

Grade 8



SUCCESS for Every Student

Literacy Calendar

Grand Erie values languages and home cultures. We invite all our families and students to complete some of these activities in English, French, or their own first/home language.

Date

Activity

**Monday,
June 1**

Imagine that you could become someone else for one week – anyone in the world. You would take on that person's appearance, their job, their home and their social circle. Who would you choose and why would you choose that person? Write a one page account of what that week would be like, from a first person perspective.

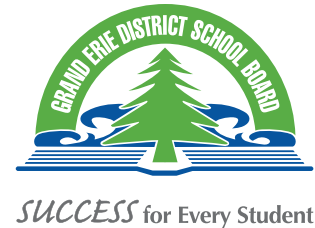
**Tuesday,
June 2**

Idioms! Have you ever heard the phrases Break a leg; It's raining cats and dogs; We'll cross that bridge when we come to it, etc. An idiom is a figure of speech or expression that does not literally mean what it says, rather it implies meaning. Take a look at these examples. What is the implied meaning? This week try using some of these in context.

When pigs fly
Dropping like flies
Saved by the bell
A picture paints a thousand words
Handwriting on the wall
Apple of my eye
Chip on your shoulder

French option
faire la grasse matinée
arriver comme un cheveu sur la soupe
avoir la chair de poule
avoir un coup de foudre
avoir la frite
donner sa langue au chat

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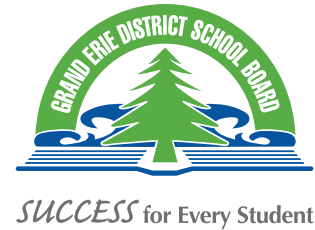


Literacy Calendar

Grand Erie values languages and home cultures. We invite all our families and students to complete some of these activities in English, French, or their own first/home language.

Date	Activity
Wednesday, June 3	Symbolism occurs in a novel or short story when writers use animals, places or colours to represent other things. For example, blue can represent loyalty or royalty, whereas gold often represents wealth. A sunrise can represent a new beginning, and a dove might symbolize peace. In the Harry Potter series, the snake represents evil (as shown with the characters in the Slytherin house). Use stories you have read to name as many symbolic items as you can. As an extension, think of a symbol that would best represent you!
Thursday, June 4	Create a “final exam” for your favourite book. Your exam should contain: 5 true or false questions, 4 multiple choice questions, 3 matching questions, 2 short response questions and 1 essay question. Your exam should test the writer on all elements of the story!
Friday, June 5	Categories! Using only adjectives write down anything and everything that comes to mind that you associate with social media .

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Numeracy Calendar

Date	Activity
Monday, June 1	Explain why 10×0.08 is smaller than $10 \div 0.08$. Use a model or diagram in your explanation.
Tuesday, June 2	Use the label and the lid from a cylindrical container to help determine its surface area.
Wednesday, June 3	Last week you explored the artwork of M. C. Escher. Use similar transformations to create your own work of art.
Thursday, June 4	Construct the graph that represents the pattern 1,3,5,7,..., find the 10th term. Given the algebraic equation that represents the pattern, $t=2n-1$, find the 100th term.
Friday, June 5	Maureen says, "The probability of spinning green is $\frac{1}{4}$." Kulveer says, "The probability is 25%." Who is right? Explain. What might the spinner look like?

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SUCCESS for Every Student

Numeracy Calendar

Sources:

NCTM.org

Teaching Math with Meaning, Kathy Marks Krpan, 2018.

Mathies.ca Relational Rods Tool

Mathies.ca Set Tool

Mathies.ca Pattern Blocks

https://mathies.ca/files/representationCards/Tallies_0_to_50_AODA.pdf

<https://nrich.maths.org/145> - magic plant

<https://nrich.maths.org/159> - splitting plant

A Guide to Effective Instruction in Mathematics Grades 1-3 Geometry and Spatial Sense 2016

A Guide to Effective Instruction in Mathematics Kindergarten to Grade 3 Data Management and Probability 2007

Taking Shape: Activities to Develop Geometric and Spatial Thinking, Grades K-2, J. Moss, C. Bruce, B. Caswel, T. Flynn, Z. Hawes, 2016.

www.nat.banting.com Min-Max-imize Dice Game

Dice Difference - @Jordanrappaport27

Mathigon.org/polypad

Open Questions for the Three-Part Lesson Measurement & Patterning and Algebra: Gr. 4-8; Marion Small, 2016

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Science

June 1 - June 5

Big Idea – Understanding Earth and Space Systems

Water is an important resource that needs to be managed sustainably.

Option 1

Water is an extremely important part of our world. Think about the many different ways humans use water in their lives and environment. Create a list of all the uses humans have for water. Don't forget to include all the forms of water (solid, liquid and gas). While most of the world is covered with water, only 3% is usable as fresh water for drinking. To help you see this we can do a small activity.

If you take a 1L bottle from your home, we can pretend that represents all of the water on Earth. Therefore 100% of Earth's water is in the bottle. 97% of it is saltwater found in the oceans and we can't drink that due to the amount of salt within the water. Now let's take out 30 mL from the bottle. If you don't have anything that measures that amount it is approximately equal to 2 tablespoons, so take out that amount of water from the bottle and compare them. Do you think that all of the freshwater is clean to drink on Earth? Think about how little fresh water is available for humans and plants to use and write about why it is so important to ensure that we don't pollute our freshwater.

Option 2

Examining the effects of Salt on water

Using 3 bottles with different amounts of salt in them we can explore 3 different characteristics of water.

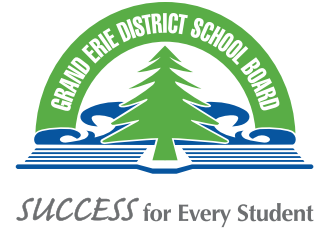
Salinity – the amount of salt within a substance

Density – How tightly the molecules within a substance are

Freezing Point - The temperature at which a liquid will freeze

Fill one bottle half full of regular tap water, the second with the same amount of water and 2 tablespoons salt water and the third with the same amount of water and 6 tablespoons saltwater.

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Science

June 1 - June 5

Option 2 Continued...

First examine freezing point. Place all three bottles in the freezer and make a hypothesis on the time it will take each to freeze. Create a chart which records observations every 15 minutes of the bottles until each is frozen. What did you discover?

Liquids which are denser will allow objects to float more easily. Pour the different liquids into bowls and using a cork measure the amount of density of each liquid. Begin with the freshwater sample and place the cork in. Make a mark at which it meets the water. Repeat the process for each additional liquid. What do you notice? Is saltwater denser than freshwater?

Option 3

Exploring Desalination

There are several ways to remove salt from water. Imagine you are stranded without freshwater but have access to unlimited amounts of saltwater. Research a variety of methods to remove salt from water and design a machine you can construct with as little equipment as possible that will be most effective.

Make a diagram of your machine labeling all of the elements as well as the materials each is made from and the purpose or role of each piece.

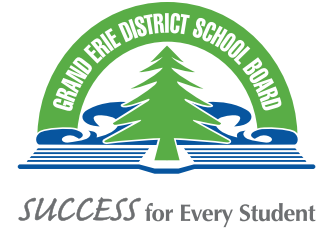
What energy is needed to make it work?

How efficient is your machine?

What could you do with unlimited resources to make it better?

Students must have the appropriate supervision for safety when completing these science tasks. Adult participation is required for safety when completing some of the science tasks. If you have any concerns with completing these science tasks, please don't attempt them.

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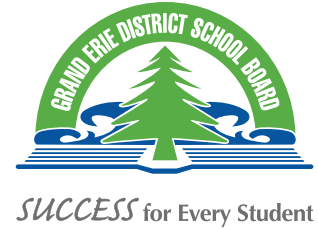
Science

June 1 - June 5

Prompts for discussion:

- If you were stranded in the ocean why can't you drink the water that surrounds you?
- The amount of salt in ocean water is higher at the equator and the poles. Why do you think this happens?
- 2/3s of the Earth is covered in water, 97% of which is saltwater. What would the benefits of being able to convert saltwater into freshwater be for people such as farmers? Animals? The planet?

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History

June 1 - June 5

Big Idea - Canada, 1890-1914: A Changing Society

During this period, a surge in immigration from new countries increased the diversity of Canadian society.

Option 1

Go to: https://indigenousfoundations.arts.ubc.ca/the_indian_act/
Read the contents of the section on the Indian Act.

Answer:

- 1) What is the Indian Act?
- 2) What is the origin of the Indian Act?
- 3) What is the Canadian Human Rights Act?
- 4) Why don't we just abolish the Indian Act?

Optional extension:

What was troubling for Canadians after the Second World War?
What were the revisions made to the Indian Act in 1951?

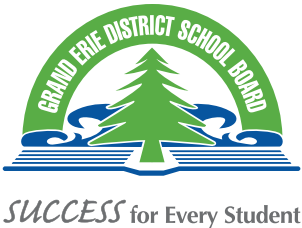
Reflect and Respond:

Given the information you have analyzed; do you consider the Indian Act to be a turning point for First Nations and other Indigenous peoples in Canada? Why or why not?"
Communicate your response in the format you feel will best enable you to communicate your ideas. Are there visual elements you might use to stimulate your audiences' interest or support your opinions?

Option 2

Last week you investigated the role of women and how they changed during the period of 1890-1914. This week you will research specifically about the role of Haudenosaunee women and the changes that occurred pre-colonization and post-colonization.

Complete the chart on the next page. Consider the lives of the following women to help guide your thinking: Edith Monture, Clan Mothers, Six Nations' Women's Patriotic League, Pauline Johnson, Professor Susan Hill, Dr. Dawn Martin Hill, Renee Thomas-Hill.



History

June 1 - June 5

Option 2
Continued...

Use the following site to help you:
<https://www.oneidaindiannation.com/haudenosaunee-women-and-equality/>

Haudenosaunee Women Pre-Colonization	Haudenosaunee Women Post-Colonization

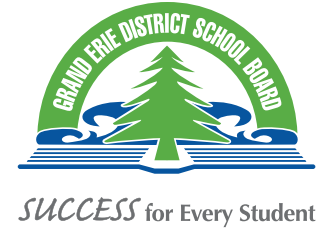
Option 3

Research the meaning of 12 of the following vocabulary words and explain their historical meaning.

- Confederation
 - National Policy
 - Underground Railroad
 - industrialization
 - expansion
 - resistance
 - rebellion
 - migration
 - refugee
 - settlement
- treaty
 - reserves
 - residential school system
 - racism
 - cultural genocide
 - assimilation
 - pass system
 - reconciliation

1) Why is it important for you to use appropriate historical vocabulary when communicating about historical events?

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History

June 1 - June 5

Option 3 Continued...

- 2) How does understanding historical vocabulary involved in history help you to communicate your understanding of it in a meaningful way?
- 3) Choose five of the vocabulary words above and create a detailed visual that best conveys its meaning. Design a poster incorporating your visuals.

Prompts for discussion:

- In what ways are Canadian rights and freedoms a result of the struggles of people in the past?
- What are some ways in which different people have responded to challenges and created change?
- What role has diversity played in the development of Canada?
- What has been the lasting impact of the Indian Act and the residential school system?

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Geography

June 1 - June 5

Big Idea – Global Inequalities: Economic Development and Quality of Life

Issues related to inequalities in global development and quality of life can have social, environmental, political, and/or economic implications.

Option 1

Research the meaning of 10 of the following vocabulary words.

- Demography
- Economic system
- Material Wealth
- Non-material Wealth
- Per-capita
- Primary Industry
- Secondary Industry
- Tertiary Industry
- HDI (Human Development Index)
- Free Trade
- Fair Trade
- Developed Country
- Developing Country

1. When you use appropriate geography vocabulary does it change the impact for your audience? Explain.
2. How does understanding geography vocabulary help you to communicate your understanding of it in a meaningful way?

Option 2

Quality of Life Issues and/or Initiatives Inquiry:

1. Choose a topic from the table.
2. Investigate your chosen topic.

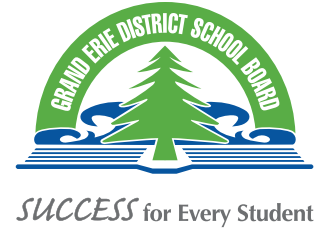
Issues	Initiatives
<ul style="list-style-type: none">* Educating Girls* AIDS Pandemic* Fair Trade* Foreign ownership of Natural Resources* Foreign debt* War/Refugee crisis (i.e. Sudan)	<ul style="list-style-type: none">* Providing clean water* Improving literacy rates* Reducing child labour* Reducing the use of child soldiers

3. Communicate the results of your investigation.

Be sure to include:

- *A description of the issue or initiative.
- *An explanation of the main causes or reasons to support.

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Geography

June 1 - June 5

Option 2 Continued...

*An assessment of the social, political, economic, and environmental impact.

Consider the following formats:

- * create an interactive presentation
- * create a photo essay with accompanying text or oral comments
- * write an article for the school newspaper

NOTE: Consider which presentation form is best suited to an audience made up of your peers. How might you use photos or charts in your presentation?

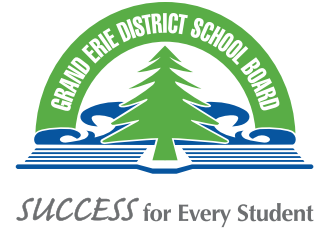
Option 3

Quality of Life Interrelationships Inquiry:

1. Choose a country.
2. Research the history.
 - * State of Development (natural disasters, crisis, etc.)
 - * Quality of Life indicators (infant mortality, fertility rate, life expectancy, birth rate, death rate, access to medical care, access to clean water, literacy rate, access to education, poverty rate, per capita income, GDP/GDP per capita)
3. What role does access to natural resources play in quality of life for this country?
4. What factors can affect people's access to resources in this country?
5. What is the relationship between: land/resources and wealth/power?
6. Based on your findings, what are some of the biggest inequalities that exist in this country?
7. What are some of the various groups and organizations that work to improve quality of life for this country and/or places like it?

TASK: Communicate the results of your inquiry.

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Geography

June 1 - June 5

Option 3 Continued...

Consider the following formats:

- * create an interactive presentation
- * create a photo essay with accompanying text or oral comments
- * write an article for the school newspaper

NOTE: Consider which presentation form is best suited to an audience made up of your peers. How might you use photos or charts in your presentation?

Prompts for discussion:

- What factors influence the quality of life in different countries?
- Why is it important to be aware of and to address global inequalities of wealth and in quality of life?
- How do we measure the development of a country or a community? Are there any biases in these measurements?