

Grade 8

| English | |
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| <p>The English term 2 exam will be designed to assess students' achievement of the following objectives:</p> <p>Literature skills will be tested in application to unseen passages and to the literature selections we have read. The body of tested literature will include:</p> <p><i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry Poem "Not My Bones" by Marilyn Nelson</p> <ul style="list-style-type: none"> • Use a variety of nonfiction reading strategies including: determine author's purpose and main idea, use close reading skills to find information and interpret the text • Analyze characters and settings and their role in the plot • Cite text evidence that supports your analysis • Analyze how particular lines of dialogue or excerpted descriptions or events in the story reveal character or affect plot • Analyze how differences in the points of view between characters create drama • Evaluate a character's choices and his/her impact on history • Recognize the use of primary and secondary sources in biographies <p>Writing</p> <ul style="list-style-type: none"> • Theme essay in response to a poem read in class | <p>Vocabulary & Spelling</p> <ul style="list-style-type: none"> • Know the definitions, parts of speech, connotations, synonyms and antonyms for the words from Vocabulary Workshop units 4-6, as well as how to complete and write sentences using the words. • Use known morphemes to infer word meanings: <i>frag/fract, fin, homo, hyper, hypo, ject, micro, macro, magn, mal</i> <p>Spell words correctly: <i>hypocrisy, prejudice, immediately, probably, thorough, conscience, interpret, recognize, truly, control</i></p> <p>Grammar</p> <ul style="list-style-type: none"> • Identify independent and dependent clauses in sentences • Write sentences using subordinating conjunctions (AAAWWUBBIS words) • Recognize simple, compound, complex, and compound-complex sentences • Recognize and use prepositional phrases in sentences • Recognize and use appositive phrases in sentences • Correct run-ons, comma splices, and fragments • Use active and passive voice in writing |
| English Islamic | Arabic اللغة العربية |
| <p>Ahmad Murda, Amirah, Bassil, Diana, Mahekk, Muhammad Handzalah, Myiesha, Ramee, Sundus, Zaid</p> <p>Unit 1 pages 12-20 Lesson 1: Honesty of the Prophet (PBUH).</p> <p>Unit 3 pages 120-153 Lesson1: The story of the believers in Surat Ya Sin (Surat Ya Sin 20-32). Lesson2: The Holiest Mosques. Lesson3: The Conquest of Makkah.</p> | <p>الجزء الأول:</p> <ol style="list-style-type: none"> 1- الفعل المجرد (نحو) : 89/88 2- هكذا يكون التحدي (نص معلوماتي): 93/90 3- الفعل المجرد والمزيد: 100/96 4- قصيدة الشمس (شعر): 125/120 5- التشبيه المفصل (بلاغة): 129/126 6- مصادر الفعل الثلاثي (نحو): 140/136 7- مصادر الأفعال غير الثلاثية: 155/150 <p>الجزء الثاني:</p> <ol style="list-style-type: none"> 8- التشبيه المجل (بلاغة): 30/28 9- مقتطفات من رواية أصوات من تشرنوبل (نثر أدبي): 38/32 10- المهارات السابقة في النحو والبلاغة 11- التعبير: وظيفي (كتابة نص معلوماتي) + إبداعي |

| Special Arabic | | اللغة العربية لغير الناطقين | |
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| <p>Busisiwe - Henriette - Diana - Zoe - Amirah - Ahmad Murda - Muhammad Handzalah - Ramee - Sundus - Zaid - Bassil</p> | | | |
| <p>الكتاب البنفسجي رقم 4</p> <p>الدرس الخامس : الأصدقاء الأربعة (43 -34) + كتاب التدريبات (21 -18)</p> <p>الدرس السادس : الفئران تأكل الحديد (53 - 46) + كتاب التدريبات (27 - 24)</p> <p>الدرس السابع : هدية مناسبة (61 -54) + كتاب التدريبات (31 - 28)</p> <p>+ دفتر الصف + أوراق العمل</p> | | | |
| <p>Myiesha - Kiara -</p> | | | |
| <p>الكتاب البرتقالي رقم 2</p> <p>الدرس السادس : إلى المدرسة (41 - 36) + كتاب التدريبات (23 -21)</p> <p>الدرس السابع : في الغابة (47 - 42) + كتاب التدريبات (26 - 24)</p> <p>الدرس الثامن : تعالوا نمثل (53 - 48) + كتاب التدريبات (29 -27)</p> <p>+ دفتر الصف + أوراق العمل</p> | | | |
| التربية الإسلامية | | الدراسات الإجتماعية والوطنية | |
| <p>التلاوة : سورة الذاريات .</p> <p>1 - الصلوات ذات الأسباب من ص 92 إلى ص 102</p> <p>2- الشفاء بنت عبد الله العذوية من ص 104 إلى ص 110 .</p> <p>3- قصة مؤمن آل يس (سورة يس 20 -32) من ص 114 إلى ص 122</p> <p>4- أقدس بيوت الله من ص 124 إلى ص 134 .</p> <p>5- أحكام العمرة من ص 156 إلى ص 164 .</p> | | <p>(النمو الحضري) من صفحة 96 إلى 106 جزء 1</p> <p>(النظم الاقتصادية العالمية) من صفحة 108 إلى 118 جزء 1</p> <p>(زايد وحلم الشباب) من صفحة 46 إلى 55 جزء 2</p> <p>(الإمارات من سفينة الصحراء إلى مسبار الفضاء) من صفحة 48 إلى 59 جزء 2</p> | |
| A.S.S. for non Arabs | | | |
| <p>Eternal Imprints – Jamal Sanad Al Suwaidi</p> <p>Introduction (from page 12 to 24)</p> <p>Chapter 1: (from page 25 to 31)</p> <ul style="list-style-type: none"> • Maker of History <p>Chapter 2: (from page 33 to 37)</p> <ul style="list-style-type: none"> • Leader of the Empowerment Phase <p>Chapter 3: (from page 39 to 44)</p> <ul style="list-style-type: none"> • A Leader Who Defies the Impossible <p>Chapter 4: (from page 45 to 55)</p> <ul style="list-style-type: none"> • Pride of the United Arab Emirates <p>Chapter 5: (from page 57 to 63)</p> <ul style="list-style-type: none"> • Mother of Humanity <p>Chapter 15 from page 125 to 133)</p> <ul style="list-style-type: none"> • Icon of Struggle for National Liberation – Nelson Mandela | | <p>Use quiz 1 and test 1 term 2 + review sheets for revising the types of questions to expect.</p> <p>Objectives and Skills</p> <ul style="list-style-type: none"> • Reading for the gist • Reading for details • Drawing conclusions • Making inferences • Recall events and important dates. • Synthesize information from different chapters and analyze it. | |
| Computer (<i>Photoshop 1</i>) | | | |
| <p>Grade 8 (Photoshop 1)</p> <p><u>Session 3:</u> Classic Touch Ups - Assignments: 9, 10 & session 3 review.</p> <p><u>Session 4:</u> Recolor the World - Assignment: 11.</p> | | | |

| French DELF A.2 | ESS |
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| <p>➤ Grammaire :</p> <ul style="list-style-type: none"> - verbes être – avoir – les verbes du 1er groupe – les verbes irréguliers (mettre, lire, écrire, dormir, partir, venir, vouloir, pouvoir, voir, boire...) au présent et au passé composé avec l’auxiliaire avoir et être. <p>fiche la maison du verbe être.</p> <ul style="list-style-type: none"> - l’accord des adjectifs de nationalité au féminin et au pluriel (cahier) - les mots interrogatifs (fiche de travail) - l’accord des adjectifs de caractère au féminin et au pluriel (livre p.19) - les adverbes de fréquence (livre p.19) - les indicateurs de lieu (livre p.27) (fiche de travail) <p>➤ Vocabulaire : - tout le lexique dans le cahier</p> <p>➤ Production d’écrit :</p> <ul style="list-style-type: none"> - accepter/ refuser une invitation - écrire un texte au passé en employant le passé composé et les indicateurs de temps : « d’abord, ensuite, alors, enfin ». <p>➤ Fiches- pratique : 1-2-3-4-5-6-7-8-9</p> <p>➤ Epreuve blanche du DELF A2</p> <p>Weekly tests + Quiz</p> | <p>Discovering Our Past: A History of the World Discovering Our Past: Workbook</p> <p>Chapter 4: Mesopotamia 73-96</p> <ul style="list-style-type: none"> • Interpret maps • How the Tigris and Euphrates influenced the rise of Sumer • Sumer’s Civilization • Technological advancements of Sumer • Mesopotamian Empires <p>Chapter 5: Ancient Egypt and Kush 97-136</p> <ul style="list-style-type: none"> • Interpret maps • How the Nile River influenced Egypt • Compare Egypt and Mesopotamia • Farming techniques • Founding of Dynasties and Empires • Egypt’s Rulers • Beliefs and Architecture • Egyptian ways of life • Different Kingdoms • Important Pharaohs • The Nubians <p>Revise all previous quizzes, tests, and text book questions</p> <p>Revise Work book exercises</p> |
| Science | French Regular |
| <p>Sound and Light <u>Unit 3: Light</u> Lesson 1: The Electromagnetic Spectrum. Pages 84-93 Lesson 2: Interactions of Light. Page 96-103 Lesson 3: Mirrors and Lenses. Page 106-113</p> <p>The Diversity of Living Things <u>Unit 1: Life Over time</u> Lesson 2: Theory of Evolution by Natural Selection. Pages 16-25 Lesson 3: The Evidence of Evolution. Pages 30-37 Lesson 5: Classification of Living Things. Pages 54-67</p> <p><u>Unit 2: Earth’s Organisms</u> Lesson 3: Introduction to Plants. Pages 108-119 <i>All quizzes and tests. Lessons Review and Chapters Review.</i></p> | <p>➤ Adosphère 2 (livre) :</p> <ul style="list-style-type: none"> p. 26-27 (dialogue + vocabulaire de la maison) p. 38 (dialogue + vocabulaire) <p>(cahier d’activité) :</p> <ul style="list-style-type: none"> p. 12- 13 - 14 – 18 (n.2) – 19 (n.2) – 20 (n. 2) – 21 (n. 1) <p>➤ Grammaire :</p> <ul style="list-style-type: none"> p. 27 (pour localiser dans l’espace) p. 29 (c’est – ce sont) p. 34 – 35 (bilan) p. 39 (pour acheter quelque chose) p. 41 (les adjectifs démonstratifs) p. 43 (combien + les nombres) p. 46 – 47 (bilan) les mots interrogatifs (cahier) verbes du premier groupe (cahier) <p>➤ Production d’écrit : décrire sa maison.</p> <p>➤ Réviser tous les tests et tous les quizzes.</p> |

| Ethics | Mathematics |
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| <p>Chapter 10 “Conflict and Violence”, Lessons 1-5</p> <ul style="list-style-type: none"> • Describe signs that a conflict is happening or is about to happen • Identify reasons that conflicts happen • Describe how conflicts can happen at home, with peers, and at school • Describe the importance of good communication • Describe body language and its importance • Identify skills for good listening • Describe negotiation, compromise, and collaboration • Identify warning signs that a conflict may be out of control • Describe the use of mediation for solving out-of-control conflicts • Identify skills of a trained mediator • Describe how a conflict becomes violent • identify signs that a conflict may become violent • Explain the importance of reporting all threats of violence • Identify five ways to control anger • Identify five ways to protect yourself from violent situations <p>Terms: <i>conflict, bullying, body language, negotiation, compromise, collaboration, mediation, violence, aggression</i></p> <p>Chapter 14 “Infectious Diseases”, Lessons 1,2,3,5</p> <ul style="list-style-type: none"> • Describe the difference between infectious diseases and contagious diseases • List common ways that contagious diseases spread • Identify common bacterial infections and their symptoms • List ways to avoid bacterial infections • Describe how bacterial infections are treated • Explain how viruses infect the body • Identify common viral infections and their symptoms • Describe how vaccines protect against disease • Discuss the role of hygiene in avoiding infectious diseases • Identify ways to avoid infection • Describe ways to prevent infectious diseases from spreading to others <p>Terms: <i>infectious disease, pathogen, bacteria, antibiotic, virus, vaccine</i></p> <p><i>Students should use the copied book pages, directed reading and concept review packets, quizzes, and tests</i></p> | <p><u>Algebra 1:</u></p> <p>Module 10:</p> <p>L 10.1 – Scatter Plot</p> <ul style="list-style-type: none"> ✓ Answer questions on the correlation ✓ Find the equation of the best line fit without using the calculator <p>Module 11:</p> <p>L 11.1 – Solving Linear Systems by Graphing</p> <ul style="list-style-type: none"> ✓ Solve linear systems by graphing <p>L 11.2 – Solving Linear Systems by Substitution</p> <ul style="list-style-type: none"> ✓ Solve linear systems by substitution method <p>L 11.3 – Solving Linear Systems by Adding or Subtracting (Elimination)</p> <ul style="list-style-type: none"> ✓ Solve linear systems by elimination method (adding or subtracting) <p>L 11.4 – Solving Linear Systems by Multiplying First (Elimination)</p> <ul style="list-style-type: none"> ✓ Solve linear systems by elimination method (multiply first) <p>Module 12 :</p> <p>L 12.1 – Creating Systems of Linear equations</p> <ul style="list-style-type: none"> ✓ Create linear systems from: Verbal description- Table- Graph <p>L12.2 – Graphing Systems of Linear Inequalities Determine solutions of systems of linear inequalities graphically</p> <p><u>Geometry:</u></p> <p>Module 11:</p> <p>L 11.1 – Dilations</p> <ul style="list-style-type: none"> ✓ Dilate a line segment ✓ Apply properties of dilations ✓ Determine the center and scale of dilation <p>L 11.2 – Proving Figures are Similar using transformations</p> <ul style="list-style-type: none"> ✓ Determine if figures are similar ✓ Find a sequence of similarity transformations ✓ Prove all circles are similar <p>L 11.3 - Corresponding Parts of Similar Figures</p> <ul style="list-style-type: none"> ✓ Justify properties of similar figures using transformations ✓ Apply properties of similar triangles <p>L 11.4 – AA similarity</p> <ul style="list-style-type: none"> ✓ Apply AA, SSS and SAS similarity <p><u>Extras:</u></p> <p>Study any related worksheets or activity sheets in the Math copybook and textbook.</p> |



Term 2 Exam Materials to be Tested

Gr. 8 Feb-March 2018

