**Long Range Plans**

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Calgary, Alberta

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**Grade 7 Science**

The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners – maintaining their sense of wonder about the world around them.

**Communication Plan**

1. Provide a copy of the course outline at Meet the Teacher evening so that they may review the material, content and expectations
2. Post daily/weekly lesson outcomes within the classroom
3. Post student work in and around the classroom
4. Contact parent by phone and email for both positive and negative feedback where necessary
5. Update parents via Remind
6. Class website: [www.thebrucezone.weebly.com](http://www.thebrucezone.weebly.com) (linked to D2L)

**Curriculum and Supplementary Resources**

* Science Focus 7 (Student Textbook/Teacher Resource)
* Success in Action 7 (Teacher Resource)
* Variety of education websites including Learn Alberta and 2Learn

Time will be allotted in the last month of the school year for review and exam prep. This will also allow for additional time if a particular area of study requires deeper thought and extended learning.

***Skill Outcomes (focus on problem solving)***

Initiating and Planning: Students will ask questions about the relationships between and among observable variables, and plan investigations to address those questions.

Performing and Recording: Students will conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data

Analyzing and Interpreting: Students will analyze qualitative and quantitative data, and develop and assess possible explanations Communication and Teamwork: Students will work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results.

***Attitude Outcomes***

Interest in Science: Students will be encouraged to show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields

Mutual Respect: Students will be encouraged to appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds.

Scientific Inquiry: Students will be encouraged to seek and apply evidence when evaluating alternative approaches to investigations, problems and issues.

Collaboration: Students will be encouraged to work collaboratively in carrying out investigations and in generating and evaluating ideas

Stewardship: Students will be encouraged to demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment.

Safety: Students will be encouraged to show concern for safety in planning, carrying out and reviewing activities.

**The program of studies developed for junior high science outlines five units per grade level, each with specific STS and Knowledge outcomes organized to achieve the foundations of the program.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Timeline** | **General Outcomes** | **Acceptable Evidence** |
| Lab procedures and safety | *1 week* | See attached attitude and skills outcomes | Creation of general lab outline |
| Plants for Food & Fibre (*Science and Technology Emphasis*)  | *8 weeks* | *Students will:* 1. Investigate plant uses; and identify links among needs, technologies, products and impacts
2. Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment
3. Analyze plant environments, and identify impacts of specific factors and controls
4. Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre
 | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation (*carrot root dissection, plant root investigation, flower dissection)*, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit Tests, Unit Projects: **Mystery Plant** [**mythbuster**](https://docs.google.com/document/d/1L8dXoKwQnz9___KBNw0PG6UJC_wlReY1hwXCgdf0tIY/edit)**, Zoo Journal** |
| Structures & Forces (*Science and Technology Emphasis*)  | *8 weeks* | *Students will:* 1. Describe and interpret different types of structures encountered in everyday objects, buildings, plants and animals; and identify materials from which they are made
2. Investigate and analyze forces within structures, and forces applied to them
3. Investigate and analyze the properties of materials used in structures
4. Demonstrate and describe processes used in developing, evaluating and improving structures that will meet human needs with a margin of safety
 | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit Tests, Section Tasks: **Egg Catcher, Bridge Builder** Unit Projects – [**Lego Man Ride**](http://campbellcorner.weebly.com/uploads/9/8/6/6/9866336/the_little_man_thrill_ride_term_project2012.pdf) |
| Heat & Temperature (*Social and Environmental Emphasis)* | *7 weeks* | *Students will:* 1. Illustrate and explain how human needs have led to technologies for obtaining and controlling thermal energy and to increased use of energy resources
2. Describe the nature of thermal energy and its effects on different forms of matter, using informal observations, experimental evidence and models
3. Apply an understanding of heat and temperature in interpreting natural phenomena and technological devices
4. Analyze issues related to the selection and use of thermal technologies, and explain decisions in terms of advantages and disadvantages for sustainability
 | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit Tests, Unit Projects  |
| Planet Earth (*Nature of Science Emphasis*)  | *7 weeks* | *Students will:* 1. Describe and demonstrate methods used in the scientific study of Earth and in observing and interpreting its component materials
2. Identify evidence for the rock cycle, and use the  rock cycle concept to interpret and explain the characteristics of particular rocks
3. Investigate and interpret evidence of major  changes in landforms and the rock layers that  underlie them
4. Describe, interpret and evaluate evidence from the  fossil record
 | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit Tests, Unit Projects – **Drumheller Journal** **Zoo Journal** |
| Interactions & Ecosystems (*Social and Environmental Emphasis)*  | *8 weeks* | *Students will:* 1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
2. Trace and interpret the flow of energy and materials within an ecosystem
3. Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment
4. Describe the relationships among knowledge, decisions and actions in maintaining life- supporting environments
 | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit Tests, Unit Projects – [**Zine**](http://campbellcorner.weebly.com/uploads/9/8/6/6/9866336/ecosystem_zine.pdf)**, Zoo Journal** |

**Grade 9 Science**

The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners – maintaining their sense of wonder about the world around them.

**Communication Plan**

1. Provide a copy of the course outline at Meet the Teacher evening so that they may review the material, content and expectations
2. Post daily/weekly lesson outcomes within the classroom
3. Post student work in and around the classroom
4. Contact parent by phone and email for both positive and negative feedback where necessary
5. Update parents via Remind
6. Class website: www.brucesbrainiacs.weebly.com (linked to D2L)

**Curriculum and Supplementary Resources**

* Science in Action 9 (Student Textbook/Teacher Resource)
* Success in Science 9 (Teacher Resource)
* Variety of education websites including Learn Alberta and 2Learn

Time will be allotted in the last month of the school year for review and exam prep. This will also allow for additional time if a particular area of study requires deeper thought and extended learning.

***Skill Outcomes (focus on problem solving)***

Initiating and Planning: Students will ask questions about the relationships between and among observable variables, and plan investigations to address those questions.

Performing and Recording: Students will conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data

Analyzing and Interpreting: Students will analyze qualitative and quantitative data, and develop and assess possible explanations Communication and Teamwork: Students will work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results.

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Mutual Respect: Students will be encouraged to appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds.

Scientific Inquiry: Students will be encouraged to seek and apply evidence when evaluating alternative approaches to investigations, problems and issues.

Collaboration: Students will be encouraged to work collaboratively in carrying out investigations and in generating and evaluating ideas

Stewardship: Students will be encouraged to demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment.

Safety: Students will be encouraged to show concern for safety in planning, carrying out and reviewing activities.

**The program of studies developed for junior high science outlines five units per grade level, each with specific STS and Knowledge outcomes organized to achieve the foundations of the program.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Timeline** | **General Outcomes** | **Acceptable Evidence** |
| Lab procedures and safety | *2 weeks* | See attached attitude and skills outcomes | Creation of general lab outlineLab Safety - *final assessment* |
| Matter & Chemical Change | *6 weeks* | *Students will:*1. Investigate materials, and describe them in terms of their physical and chemical properties
2. Describe and interpret patterns in chemical reactions
3. Describe ideas used in interpreting the chemical nature of matter, both in the past and present, and identify example evidence that has contributed to the development of these ideas

Apply simplified chemical nomenclature in describing elements, compounds and chemical reactions  | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit Tests, Unit Projects |
| Biological Diversity | *8 weeks* | *Students will:*1. Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival
2. Investigate the nature of reproductive processes and their role in transmitting species characteristics
3. Describe, in general terms, the role of genetic materials in the continuity and variation of species characteristics; and investigate and interpret related technologies
4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making
 | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit TestsSection Tasks: Dragon GeneticsUnit Projects - [**Classification**](http://campbellcorner.weebly.com/uploads/9/8/6/6/9866336/cc_%E2%80%93_classification_of_living_things.pdf) |
|  |  |  |  |
| Space Exploration | *6 weeks* | *Students will:*1. Investigate and describe ways that human understanding of Earth and space has depended on technological development
2. Identify problems in developing technologies for space exploration, describe technologies developed for life in space, and explain the scientific principles involved
3. Describe and interpret the science of optical and radio telescopes, space probes and remote sensing technologies
4. Identify issues and opportunities arising from the application of space technology, identify alternatives involved, and analyze implications
 | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit Tests, Unit Projects – **Altitude/Azimuth Hunt** |
| Environmental Chemistry | *7 weeks* | *Students will:*1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things
2. Identify processes for measuring the quantity of different substances in the environment and for monitoring air and water quality
3. Analyze and evaluate mechanisms affecting the distribution of potentially harmful substances within an environment
 | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit Tests, Unit Projects |
| Electrical Principles | *7 weeks* | *Students will:*1. Investigate and interpret the use of devices to convert various forms of energy to electrical energy, and electrical energy to other forms of energy
2. Describe technologies for transfer and control of electrical energy
3. Identify and estimate energy inputs and outputs for example devices and systems, and evaluate the efficiency of energy conversions
4. Describe and discuss the societal and environmental implications of the use of electrical energy
 | *Assessment FOR Learning:* Pre-assessments, KWL, Exit Cards, lab reports *Assessment AS Learning:* Group Work, experimentation, student self-evaluation, flashcards *Assessment OF Learning:* Quizzes, Section Tests, Unit Tests, Unit Projects – **Wired Up** |

**Grade 8 Religion**

The grade 8 religion curriculum pulls it's focus from the Apostles' Creed. The creed arises from the very heart of the early Church and is spoken as a reminder of the fundamental truth of Catholicism.

Religious education is presented within the tradition of the Catholic Faith Community, which provides students with experiences of prayer, faith, love and justice. We will integrate gospel values in day to day activities as well as in service projects in the school and community whenever opportunities arise.

**Communication Plan**

1. Provide a copy of the course outline to the students at year start, as well as parents at Meet the Teacher evening so that they may review the material, content and expectations
2. Discuss lesson outcomes within the classroom
3. Post student work in and around the classroom
4. Regular updates on D2L, including academic achievement and feedback on specific assignments
5. Contact parent by phone and email for both positive and negative feedback where necessary
6. Class website [www.thebrucezone.weebly.com](http://www.thebrucezone.weebly.com) (linked to D2L)
7. Remind

**Curriculum and Supplementary Resources**

* Stand By Me (Student Textbook/Teacher Resource)
* Reflection Journals
* Bible  
* District D2L Resources
* Variety of education websites including Learn Alberta and 2Learn

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| **Timeline**  | **Unit** | **Theme** | **Essential Question (*for DOL*)** |
| *4 weeks* | 1. We Believe in the Holy Spirit  | * What do they expect of me? *(Pentecost)*
* Am I strong enough? *(gifts of the spirit)*
* How do I know I’m on the right track? *(fruits of the spirit)*
* What does it take to really win? *(solidarity & the trinity/trinititarian prayer)*
 | Demonstrate your understanding of how you are called to witness the gifts and fruits of the Holy Spirit in the world today |
| *3 weeks* | 2. We Believe in the Holy Church | * Who wants to be Holy? *(know the sacraments)*
* How do I fit in? *(sacraments of initiation)*
* What can I do when my life seems to be falling apart? *(healing and forgiveness)*
 | Demonstrate your understanding of how the sacraments of Baptism, Confirmation andEucharist are life-giving encounters with God, which help you become holy. |
| *3 weeks* | 3. We Believe in One Holy Catholic Church | * Why bother with Church? *(Catholicity/Nicene Creed)*
* What can I hope for when I give? *(sacraments of service)*
 | Demonstrate your understanding of what one, catholic and apostolic Church means and express how the Church is relevant to you and others your age. |
| *4 weeks* | 4. We Believe in the Communion of Saints | * Does death destroy everything? *(Saints/Intercessory Prayer)*
* What makes a person’s life successful? *(knowing the Saints)*
 | Demonstrate your understanding of a saint of the Church and explain how he/she challenges us to be holy. |
| *3 weeks* | 5. We Believe in the Forgiveness of Sins | * We know these rules. Why do we have to learn them again? *(10 Commandments/Examination of Conscience)*
* What’s right? What’s wrong? *(Sin)*
* How can we work it out? (*Reconciliation)*
* Why should I confess my sins to anyone besides God? *(Sacramental reconciliation)*
 | Demonstrate your understanding of the challenge of resisting sin and apply the Ten Commandments to the development of one’s conscience. |
| *3 weeks* | 6. We Believe in the Resurrection of the Body/Family Life  | * Who wants this body? *(Respect for the Whole self)*
* What’s sex worth? *(Responsible sexual conduct)*
* Can suffering be meaningful? *(2 Corinthians 12:9)*
* *See Health 8 Family Life outcomes (attached)*
 | Demonstrate your understanding of reconciliation and healing by identifying at least three areas in your community where this has been needed. How is the need in your community comparable to what is happening in the global community? |
| *3 weeks* | 7. We Believe in Jesus and Life Everlasting  | * How is my life connected? *(stewardship)*
* How can I make the world more peaceful?
* Do I live justly? *(the Golden Rule)*
 | Demonstrate your understanding by identifying and describing how human beings are connected to the beauty and wonder of God’s creations. |
| *4 weeks* | 8. Amen | * What difference does belief make? *(Apostle’s Creed/Amen)*
* Why go to Mass? *(Divine Liturgy/Eucharistic Liturgy)*
* How shall we celebrate? *(participate in the liturgy)*
 | Demonstrate your understanding of the meaning and function of each of the following elements of the Mass: Gathering, Liturgy of the Word, Liturgy of the Eucharist, Communion Rite and Dismissal Rite. |

*Assessment FOR Learning:*

Pre-assessments, KWL, Exit Cards, Liturgy

*Assessment AS Learning:*

Group Work, Bible Response, student self-evaluation

*Assessment OF Learning:*

Demonstration of Learning Projects, Reflections

**Grade 8 Health**

Health and life skills involves learning about the habits, behaviours, interactions and decisions related to healthy daily living and planning for the future. It is personal in nature and involves abilities based on a body of knowledge and practice that builds on personal values and beliefs within the context of family, school and community. The aim of the Health and Life Skills is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.

**Communication Plan**

1. Provide a copy of the course outline at Meet the Teacher evening so that they may review the material, content and expectations
2. Discuss lesson outcomes within the classroom
3. Post student work in and around the classroom
4. Contact parent by phone and email for both positive and negative feedback where necessary
5. Class website [www.thebrucezone.weebly.com](http://www.thebrucezone.weebly.com) (linked to D2L)

**Curriculum and Supplementary Resources**

* Alberta Program of Studies Implementation Guide
* District D2L Resources
* Variety of education websites including Learn Alberta and 2Learn

*Assessment FOR Learning:*

Pre-assessments, KWL, Exit Cards, class discussions

*Assessment AS Learning:*

Group Work, critical challenges, student self-evaluation

*Assessment OF Learning:*

Unit Projects, Webpage portfolio, Service Log

**Please note that boldfaced and *italicized* outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction. These topics will be covered during Religious Instructional hours and have been included solely for background information.**

**Personal Health**

*Students will:*

1. examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs
2. analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium
3. ***recognize and accept that individuals experience different rates of physical, emotional, sexual and social development***
4. develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look
5. evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods
6. analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving

**Safety and Responsibility**

*Students will:*

1. ***determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse***
2. identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights
3. describe rights and responsibilities of employers and employees in relation to workplace safety
4. develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit
5. identify and develop personal resiliency skills; e.g., planning skills, social competence
6. ***identify and describe the responsibilities and consequences associated with involvement in a sexual relationship***
7. ***describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV***
8. ***identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills***

**Student Demonstration of Learning:**

***Timeline:*** September – December



**Learning Strategies**

*Students will:*

1. determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest
2. examine learning priorities, and implement a learning plan
3. identify components of ethical decision making, and apply these concepts to personal decision making
4. begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills

**Life Roles and Career Development**

*Students will:*

1. update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths
2. investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media

**Volunteerism**

*Students will:*

1. relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community
2. investigate the characteristics of a mentor, and practise mentorship in a group setting

**Student Demonstration of Learning:**

***Timeline:*** January – March



**Understanding and Expressing Feelings**

*Students will:*

1. describe characteristics of persistent negative feeling states; e.g., depression, mood disorders
2. describe signs associated with suicidal behaviour, and identify interventional strategies
3. evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours
4. analyze the effects of self- concept on personal communication

**Interactions**

*Students will:*

1. develop strategies for maintaining healthy relationships
2. describe and provide examples of ethical behaviour in relationships; e.g., integrity
3. develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts

**Group Roles and Processes**

*Students will:*

1. describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team
2. describe the characteristics of, and demonstrate skills of, an effective leader and group member

**Student Demonstration of Learning:**

***Timeline:*** April - June

**Grade 7 Art**

The Alberta Education Program of Study for Junior High Art is broken into three broad areas:

* *Drawing* involves recording, investigating, communicating, evaluating and talking about all aspects of making images. In grade 7 Art, students will explore a variety of art-making techniques and media; develop approaches for recording objects and images from the natural and man-made world; and learn to use the basic vocabulary of art criticism in describing their work.
* *Compositions* deals with how we organize the components and relationships involved in the creation of artworks. In grade 7 Art, students will focus on expressing meaning by manipulating the Elements of Design such as line, shape, color, value and texture in two and three-dimensional artworks.
* *Encounters* involves looking at images and artefacts: finding ideas and inspiration for making art, investigating the art of other times, and learning to understand and appreciate the purposes of art. In grade 7 Art, students will compare the art of different cultures and societies; and explore the symbolism they used.

**Communication Plan**

1. Provide a copy of the course outline to the students at year start, as well as parents at Meet the Teacher evening so that they may review the material, content and expectations
2. Discuss lesson outcomes within the classroom
3. Post student work in and around the classroom
4. Regular updates on D2L, including academic achievement and feedback on specific assignments
5. Contact parent by phone and email for both positive and negative feedback where necessary
6. Class website: [www.thebrucezone.weebly.com](http://www.thebrucezone.weebly.com) (linked to D2L)
7. Remind

**Curriculum and Supplementary Resources**

* Visual Journals
* District D2L Resources
* Variety of education websites including Learn Alberta and 2Learn

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| --- | --- | --- | --- |
| **Topic** | **Timeline** | **General Theme** | **Acceptable Evidence** |
| Exploring Artistic Design | *5 weeks* | Students will explore the idea that art is all around us:* Investigate the elements of design *(Line, Shape, Form, Color, Value, Space and Texture)*
* Manage elements of design in artwork, objects and the natural world
 | Sketchbook exercises:* Line Exploration *(Hidden Name Line Drawing)*
* Grid Design
* Elements Glossary

Artwork: * Creative Cards
* Urban Graffiti portfolio

Art criticism: *Comparing elements in multiple artworks*Quizzes: *Elements of Design* |
| The Artist as the Observer | *7 weeks* | Students will develop their drawing skills by learning to observe and draw what they *see*, not what they *think*. Students will complete observational drawings of a variety of objects from the man-made and natural world. | Sketchbook exercises:* Contour Line drawing
* Rotational Perspective
* Timed sketching
* Illusion of Space
* Point perspective shapes

Artwork: * Class Grid work
* Point Perspective drawing

Art criticism: *Comparing elements in cultural pieces*Quizzes: *Elements of Design* |
| Creating Colour | *12 weeks* | Students will investigate how artists use color to communicate visual images, feelings, emotions and imagination. Students will experiment with a variety of coloured media including coloured paper and pastels, and will learn specific painting techniques using watercolour and acrylic paint. | Sketchbook exercises:* Colour Wheel reference guide
* Colour mixing reference

Artwork: * Colour Wheel Mosaic
* Watercolour Floral
* Acrylic Still Life

Art criticism: *Critiquing personal works*Quizzes: Colour wheel and mixing technique |
| The World Around Us | *4 weeks* | Students will create functional and/or decorative artworks using media they may not have worked with before such as yarn & fabric and found objects. | Sketchbook exercises:* Texture reference
* Print making *(via rubbing)*

Artwork: Textured LandscapeArt criticism: *Print-makers criticism*Quizzes: Print-making Techniques |
| Sculpture and Form | *6 weeks* | Students will be introduced to 3-D art forms and will further explore the elements of space and texture. Student will investigate the 3-D art of various cultures and create sculptures using paper, found objects and clay. | Sketchbook exercises:* Sculpture planning page

Artwork: * Origami
* Clay creation
 |
| Imagination Station | *6 weeks* | Students will consider the idea of artistic style and that art is based on how each individual perceives the world around them. Students will have the opportunity to use their personal dreams, feelings, and imagination as subject matter in artworks that convey their own personal style. | Sketchbook exercises:* Mixed Media Design
* Final Artwork Proposal

Artwork: * Final Artwork

Art criticism: *Personal Critique (Responding to Criticism)* |

**Grade 8 Art**

The Alberta Education Program of Study for Junior High Art is broken into three broad areas:

* *Drawing* involves recording, investigating, communicating, evaluating and talking about all aspects of making images. In grade 8 Art, students will continue to explore a variety of art-making techniques and media; work on incorporating space and proportion in their recordings of the natural and man-made world; and will use the vocabulary of art criticism to develop a positive analysis of their work.
* *Compositions* deals with how we organize the components and relationships involved in the creation of artworks. In grade 8 Art, students will explore transformations through time and focus on expressing meaning by manipulating the Principles of Design such as pattern and emphasis in two and three-dimensional artworks.
* *Encounters* involves looking at images and artefacts: finding ideas and inspiration for making art, investigating the art of other times, and learning to understand and appreciate the purposes of art. In grade 8 Art, students will compare various interpretations of natural forms and man-made artefacts across time and cultures and consider the impact of man-made structures in the modern world.

**Communication Plan**

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**Curriculum and Supplementary Resources**

* Visual Journals
* District D2L Resources
* Variety of education websites including Learn Alberta and 2Learn

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| --- | --- | --- | --- |
| **Topic** | **Timeline** | **General Theme** | **Acceptable Evidence** |
| Elements of Design Review | *8 weeks* | Students will review the Elements of Art (Line, Shape, Form, Color, Value, Space and Texture) that are essential for the creation of artworks. Mastering these elements is the foundation for drawing, painting, sculpting and other types of artworks. Students will explore each element through a variety of exercises and artworks.  | Sketchbook exercises: * Line Exploration *(Hidden Name Drawing)*
* Elements Reference Guide
* Grid Reference Guide
* Blind Contour Line Drawings
* Contour Line Drawings

Artwork: * Grid Drawing *(whole class)*
* Urban Graffiti Portfolio

Art criticism: *Comparing Elements through time (Picasso Time-Periods*  *<http://www.pablopicasso.org>)*Quizzes: Elements of Design, Words for Criticism |
| People & Faces | *8 weeks* | Students will develop their drawing skills and practice specific techniques. Subject matter and techniques will focus on the proportions of the human head and showing depth and distance.* Use a variety of mediums including pencil, ink and charcoal
 | Sketchbook exercises:* Hand 3-ways *(blind, contour, free)*
* Face Reference sheet
* Da Vinci Reference sheet
* Friends ¾ Portrait *(x2 before & after da Vinci)*
* Self-Portrait outline

Artwork: ¾ Self PortraitArt criticism: Facial Analysis *(compare 3 portraits)*Quizzes: Drawing faces *(true form)* |
| Colour & Composition | *8 weeks* | Students will seek to understand colour relationships and how colour is used by artists to convey feeling, mood and emotion. Students will learn and practice new techniques with watercolour and acrylic paint. | Sketchbook exercises:* Colour reference Guide
* 6-point value scale *(watercolour & acrylic)*
* Watercolour floral
* Colour Scheme reference

Artwork: * Hundertwasser Watercolour
* Acryclic team painting

Art criticism: Self evaluation *(challenges of groups)*Quizzes: Colour Quiz |
| Design, Media & Technique  | *4 weeks* | Students will create expressive artworks using media they may have not encountered before such as calligraphy, collage, printmaking, yarn and fabric. Lessons will merge the foundational design skills students already possess and will allow them to explore the potential of creating unique artworks with non-traditional media. | Sketchbook exercises:* Typography reference guide
* Calligraphy pangram
* Mixed Media Quote Design

Artwork: * Dictionary Design
* Creative Cards

Quizzes: Typography |
| Art in the Environment | *5 weeks* | Students will recognize that art is a key part of our environment and that art and design is all around them. Students will study both contemporary and historical architecture, as well as a variety of public art forms. | Sketchbook exercises:* Architecture Reference Guide
* Interior Concept Guide

Artwork: * FLW Architectural Design
* Dream Room Sketch w/ watercolour pencil *(students can substitute this with fashion line)*

Guest Speaker: * Interior Design: *MiNa Designs*
* 3-Way Clothing
 |
| Modeling, Carving and Design | *3 weeks* | Students will be introduced to 3-D art forms such as embossing, and relief, mobiles, sculpture and pottery. Student will investigate the structures of 3-D objects and practice techniques for re-creating them.  | Sketchbook exercises: * Carving Reference Page
* Model Sketch & Prep page

Artwork: * Carved Sculpture *(based on cultural design)*

Quizzes: Carving |
| Imagination Station | *4 weeks* | Students will self-direct a project based on their personal interest in material, style and technique. Students will brainstorm, plan and execute their project with teacher approval/guidance. | Sketchbook exercises:* Final Artwork Proposal

Artwork: * Final Artwork

Art criticism: *Personal Critique (Responding to Criticism)* |

**Grade 9 Art**

The Alberta Education Program of Study for Junior High Art is broken into three broad areas:

* *Drawing* involves recording, investigating, communicating, evaluating and talking about all aspects of making images. In grade 9 Art, students will continue to explore a variety of art-making techniques and media; record natural and man-made objects alone or as part of compositions in an expressive manner; and will use the vocabulary of art criticism in the analysis and comparison of art works.
* *Compositions* deals with how we organize the components and relationships involved in the creation of artworks. In grade 9 Art, students will use and control form, color and space; and focus on expressing meaning by manipulating the Principles of Design such as dominance, emphasis and concentration in two and three dimensional artworks.
* *Encounters* involves looking at images and artefacts: finding ideas and inspiration for making art, investigating the art of other times, and learning to understand and appreciate the purposes of art. In grade 9 Art, students will explore and identify thematic and stylistic variations of artists and artistic movements; and become aware of the importance society places on art works.

**Communication Plan**

1. Provide a copy of the course outline to the students at year start, as well as parents at Meet the Teacher evening so that they may review the material, content and expectations
2. Discuss lesson outcomes within the classroom
3. Post student work in and around the classroom
4. Regular updates on D2L, including academic achievement and feedback on specific assignments
5. Contact parent by phone and email for both positive and negative feedback where necessary
6. Class website: [www.thebrucezone.weebly.com](http://www.thebrucezone.weebly.com) (linked to D2L)
7. Remind

**Curriculum and Supplementary Resources**

* Visual Journals
* District D2L Resources
* Variety of education websites including Learn Alberta and 2Learn

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Timeline** | **General Theme** | **Acceptable Evidence** |
| Principles & Elements of Design  | *8 weeks* | Students will review the foundational Elements of Art (Line, Shape, Form, Color, Value, Space and Texture) and will be introduced to the Principles of Art (Rhythm, Movement, Balance, Proportion, Variety, Emphasis, Harmony and Unity). Students will explore each new principle through a variety of exercises and artworks. | Sketchbook exercises: * Line Exploration *(Hidden Name Drawing)*
* Elements Reference Guide
* Principles Reference Guide
* Blind Contour Line Drawings
* Contour Line Drawings

Artwork: * Zoom-in/Blow up
* Urban Graffiti Portfolio

Art criticism: *Comparing Elements through time (Picasso Time-Periods*  *<http://www.pablopicasso.org>)*Quizzes: Elements of Design, Words for Criticism |
| People & Motion | *8 weeks* | Students will develop their drawing skills and practice specific techniques. Subject matter will focus on the proportions of the human body and The Golden Mean. | Sketchbook exercises:* Facial 3-ways *(blind, contour, free)*
* Human Proportion Reference sheet
* Da Vinci Reference sheet *(full body)*
* Proportion Sketch

Artwork: Action FigureArt criticism: Facial Analysis *(compare 3 portraits)*Guest Speaker: Dustii Miller (Art by Dustii)Quizzes: Human Proportions *(true form)* |
| Colour & Composition | *8 weeks* | Students will continue to develop their repertoire of painting skills using watercolor and acrylic paints and will explore the use of water-based oil paint. | Sketchbook exercises:* Colour reference Guide
* 6-point value scale silhouette *(choice of watercolour & acrylic)*
* Colour Scheme Reference
* Acrylic floral

Artwork: * Watercolour Landscape
* Acryclic team painting
* Picasso Superhero/Villain
* Andy Warhol stencil

Art criticism: Self evaluation *(challenges of groups)*Quizzes: Colour Quiz |
| Found Media  | *4 weeks* | Students will create personal and expressive artworks using non-traditional materials including found objects, yarn and fabric. Students will investigate artists who use these types of materials in their art. | Sketchbook exercises:* Found Artist Information Guide

Artwork: * Dictionary Design
* Earth Art Collage
 |
| Careers in Art | *5 weeks* | Students will investigate the variety of visual art career options available in the fields of business, environment, education and entertainment. Students will identify some of the skills needed for various careers in the fields of art and design. | Sketchbook exercises:* Tattoo Style Reference
* SA proportion Reference
* Cosmetology Reference

Artwork: * Tattoo Design
* Dream House Sketch w/ watercolour pencil *(students can substitute this with landscape design)*

Guest Speaker: * Kylie Rayner (Beauty by Kylie YYC)
 |
| Modeling, Carving and Design | *3 weeks* | Students will be continue to explore 3-D art forms such as relief, assemblage and reductive sculpture.  | Sketchbook exercises: * Reductive Sculpture Reference Page
* Model Sketch & Prep page

Artwork: * Carved Sculpture *(based on cultural design)*

Quizzes: Carving |
| Imagination Station | *4 weeks* | Students will self-direct a culminating project based on their personal interest in material, style and technique.  | Sketchbook exercises:* Final Artwork Proposal

Artwork: * Final Artwork

Art criticism: *Personal Critique (Responding to Criticism)*  |

**Division 3 ICT Outcomes**

ICT Outcomes should be addressed in all areas of junior high learning and integrated into the classroom lectures, assignments and learning.

**C.1 - Students will access, use and communicate information from a variety of technologies.**

**Specific Outcomes**

3.1  plan and conduct a search, using a wide variety of electronic sources

3.2  refine searches to limit sources to a manageable number

3.3  access and operate multimedia applications and technologies from stand-alone and online sources

3.4  access and retrieve information through the electronic network

3.5  analyze and synthesize information to create a product

3.6  communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports  and multimedia presentations, applying information technologies for content, audience and purpose

**C.2 - Students will seek alternative viewpoints, using information technologies.**

**Specific Outcomes**

3.1  access diverse viewpoints on particular topics by using appropriate technologies

3.2  assemble and organize different viewpoints in order to assess their validity

3.3  use information technology to find facts that support or refute diverse viewpoints

**C.3 - Students will critically assess information accessed through the use of a variety of technologies.**

**Specific Outcomes**

3.1  evaluate the authority and reliability of electronic sources

3.2  evaluate the relevance of electronically accessed information to a particular topic

**C.4 - Students will use organizational processes and tools to manage inquiry.**

**Specific Outcomes**

3.1  create a plan for an inquiry that includes consideration of time management

3.2  develop a process to manage volumes of information that can be made available through electronic sources

3.3  demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline  databases; for example, the use of "and" or "or" between search topics and the choice of appropriate search engines for the topic

**C.5 - Students will use technology to aid collaboration during inquiry.**

**Specific Outcomes**

3.1  access, retrieve and share information from electronic sources, such as common files

3.2  use networks to brainstorm, plan and share ideas with group members

**C.6 - Students will use technology to investigate and/or solve problems.**

**Specific Outcomes**

3.1  articulate clearly a plan of action to use technology to solve a problem

3.2  identify the appropriate materials and tools to use in order to accomplish a plan of action

3.3  evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate

3.4  pose and test solutions to problems by using computer applications, such as computer-assisted design or  simulation/modelling software

3.5  create a simulation or a model by using technology that permits the making of inferences

**C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.**

**Specific Outcomes**

3.1  identify patterns in organized information

3.2  make connections among related, organized data, and assemble various pieces into a unified message

**F.1 - Students will demonstrate an understanding of the nature of technology.**

**Specific Outcomes**

3.1  demonstrate an understanding that information can be transmitted through a variety of media

3.2  explain the concept of software and hardware compatibility

3.3  apply terminology appropriate to the technology being used at this division level

3.4  demonstrate an understanding that digital technology follows a logical order of operations

3.5  explain the difference between digital and analog data on communication systems

3.6  explain how the need for global communication affects technology around the world

3.7  demonstrate the ability to troubleshoot technical problems

3.8  demonstrate an understanding that technology is a process, technique or tool used to alter human activity

**F.2 - Students will understand the role of technology as it applies to self, work and society.**

**Specific Outcomes**

3.1  describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment

3.2  identify potential technology-related career paths

3.3  identify the cultural impact of global communication

3.4  evaluate the driving forces behind various technological inventions

3.5  make inferences regarding future trends in the development and impact of communication technologies

3.6  explain ways in which technology can assist in the monitoring of local and global environmental conditions

3.7  analyze and assess the impact on society of having limitless access to information

3.8  identify the manner in which telecommunications technology affects time and distance

**F.3 - Students will demonstrate a moral and ethical approach to the use of technology.**

**Specific Outcomes**

3.1  use time and resources on the network wisely

3.2  explain the issues involved in balancing the right to access information with the right to personal privacy

3.3  understand the need for copyright legislation

3.4  cite sources when using copyright and/or public domain material

3.5  download and transmit only materials that comply with the established network use policies and practices

3.6  model and assume personal responsibility for ethical behaviour and attitudes and acceptable use of information  technologies and sources in local and global contexts

**F.4 - Students will become discerning consumers of mass media and electronic information.**

**Specific Outcomes**

3.1  identify aspects of style in a presentation

3.2  understand the nature of various media and how they are consciously used to influence an audience

3.3  identify specific techniques used by the media to elicit particular responses from an audience

3.4  recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication

**F.5 - Students will practise the concepts of ergonomics and safety when using technology.**

**Specific Outcomes**

3.1  identify risks to health and safety that result from improper use of technology

3.2  identify and apply safety procedures required for the technology being used

**F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.**

**Specific Outcomes**

3.1  connect and use audio, video and digital equipment

3.2  perform routine data maintenance and management of personal files

3.3  demonstrate proficiency in uploading and downloading text, image, audio and video files

3.4  demonstrate the ability to control devices electronically

3.5  describe the steps involved in loading software

3.6  identify and apply safety procedures, including antivirus scans and virus checks, to maintain data integrity

**P.1 - Students will compose, revise and edit text. Specific Outcomes**

1. 3.1  design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index
2. 3.2  use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document
3. 3.3  revise text documents based on feedback from others
4. 3.4  use appropriate communication technology to elicit feedback from others

**P.2 - Students will organize and manipulate data.**

**Specific Outcomes**

* 3.1  design, create and modify a database for a specific purpose
* 3.2  design, create and modify a spreadsheet for a specific purpose, using functions such as SUM, PRODUCT, QUOTIENT  and AVERAGE
* 3.3  use a variety of technological graphing tools to draw graphs for data involving one or two variables
* 3.4  use a scientific calculator or a computer to solve problems involving rational numbers

**P.3 - Students will communicate through multimedia.**

**Specific Outcomes**

* 3.1  create multimedia presentations that take into account audiences of diverse size, age, gender, ethnicity and geographic location
* 3.2  create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources

**P.4 - Students will integrate various applications.**

**Specific Outcomes**

* 3.1  integrate information from a database into a text document
* 3.2  integrate database reports into a text document
* 3.3  emphasize information, using placement and colour

**P.5 - Students will navigate and create hyperlinked resources.**

**Specific Outcomes**

1. 3.1  create a multiple-link web page
2. 3.2  demonstrate proficient use of various information retrieval technologies

**P.6 - Students will use communication technology to interact with others.**

**Specific Outcomes**

* 3.1  communicate with a targeted audience, within a controlled environment, by using such communication technologies as email and web browsers
* 3.2  demonstrate proficiency in accessing local area network, wide area network and Internet services, including uploading and downloading text, image, audio and video files