsletters and so on</td>
<td>Complete the assigned work to the best of their ability</td>
</tr>
<tr>
<td>Provide clear guidelines, expectations and evaluation criteria</td>
<td>Provide a quiet place and designated time to do homework</td>
<td>Meet deadlines for homework completion</td>
</tr>
<tr>
<td>Ensure the students have the skills and the understanding to do the work</td>
<td>Show an interest in their child’s academic progress by reviewing their school work</td>
<td>Develop a homework routine</td>
</tr>
<tr>
<td>Set timelines that are reasonable and take into account other homework, as well as scheduling requirements of home life</td>
<td>Monitor the student agenda</td>
<td>Take home needed materials and bring back what is required</td>
</tr>
<tr>
<td>Teach students how to set up and maintain their student agenda</td>
<td>Ensure homework is returned</td>
<td>Ask for clarification or assistance from the teacher, as required</td>
</tr>
</tbody>
</table>

Grades 8

Daily homework time expectations:

Grade eight: 30 minutes minimum to 80 minutes maximum
The total number of minutes assigned for homework should be the sum of the time assigned in all subjects.

Homework may include:
- Pleasurable reading
- Drill and practice of reading, writing and math skills
- Collection of materials and resources
- Preparation of oral presentations
- Studying for tests
- Maintenance of agenda book
- Music practice

Parental Involvement: Parental involvement in a child’s education can increase the child’s achievement significantly. One way for parents to become involved in their child’s school work is by having focused conversations about homework. Parents are encouraged to actively pursue an understanding of what their child is learning at school (e.g., read the curriculum documents, discuss unit of study rubrics, monitor school work with your child, make an appointment with your child’s teacher to visit the classroom).

Suggestions for Good Learning Habits: Homework is an opportunity to reinforce learning, time management, develop responsibility and organizational skills. The goal of homework is to create a partnership with your child to stimulate and enhance learning. Decide on a special time and a comfortable place for any school work that may be assigned for home. It is very important to create a daily habit of...
reading to or with your child. As family circumstances and interests vary, activities and their timing are best
determined by the families concerned. This is also an excellent time to engage in conversations with your
child about their character education program that has family connections components in this agenda.
Homework assigned by teachers is for practice and drilling of skills already learned in class. Any
assignments that are for the report card will be done in class.

Useful Resources and Websites

Greenbriar Library

The purpose of Greenbriar’s Resource library is to offer a variety of both electronic and non-electronic
materials that both support student success and curriculum expectations. Both fiction and non-fiction
books are used to engage the individual needs of middle school readers. As well, reference materials and
electronic software are used to teach information and research correctly, and to develop critical thinking
and media literacy.
P. Boyd

ELL
Many Greenbriar students come from a host of other languages and cultures other than English. The
purpose of the ELL program is to help these students learn Canadian Academic English so that they can
be confident in their reading, writing, listening and speaking skills. Depending on their individual needs,
Greenbriar provides a variety of ways to promote the development of this language.
P. Boyd

ISSP
Our Special Education Support Team looks forward to working with students and parents at Greenbriar
again this year. We will be working with teachers in their classrooms as well as with smaller groups of
students in an alternate location. We will be addressing specific expectations, instructional strategies and
assessment techniques that are used to meet the academic and social needs of our students. If you have
any questions or concerns, please do not hesitate to call us at school.
H. Deslippe, M. Sosnowski, K. Vienneau

Board Approved Websites

www.peelschools.org

http://qps.peelschools.org/QuickPlace/greenbriar

www.linktolearning.com

For all curriculum expectations please visit the ministry website at;
http://www.edu.gov.on.ca/eng/teachers/curriculum.html
“Big Ideas” in each curriculum area, and Overall Expectations from the Ontario Curriculum

Big ideas are the basic themes or general focus of the content area. Overall expectations are directly from the curriculum document as put out by the Ministry of Education for Ontario. Even though these areas of concentration change from term to term, they are continually reinforced. These areas of concentration will be done at different times of the term with different teachers, and will be dependent upon availability of resources.

**Grade 8 TERM 1**

**LANGUAGE**

**Oral Communication** – presentation skills in Heroes Unit
- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

**Reading** – Short stories unit, heroes theme
- read and demonstrate an understanding of a variety of literary, graphic, and informational texts using a range of strategies to construct meaning.
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they communicate meaning.

**Writing** – Grammar and spelling bell work, paragraph writing, 5 paragraph essay writing
- generate, gather, and organize ideas and information to write for an intended purpose and audience.
- draft and revise writing using a variety of literary, graphic and informational forms and stylistic elements appropriate for the purpose and audience.

**Media Literacy** – heroes unit in the media
- demonstrate an understanding of a variety of media texts.
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

**FRENCH AS A SECOND LANGUAGE**

**Oral Communication**
- listen to and talk about simple oral texts in structured and open-ended situations

**Reading**
- read a variety of simple materials, 400 to 600 words long, and demonstrate understanding

**Writing**
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level

**MATH**

**Number Sense** – Fractions, Integers, BEDMAS, exponents
- represent, compare, and order equivalent representations of numbers, including those involving positive exponents
- solve problems involving whole numbers, decimal numbers, and integers, using a variety of computational strategies

**Measurement** – Circumference and area of a circle
- determine the relationships among units and measurable attributes, including the area of a circle

**Geometry and Spatial Sense** – Four quadrant transformations
- represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world

**Patterning and Algebra** – Patterns and developing formulae to describe patterns
- represent linear growing patterns (where the terms are whole numbers) using graphs, algebraic expressions, and equations
SCIENCE
Understanding Life Systems: Cells
- assess the impact of cell biology on individuals, society, and the environment
- investigate functions and processes of plant and animal cells
- demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes

Understanding Structures and Mechanisms: Systems in Action
- assess the personal, social, and/or environmental impacts of a system, and evaluate improvements to a system and/or alternative ways of meeting the same needs
- investigate a working system and the ways in which components of the system contribute to its desired function
- demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation

HISTORY
Confederation
- describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation
- use a variety of resources and tools to gather, process, and communicate information about the needs and challenges that led to the formation and expansion of the Canadian federation
- compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods.

Development of Western Canada
- outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various groups of people in the region from a variety of perspectives
- use a variety of resources and tools to gather, process, and communicate information about conflicts and changes that occurred during the development of western Canada
- show how the history of the Canadian west has influenced both artistic/imaginative works and Canadian institutions

GEOGRAPHY
Economics
- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development.
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems.
- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.

PHYSICAL EDUCATION, HEALTH and DANCE
Physical Education
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
- perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a wide variety of physical activities
- apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities
Health Education

- demonstrate an understanding of factors that contribute to healthy development
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being

ART

- apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts;
- apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and art experiences;

MUSIC

- apply the creative process to create and perform music for a variety of purposes using the elements and techniques of music

DRAMA

- apply the creative process in the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives

LEARNING SKILLS

These will be reported on each term.
Responsibility
Organization
Independent work
Collaboration
Initiative
Self-Regulation

CHARACTER EDUCATION Themes
September Welcoming and Respectful
October Caring
November Respectful
December Cooperative
January Welcoming and Respectful
February Responsible
March Honest
April Inclusive
May Caring
June All attributes
“Big Ideas” in each curriculum area, and Overall Expectations from the Ontario Curriculum

Big ideas are the basic themes or general focus of the content area. Overall expectations are directly from the curriculum document as put out by the Ministry of Education for Ontario. Even though these areas of concentration change from term to term, they are continually reinforced. These areas of concentration will be done at different times of the term with different teachers, and will be dependent upon availability of resources.

Grade 8 TERM 2

LANGUAGE

Oral Communication -- Black History unit and presentations
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Reading – Poetry Unit, novel study
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they communicate meaning.
- use knowledge of words and cueing systems to read fluently

Writing – Poetry Unit, grammar and spelling bell work
- draft and revise writing using a variety of literary, graphic and informational forms and stylistic elements appropriate for the purpose and audience.
- use editing, proofreading and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their work effectively.

Media Literacy – Black History Unit
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
- create a variety of media texts, for different purposes and audiences, using appropriate forms, conventions and techniques.

FRENCH AS A SECOND LANGUAGE

Oral Communication
- express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions

Reading
- read a variety of simple materials, 400 to 600 words long, and demonstrate understanding

Writing
- write in a variety of forms, adjusting language to suit the audience

MATH

Number Sense and Numeration – Problem solving, ratios and rates
- solve problems involving whole numbers, decimal numbers, and integers, using a variety of computational strategies
- solve problems by using proportional reasoning in a variety of meaningful contexts

Measurement – volume and surface area of cylinders
- determine the relationships among units and measurable attributes, including the volume of a cylinder
- research, describe, and report on applications of volume and capacity measurement

Geometry and Spatial Sense – Theory of Pythagoras
- develop geometric relationships involving lines, triangles, and polyhedra, and solve problems involving lines and triangles
- represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world

Patterning and Algebra -- Algebra
- model linear relationships graphically and algebraically, and solve and verify algebraic equations, using a variety of strategies, including inspection, guess and check, and using a “balance” model
Data Management and Probability -- Probability

- use probability models to make predictions about real-life events
- collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots

SCIENCE

Understanding Matter and Energy: Fluids

- analyze how the properties of fluids are used in various technologies, and assess the impact of these technologies on society and the environment
- investigate the properties of fluids
- demonstrate an understanding of the properties and uses of fluids

Understanding Earth and Space Systems: Water Systems

- assess the impact of human activities and technologies on the sustainability of water resources
- investigate factors that affect local water quality
- demonstrate an understanding of the characteristics of the earth’s water systems and the influence of water systems on a specific region

HISTORY

Canada: A Changing Society

- describe key characteristics of Canada between 1885 and 1914, including social and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures
- use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century
- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

GEOGRAPHY

Patterns of Human Geography

- identify the main patterns of human settlement and identify the factors that influence population distribution and land use.
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.
- compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future.

Migration

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society.
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities.
- connect the real experiences of Canadians to information about the causes and effects of migration.

PHYSICAL EDUCATION, HEALTH and DANCE

Physical Education

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
- perform movement skills, demonstrating an understanding of the basic requirements of the skills
and applying movement concepts as appropriate, as they engage in a wide variety of physical activities

- apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities

**Health Education**

- demonstrate an understanding of factors that contribute to healthy development
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

**ART**

- demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their socio-cultural and historical contexts

**MUSIC**

- apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of music and musical experiences
- demonstrate an understanding of a variety of musical genres and styles from the past and present and their socio-cultural and historical contexts

**DRAMA**

- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

**LEARNING SKILLS**

These will be reported on each term.
- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self-Regulation

**CHARACTER EDUCATION Themes**

<table>
<thead>
<tr>
<th>Month</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Welcoming and Respectful</td>
</tr>
<tr>
<td>October</td>
<td>Caring</td>
</tr>
<tr>
<td>November</td>
<td>Respectful</td>
</tr>
<tr>
<td>December</td>
<td>Cooperative</td>
</tr>
<tr>
<td>January</td>
<td>Welcoming and Respectful</td>
</tr>
<tr>
<td>February</td>
<td>Responsible</td>
</tr>
<tr>
<td>March</td>
<td>Honest</td>
</tr>
<tr>
<td>April</td>
<td>Inclusive</td>
</tr>
<tr>
<td>May</td>
<td>Caring</td>
</tr>
<tr>
<td>June</td>
<td>All attributes</td>
</tr>
</tbody>
</table>
Sample Culminating Tasks and Rubrics
Students are Assessed and Evaluated through a variety of tools: 
Conversation, Observation and Product-produced by the student

Each method is divided into four categories:
Thinking, Application, Communication, and Knowledge. These four categories, for the purposes of this document, are only specifically indicated for 4 core subjects (language arts, mathematics, social studies and science). During this year, we will continue to implement Growing Success and all subjects will be using the four part achievement rubric (we have included the following samples)

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>THINKING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)</td>
<td>uses planning skills with limited effectiveness</td>
<td>uses planning skills with some effectiveness</td>
<td>uses planning skills with considerable effectiveness</td>
<td>uses planning skills with a high degree of effectiveness</td>
</tr>
<tr>
<td>APPLICATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts</td>
<td>applies knowledge and skills in familiar contexts with limited effectiveness</td>
<td>applies knowledge and skills in familiar contexts with some effectiveness</td>
<td>applies knowledge and skills in familiar contexts with considerable effectiveness</td>
<td>applies knowledge and skills in familiar contexts with a high degree of effectiveness</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms</td>
<td>expresses and organizes ideas and information with limited effectiveness</td>
<td>expresses and organizes ideas and information with some effectiveness</td>
<td>expresses and organizes ideas and information with considerable effectiveness</td>
<td>expresses and organizes ideas and information with a high degree of effectiveness</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)</td>
<td>demonstrates limited knowledge of content</td>
<td>demonstrates some knowledge of content</td>
<td>demonstrates considerable knowledge of content</td>
<td>demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Category</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>THINKING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of processing skills -</td>
<td>uses processing skills with limited effectiveness</td>
<td>uses processing skills with some effectiveness</td>
<td>uses processing skills with considerable effectiveness</td>
<td>uses processing skills with a high degree of effectiveness</td>
</tr>
<tr>
<td>carrying out a plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., collecting data,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>questioning, testing,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revising, modeling, solving,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inferring, forming conclusions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- looking back at the</td>
<td>uses critical/creative thinking processes with limited effectiveness</td>
<td>uses critical/creative thinking processes with some effectiveness</td>
<td>uses critical/creative thinking processes with considerable effectiveness</td>
<td>uses critical/creative thinking processes with a high degree of</td>
</tr>
<tr>
<td>solution (e.g., evaluating</td>
<td></td>
<td></td>
<td></td>
<td>effectiveness</td>
</tr>
<tr>
<td>reasonableness, making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>convincing arguments,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reasoning, justifying, proving,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reflecting)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer of knowledge and</td>
<td>transfers knowledge and skills to new contexts with limited effectiveness</td>
<td>transfers knowledge and skills to new contexts with some effectiveness</td>
<td>transfers knowledge and skills to new contexts with considerable</td>
<td>transfers knowledge and skills to new contexts with a high degree of</td>
</tr>
<tr>
<td>skills to new contexts</td>
<td></td>
<td></td>
<td>effectiveness</td>
<td>effectiveness</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication for different</td>
<td>communicates for different audiences and purposes with limited</td>
<td>communicates for different audiences and purposes some limited</td>
<td>communicates for different audiences and purposes with considerable</td>
<td>communicates for different audiences and purposes with a high degree</td>
</tr>
<tr>
<td>audiences and purposes (e.g.,</td>
<td>effectiveness</td>
<td>effectiveness</td>
<td>effectiveness</td>
<td>of effectiveness</td>
</tr>
<tr>
<td>peers, teachers) and purposes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., to present data,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>justify a solution, express</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a mathematical argument) in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oral, visual, and written</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of mathematical</td>
<td>demonstrates limited understanding of concepts</td>
<td>demonstrates some understanding of concepts</td>
<td>demonstrates considerable understanding of concepts</td>
<td>demonstrates thorough understanding of concepts</td>
</tr>
<tr>
<td>concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SCIENCE**

**Strand:** Understanding Life Systems: Cells  
**Sample Task:** Show understanding of cells using lab techniques and presentation skills

**Sample Rubric:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THINKING</strong></td>
<td><strong>Use of critical/creative thinking processes, skills, and strategies</strong></td>
<td><strong>Use of critical/creative thinking processes, skills, and strategies</strong></td>
<td><strong>Use of critical/creative thinking processes, skills, and strategies</strong></td>
<td><strong>Use of critical/creative thinking processes, skills, and strategies</strong></td>
</tr>
<tr>
<td></td>
<td>(e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)</td>
<td>(e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)</td>
<td>(e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)</td>
<td>(e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)</td>
</tr>
<tr>
<td></td>
<td>uses critical/creative thinking processes, skills, and strategies with limited effectiveness</td>
<td>uses critical/creative thinking processes, skills, and strategies with considerable effectiveness</td>
<td>uses critical/creative thinking processes, skills, and strategies with considerable effectiveness</td>
<td>uses critical/creative thinking processes, skills, and strategies with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td><strong>Making connections between science, technology, society, and the environment</strong> (e.g., assessing the impact of science and technology on people, other living things, and the environment)</td>
<td><strong>Making connections between science, technology, society, and the environment</strong> with limited effectiveness</td>
<td><strong>Making connections between science, technology, society, and the environment</strong> with considerable effectiveness</td>
<td><strong>Making connections between science, technology, society, and the environment</strong> with a high degree of effectiveness</td>
</tr>
<tr>
<td></td>
<td>makes connections between science, technology, society, and the environment with limited effectiveness</td>
<td>makes connections between science, technology, society, and the environment with some effectiveness</td>
<td>makes connections between science, technology, society, and the environment with considerable effectiveness</td>
<td>makes connections between science, technology, society, and the environment with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td><strong>Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms</strong> (e.g., symbols, formulae, scientific notation, SI units)</td>
<td><strong>Use of conventions, vocabulary, and terminology of the discipline with limited effectiveness</strong></td>
<td><strong>Use of conventions, vocabulary, and terminology of the discipline with some effectiveness</strong></td>
<td><strong>Use of conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</strong></td>
</tr>
<tr>
<td></td>
<td>uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</td>
<td>uses conventions, vocabulary, and terminology of the discipline with some effectiveness</td>
<td>uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</td>
<td>uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td><strong>Understanding of content</strong> (e.g., concepts, ideas, theories, principles, procedures, processes)</td>
<td>demonstrates limited understanding of content</td>
<td>demonstrates some understanding of content</td>
<td>demonstrates thorough understanding of content</td>
</tr>
<tr>
<td></td>
<td>demonstrates limited understanding of content</td>
<td>demonstrates some understanding of content</td>
<td>demonstrates considerable understanding of content</td>
<td>demonstrates thorough understanding of content</td>
</tr>
</tbody>
</table>
### SOCIAL STUDIES

**Strand (History)**: Confederation

**Sample Task**: Confederation Newspaper

<table>
<thead>
<tr>
<th>Categories</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THINKING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision making process, research process)</td>
<td>uses critical/creative thinking processes with limited effectiveness</td>
<td>uses critical/creative thinking processes with some effectiveness</td>
<td>uses critical/creative thinking processes with considerable effectiveness</td>
<td>uses critical/creative thinking processes with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)</td>
<td>makes connections within and between various contexts with limited effectiveness</td>
<td>makes connections within and between various contexts with some effectiveness</td>
<td>makes connections within and between various contexts with considerable effectiveness</td>
<td>makes connections within and between various contexts with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication for different audiences and purposes (e.g., to inform, to persuade) in oral, visual, and written forms</td>
<td>communicates for different audiences and purposes with limited effectiveness</td>
<td>communicates for different audiences and purposes with some effectiveness</td>
<td>communicates for different audiences and purposes with considerable effectiveness</td>
<td>communicates for different audiences and purposes with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of content (e.g., facts, terms, definitions)</td>
<td>demonstrates limited knowledge of content</td>
<td>demonstrates some knowledge of content</td>
<td>demonstrates considerable knowledge of content</td>
<td>demonstrates thorough knowledge of content</td>
</tr>
</tbody>
</table>

### FRENCH AS A SECOND LANGUAGE

**Sample Task**: Students use elements of a legend, and the passé compose to create a legend of their own.

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s ability to communicate</td>
<td>only with constant teacher support, in highly structured situations</td>
<td>with frequent teacher support, in structured situations</td>
<td>with occasional teacher support, in structured and open-ended situations</td>
<td>with little or no teacher support, in structured and open-ended situations</td>
</tr>
</tbody>
</table>
PHYSICAL EDUCATION, HEALTH and DANCE

Sample Task: By the end of term one, students will be able to throw/catch a football while in space to elude an opponent.

Sample Rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotion and Manipulation skills</td>
<td>rarely applies locomotion and manipulation skills from flag football activities</td>
<td>sometimes applies locomotion and manipulation skills from flag football activities</td>
<td>usually applies locomotion and manipulation skills from flag football activities</td>
<td>consistently applies locomotion and manipulation skills from flag football activities</td>
</tr>
</tbody>
</table>

ART

Sample Task: By the end of term 1, students will submit a variety of art work that demonstrates an understanding of the creative process and the elements, principles and techniques of visual arts. Students will also apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and art experiences.

Sample Rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding of Content</td>
<td>demonstrates limited knowledge and understanding of content</td>
<td>demonstrates some knowledge and understanding of content</td>
<td>demonstrates good knowledge and understanding of content</td>
<td>demonstrates exemplary knowledge and understanding of content</td>
</tr>
</tbody>
</table>

MUSIC

Sample Task: Students will build upon the elements and techniques of music to perform or compose a term piece that demonstrates musicianship and reflects an understanding of various musical forms.

Sample Rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of planning skills</td>
<td>uses planning skills with limited effectiveness</td>
<td>uses planning skills with some effectiveness</td>
<td>uses planning skills with considerable effectiveness</td>
<td>uses planning skills with a high degree of effectiveness</td>
</tr>
</tbody>
</table>
DRAMA
Strand: Drama
Sample Task: Creating a script and performing for the group
Sample Rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal / Portfolio</td>
<td>self assessing performance journal communicates a limited variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a few of dramatic art forms taught</td>
<td>self assessing performance journal communicates a few variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using some of dramatic art forms taught</td>
<td>self assessing performance journal communicates a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of dramatic art forms taught</td>
<td>self assessing performance journal communicates a vast variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a skillfully using the variety of dramatic art forms taught</td>
</tr>
</tbody>
</table>