

### Grade 8 Curriculum Overview

<b>Content</b>	
1	Language Arts/ English
2	Mathematics
3	Science
4	IT
5	Spanish
6	Visual Arts
7	Humanities (History, Social Studies and Geography)
8	PSHE
9	PE
10	Music

#### **International Baccalaureate Organization (IBO)**

Since 2009, IA has been proud to be part of a family of over 3500 schools globally that offer the International Baccalaureate Diploma Programme (IBDP). The IBDP is a post-16 course, but the knowledge and skills required to become an IBDP student starts from a strong secondary education. The IB Learner Profile aims to develop internationally minded junior scholars, who recognize our common humanity and shared guardianship of the planet from a young age. Teachers strive to plan lessons that incorporate the IB Learner Profile below:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-minded	Caring	Risk-takers	Balanced	Reflective

#### **Curriculum Philosophy**

As an international school, with staff and students from all over the world, IA is proud to offer an academic programme that draws on aspects of IBO, European, North American and Caribbean Curriculums. Our aim is to create 21<sup>st</sup> century students who are able to adapt to any learning or employment institution they choose.

#### **Knowledge and Skills**

At IA, we believe knowledge is power! A student feeling knowledgeable is key to building life-long self-esteem and confidence. However, in a 21<sup>st</sup> century world where knowledge can be just a click away, skills are imperative. At IA, we pride ourselves on teaching our young people how to solve real-life challenges. We encourage our students to analyze and evaluate information from different perspectives and reach objective conclusions.

#### **Assessment for Learning**

At Secondary level the students are assessed in a number of ways and they require 70% to 'Pass'. Summative assessment takes place in the form of end of unit or end of term formal exams. Formative assessment happens continually throughout the year in the form of class and homework. Students are accustomed to peer and self-assessment and are sometimes marked for group/team work. This is common practice in work places and can be a very powerful tool for self-improvement. Most courses also award marks for organization and there is also an effort grade recorded on the termly report cards.

#### **Class Time**

At IA, we aim to plan our lessons backwards! Teachers plan learning activities based on the skills and knowledge the students should have acquired by the *end of the class*. Students are exposed to a wide variety of kinesthetic, visual and auditory activities. They have regular opportunities to work alone, in pairs and in groups. They are encouraged to present their work to their peers and to be proud of their achievements.

**Homework**

At secondary level, students are set several pieces of homework per week. Students are required to record the tasks and their due dates in their planners/agendas and they should be signed by a parent at the weekend and returned to the homeroom teacher on Mondays. The school operates a 'Zero for late work' policy although some teachers do allow 1 'Get out of Jail Free' card



<b>Subject</b> English	<b>Grade</b> 8
<b>Teacher:</b> Tori Ryan	<b>Email:</b> <a href="mailto:tryan@islandacademy.com">tryan@islandacademy.com</a>

**Overview:** Welcome to Grade 8 English! This course is designed to help students develop critical thinking and the skills necessary to analyze a variety of texts. Students will be asked to read local as well as international literature. In addition to each term’s focus text, students will read poems, short stories, and informational texts related to the essential question. This course will challenge students to write creatively as well as analytically and will help prepare students to be more independent researchers.

**Term 1:**  
Essential Question: How can literature help us explore loyalty, trust, and relationships with authority figures?  
Focus Text: *Romeo and Juliet* by William Shakespeare  
Key Learning Targets:

- To be able to use in-text context clues to help identify meanings of words and phrases.
- To be able to evaluate and synthesize online research and present a well-formatted presentation.

**Term 2:**

Essential Question: How can literature help us understand nature, culture, tradition, and migration?  
Focus Text: *Esperanza Rising* by Pam Muñoz Ryan  
Key Learning Targets:

- To be able to analyze an author’s purpose in employing literary devices.
- To be able to compose an accurately sourced research project.
- To refine formal written academic language with a focus on organization and tone.

**Term 3:**

Essential Question: How can literature help us understand complexities of class, race, and coming of age?  
Focus Text: *Musical Youth* by Joanne Hillhouse  
Key Learning Targets:

- To be able to identify and employ diction of an appropriate tone for a specific audience.
- To be able to compare common themes across texts.
- To be able to design and implement a self-directed project related to a text’s theme.

Selected Key Skills and Ongoing Practice

**Spelling/Vocabulary:** Identifying common prefixes, roots, and suffixes, tracing etymology, knowing ie/ei & commonly misspelled words, using context clues, recognizing cultural variations in spelling, using abbreviations, etc.  
**Reading/Literary Analysis:** Understanding and identifying key literary terms, self-monitoring comprehension, plot diagramming, characterization analysis, re-reading and annotating, theme identification and analysis, etc.  
**Grammar:** Reviewing parts of speech, independent vs. dependent clauses, punctuation, collective nouns, subject-verb agreement, using varied sentence structures, formatting punctuation for MLA style, etc.  
**Writing:** Aligning evidence with thesis statements, using transitions, outlining, integrating text-based evidence, writing for varied genres, using MLA format for essays, etc.  
**Spoken:** Creating student generated discussion questions, discussing text-based prompts, presenting research, etc.

**Assessment Criteria**

<b>Evaluation</b>	
• Class participation & discussion	20%
• Homework, classwork	30%
• Tests, quizzes, essays, and presentations	30%
• End of term exam/summative project	20%

**Independent and Home Learning**

Students will read one book each term independently (in addition to our in-class text.) They should expect to spend between 1-3 hours a week on course assignments that include nightly reading, journaling, vocabulary practice, and grammatical exercises. Homework assignments can require online access: students will need to regularly access Google classroom, IXL, and vocab.com for this course.

<b>Subject</b> Mathematics	<b>Grade</b> 8
<b>Teacher:</b> Sean Bhadrinath	<b>Email:</b> sbhadrinath@islandacademy.com

**Term 1: Topics and Skills Overview**

Review on fractions and non-calculator computation  
 Ratios and percentages  
 Review of rounding to significant figures and decimal places  
 Scientific notation and SI Units: Prefix conversions and conversions  
 Graphs: Linear functions, basic quadratic functions  
 Review of algebra: Solving Linear equations, exponent equations  
 Simultaneous linear equations with graphs

**Term 2: Topics and Skills Overview**

Review of BEDMAS for more complex calculations  
 Expanding brackets with distributive law and FOIL and grouping like terms  
 Doing it (2) in reverse with factorising, to solve quadratic equations (for a=1)  
 Using the formula for hard to factorise quadratics  
 Review of Pythagoras' theorem  
 Review of Trigonometry

**Term 3: Topics and Skills Overview**

Polygons: classification of shapes, interior and exterior angles, properties and deductive geometry  
 Geometry: Constructions, accurate measurement/ drawing of angles and lines.  
 Sets and Venn diagrams  
 Statistics and data representation  
 Number bases

**Assessment Criteria**

Classwork 20%  
 Homework 20%  
 Participation 10%  
 End of topic quiz 30%  
 End of term test 20%

**Independent and Home Learning**

Students are expected to become independent learners through homework and revision. The average homework will be approximately 1 hour per week but this could be increased over revision periods for review tests. Students should use homework as a method of checking their own understanding and should seek help from me if problems are uncovered. Please note that the progress of the topics will vary due to the progression of the group. Homework tasks will set a week in advance and will be based on the estimated topics covered over the week. If any areas are not covered in this time, then these topics will be removed from the mark average. The homework will be issued on paper.

<b>Subject</b> Science	<b>Grade</b> 8
<b>Teacher:</b> Jessica Schlosser	<b>Email:</b> jschlosser@islandacademy.com

Overview: The primary content for this course includes a continuation from Grade 7 Science biology, chemistry and physics. The curriculum is designed to teach students to be independent problem-solvers with strong study skills and to develop clear communication, global awareness and intercultural sensitivity. The grade 8 program is full of important concepts with many opportunities for students to experience science directly with hands-on activities and experiments.

Textbook & Workbook: *Integrated Science for The Caribbean 2* Gene Samuel & Derek McMonagle

**Term 1: Topics**

**PHYSICS**

Unit 6: Motion

Unit 7: Thermal Energy

Unit 8: Energy in Ecosystems

**Term 2: Topics**

**CHEMISTRY**

Unit 4: Physical and chemical processes

Unit 5: Separating mixtures

**Term 3: Topics**

**BIOLOGY**

Unit 1: Diet and health

Unit 2: Human Body Systems: the circulatory system

Unit 3: Human Body Systems: the respiratory system

**Assessment Criteria**

Class participation	10%
Homework, classwork	20%
Labs, projects	20%
Tests and quizzes	30%
End of term exam	20%

**Student Expectations**

1. Respectful, cooperative classroom behaviour is essential
2. Homework will be assigned throughout the week. If work is not completed, the student will receive a zero. If there are extenuating circumstances, they will be evaluated on a case by case basis.
3. Laboratory work: Students will conduct observations, experiments and research throughout the year. Students are expected to complete Lab Reports and to follow the Lab Safety Rules.
4. Term projects: Students will be required to complete a comprehensive project each term focused on topics covered throughout the term

**Independent and Home Learning**

Students will be given approximately 2 hours of homework each week. This may vary depending on the topic and the time of year (it will increase to allow for focused revision nearer the exam). If a student has not been given explicit homework after a lesson, they should be attending to their notes by: adding to a table of contents and organizing/reviewing notes, creating study guides or notecards, etc. They can also practise using IXL. Students are required to have internet access for research and projects! Students are required to complete all set assignments regardless of attendance. Please email for support as needed.



<b>Subject</b> Information Technology	<b>Grade</b> 8
<b>Teacher:</b> David Dewhurst	<b>Email:</b> ddewhurst@islandacademy.com

### Term 1: Topics and Skills Overview

By the end of term 1 Students should have covered the following:

1. Vector graphics: Create an image using a vector graphic editor
2. Layers of computing system: understanding different components and functionalities that make up a computer system

### Term 2: Topics and Skills Overview

By the end of term 2 Students should have covered the following:

3. Web Development: Creating a web page
4. Representations - Clay to Silicon: to understand, explain, measure, and manipulate binary digits

### Term 3: Topics and Skills Overview

By the end of term 3 Students should have covered the following:

5. Mobile App Development: To create a simple app
6. Introduction to Python: Using python to gather information

### Assessment Criteria

Class Participation & Attitude 10%  
Class Work 15%  
Home Work 15%  
Project 10%  
Quiz 25%  
Final Exam 25%

### Independent and Home Learning

Students are expected to practise tasks performed in the classroom at home. Extra tasks will be given for assignments, as well as formative assessments and a project each term. These will reinforce what is taught in class and may require at least 45 min of independent learning each week to complete.



<b>Subject</b> Spanish	<b>Grade</b> 8
<b>Teacher:</b> Randy St. Jean	<b>Email:</b> rstjean@islandacademy.com

### Topics and Skills Overview

**Term 1:**

- Unit 1: El regreso (The return).
- Unit 2: Bienvenido a mi colegio (Welcome to my school).
- Unit 3: Mis studios (My studies)
- Unit 4: Diviértete fuera de casa! (Fun outside the house)

**Term 2:**

- Unit 5: El ritmo de la vida ( Daily living)
- Unit 6: Hogar, dulce hogar (Home sweet home)
- Unit 7: Ayudas en casa (House chores)
- Unit 8: Mi querido pueblo (My town)

**Term 3:**

- Unit 9: Pasarlo bien en casa (Enjoying time at home)
- Unit 10: Al aire libre (Hobbies)
- Unit 11: Lo que me gusta más (What I like most)
- Unit 12: De profesión quiero ser (What I want to be)

### Student Expectations

1. Respectful and cooperative classroom behaviour is essential.
2. Homework completion: Homework will be assigned 2/3 times a week. If work is not completed, the student will receive a ZERO. If there are extenuating circumstances, a parent's note will be required. Homework may be book work or on IXL.
3. There will be a quiz at the end of every unit so students can see where they may have weaknesses. These tests are to make sure that students are practising grammar and studying the vocabulary words for each unit.

### Assessment Criteria

Classwork	15%
Homework	20%
Participation and behaviour	10%
Quiz/Presentation	25%
End of term exam	30%

### Independent and Home Learning

Homework and daily study are essential in active learning. The students are responsible for completing this homework on time, whether they are present in class or not. Technical problems are not acceptable excuses for not completing your homework on time.

Duolingo is a great free app to extend knowledge of vocabulary and grammar. 15 minutes a day is enough.



<b>Subject</b> Visual Arts	<b>Grade</b> 8
<b>Teacher:</b> Laura Haynes	<b>Email:</b> lhaynes@islandacademy.com

**Term 1: Topics and Skills Overview**

- Biography, introductions, targets for the year.
- **Photography and Painting** - composition, colour theory - Artists: Claude Monet/Camille Pissarro.
- **Observational drawing & still life studies** - Artists: Van Gogh/Giorgio Morandi/Armand Fernandez
- **Ceramics.** Hand building techniques, carving skills, firing and glazing work. Mike Byrne/

**Term 2: Topics and Skills Overview**

- **Surrealism digital work collage - mixed media** - Artists: Howard Tangye/Salvador Dali/Christian Schloe/Sean Landers.
- **Animation and Film Making.**

**Term 3: Topics and Skills Overview**

- **Painting & Drawing** - review of prior knowledge, application of new skills and techniques. Collaborative piece.
- **Origami** - study of Japanese origami traditions.
- **Printmaking** - Deep dive into printmaking techniques, lino, monoprint, etching, collagraph. Negative and positive space. Reverse imaging.

**Assessment Criteria**

Work from each project will be marked out of 100%

Knowledge and Understanding	20%	(research/subject matter and artists etc.)
Participation and Engagement	35%	(behaviour/work ethic/willingness to learn/engagement in class discussion)
Creativity and Imagination	20%	(willingness to take risks/ make mistakes through trial and error /demonstration of personal style and imagination)
Classwork and Homework	25%	(class assignments/graded drawings and pieces of physical work/written work/presentation of materials)

**Independent and Home Learning**

Students will be given at least 1 piece of homework per week, written or practical.

Development of project ideas at home, independent research into artists or art movements that will assist with current project development.

Independent artwork is recommended at home to practise skills - this will not be graded or brought to school but it is useful to develop skills and personal artistic style outside of class time, essential to the students development in Art.





<b>Subject:</b> Humanities (History, Social Studies and Geography)	<b>Grade 8</b>
<b>Teacher:</b> Mckala Fleming	<b>Email:</b> mfleming@islandacademy.com

### Term 1: Topics and Skills Overview

**History Inquiry Question: What Impact did the British Empire have on its colonies?**

**Sub topics:** The British Empire, Slavery and Slave Resistance, The Indian Mutiny and The Scramble for Africa, impact of WW1 and WW2.

**Skills:** summarising, comprehension, analyzing and evaluating sources, essay writing skills

**Geography Inquiry Question: Why are natural environments important to individuals and society?**

**Sub topics:** Biomes, Climate and climate graphs, eco systems, food webs, climate change and sustainability

**Skills:**research skills, collaborative work, critical thinking skills

### Term 2: Topics and Skills Overview

**Social Studies Inquiry Question: How are societies governed?**

**Subtopics:** Role of Monarchies, the commonwealth, Democracies and Dictatorship, Case Studies: North Korea, UK and Japan.

**Skills:** research skills, collaborative work and presentation skills

**History Inquiry Question: Why do societies experience revolution? How have the roles of women changed due to Revolutions in modern times?**

**Subtopics:** Political, Social, Technological, Cultural and Religious Revolutions, Women in the 19th Century, Suffragettes, Women in WW1 and WW2, Women in the Caribbean, America and Europe, Women’s Protest Movements

**Skills:** Information literacy skills, source evaluation skills, creative thinking skills

### Term 3: Topics and Skills Overview

**Geography Inquiry Questions: Where are all the People?**

**Subtopics:** patterns of global population changes, birth rate death rate, migration, Case studies: Nigeria, Hong Kong, and USA

**Skills:** interpreting data, research skill, collaborative work and presentation skills

**Social Studies Inquiry Question: What is culture and why is it important?**

**Subtopics:** Who Am I? How can culture be expressed?: Multiculturalism, Case study: Antigua and Barbuda

**Skills:** Research work, collaborative skills, essay writing.

### Assessment Criteria

Exams	30%
Quizzes/Tests	20%
Projects	15%
Homework	15%
Classwork	10%
Participation	10%

\*Late homework will receive a zero.

### Independent and Home Learning

Homework typically consists of reading, researching or written work. This is often supported by class discussion and concept reviews in lessons. Students are heavily encouraged to take an active interest in international news and the world around them. Students can expect the amount of time spent on Humanities work to increase as tests approach in order to improve retention of new material.



<b>Subject</b> PSHE	<b>Grade</b> 8
<b>Teacher:</b> Alaina Gomes	<b>Email:</b> agomes@islandacademy.com

PSHE (personal, social, health and economic) education aims to develop knowledge, skills and attributes in students that will help them prepare them for life and work in a modern world. The course will help students understand the connection between academic, social and emotional wellbeing and provide a platform for discussing a variety of strategies for success.

### **Topics and Skills Overview (cycle 1)**

#### Healthy Relationships

- Self-esteem, romance, and friendships.
  - *Students will explore how to safely and responsibly form positive relationships (including those among their family, peers, staff at school, and the wider community)*
  - *Students will learn conflict resolution strategies, how to repair broken friendships, how to set boundaries in relationships, and the importance of empathy. Students will have the opportunity to discuss the emotional and physical realities and responsibilities of relationships.*
  - *Students will further learn how to differentiate between healthy and unhealthy relationships and ways to build/ improve their self esteem (including aspects of body image and stereotypical ideologies of “beauty”)*

#### Health and Wellbeing

- Risks of alcohol, tobacco, marijuana and other substances/ potential addictions (e.g. gambling).
  - *Students will learn to identify when they are being pressured into using various drugs, and the strategies and resources they can use to help themselves and others if they are being pressured.*
  - *Students will be able to describe local and international laws regarding alcohol, tobacco and other substances and become knowledgeable about what addiction is, causes of addiction, treatment for addiction and identify resources available for support.*
- *Strategies for maintaining good personal hygiene.*
  - *Dental hygiene, menstrual and genital hygiene, hand washing, nail care, body washing etc)*

#### Diversity and Acceptance

- Diversity, Prejudice and bullying (including cyber bullying) and building tolerance.
  - *Students will be able to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.*
  - *They will further learn the impact of stereotyping, prejudice and discrimination on individuals and relationships; the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice; the need to promote inclusion and challenge discrimination, and how to do so safely, including online*

### **Topics and Skills Overview (cycle 2)**

#### Mental Health

- Tackling stigma surrounding mental health
  - *Students will discuss and learn the differences between mental illness and mental health, define terms such as self-harm, depression, anxiety and low-self esteem, and explore techniques to self heal and assist peers with the healing process as well.*

#### Living in the Wider World

- Planning for our future
  - *Students will begin exploring different career options based on their skills, talents and personalities.*

### **Assessment Criteria**

Students will be assessed based upon their classroom participation in discussion, independent, and group activities. Students will receive two exams for the full school year (one in cycle 1 and one in cycle 2)



**Independent and Home Learning**

Students will be given approximately 1 hour of homework each week. This may vary depending on the topic and the time of year as students will be putting into practice what they learn in class.  
Students will also be required to have internet access for research and projects!



<b>Subject</b> Physical Education	<b>Grade</b> 8
<b>Teacher:</b> Mark Mitchell	<b>Email:</b> <a href="mailto:mmitchell@islandacademy.com">mmitchell@islandacademy.com</a>

### Term 1: Topics and Skills Overview

**Sport 1: Volleyball:** Service: underarm, overarm (float, top spin). Service reception, underarm, overhead (volley). Defence: two armed defence, pass/underarm pass. Set: front volley; reverse volley, back set. Attack: spike (hard or soft); tip. Blocking: individual, partner.

**Sport 2: Athletics:** Running Events: Sprints - starts, transition, acceleration to maximum speed, finish (60m, 100m, 200m, 400m; Middle and Long Distance - starts, transition, strategy, finish (800m, 1500m, 5000m). Throwing Events: Shot Put - stance, grip, standing frontal throws, movement sequence (glide/spin), power position and execution, follow through and recovery. Discus - grip, stance, preliminary swings, standing frontal throws, throws from a side on stance, power position and execution, movement sequence (rotation: 1-turn, 1½ -turns). follow through and recovery. Javelin - grip and approach run transition (cross steps), power position and execution, follow through and recovery.

### Term 2: Topics and Skills Overview

**Sport 1: Variety** -handball, capture the flag, netball, ultimate frisbee, cricket, kickball, longball, rounders, four square, sepak takraw, skipping.

**Sport 2: Basketball** Passing - chest pass, bounce pass, baseball pass (long) and overhead pass. Catching - one-hand/block and trap, two-hand catch/funnel. Dribbling -either hand (right, left), alternate hands, change of direction and change of pace, high, low and cross-over (reverse, front cross-over, between the legs, behind the back). Shooting - lay-up shots, set shot, jump shot, hook shot. Footwork -stance, pivoting, changes of pace and direction, sliding, jumping, stopping.

### Term 3: Topics and Skills Overview

**Sport 1: Baseball:** Batting - grip: standard; choke grip. batting: swing, bunts. Pitching - fast-pitch (overarm), slow-pitch (underarm), starting position, wind up. Fielding - catching: basics to catch fly hits, rolling hits. Throwing - over arm, side arm. Base running - single, double, triple, home run.

**Sport 2: Football:** Control - using static practices: use of chest, thigh, feet and head, pressurised situations: use of chest, thigh, feet and head. Passing - short pass: including use of both feet, use of the inside and the outside of the foot, instep. Long pass (along the ground, lofted pass): skills to include use of both feet, outside of the foot, the chip pass. Body pass: use of head and chest. Shooting: power shots (short and long range), shots with inside and outside of foot (swerving shots), first time shots (volleys and half volleys), heading, shooting on the move, penalty kicks and direct free kicks. Tackling: block tackle, side tackle, sliding tackle. Dribbling: close control, use of either foot, feints, changes of pace and direction, against opponents. Heading: defensive and attacking, for distance and for accuracy. Jockeying: pressurising and attacking, closing down a player. Goalkeeping skills: throwing for distance and accuracy, punching, palming, handling of shots and crosses (to include pressurised situations, kicking dead ball and clearance, narrowing the angle and diving saves.

### Assessment Criteria

Participation (listening, following directions, effort, sportsmanship) – 100%

### Independent and Home Learning


It is important to maintain a well-balanced diet and engage in regular moderate to vigorous physical activity, such as walking, jogging, cycling, or swimming, for at least 60 minutes daily.

<b>Subject</b> Music	<b>Grade</b> 8
<b>Teacher:</b> Jocelyn Beldman	<b>Email:</b> jbeldman@islandacademy.com

**Skills Overview**

Develop and perfect technique on an instrument (marimba and/or other percussion instruments). Read



and perform the following rhythm notations: . Read and perform the following notes of the pentatonic scale: do, re, mi, sol, and la. Compose music. Improvise music within a group. Perform music in a group and in a solo. Analyse and decipher the rhythmic and melodic components of simple folk songs. Utilise the voice as an instrument.

**Term 1: Topics Overview**

Musical Sounds and Properties of Sound; Instrument Families; Melodies; Treble and Bass Clefs; Phrases and Sequences.

**Term 2: Topics Overview**

Primary Chords; Composing; Simple and Compound Time Signatures; Primary Chords.

**Term 3: Topics Overview**

Musical Elements; Cultural Heritage; Composing Using Melodies and Primary Chords.

**Assessment Criteria**

Performances: 60%  
In class participation: 10%  
Assignments/Homework: 30%