



Grade 8 Curriculum Overview

Content	
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 21st 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 21st 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



Subject English	Grade 8
Teacher: Tori Ryan	Email: tryan@islandacademy.com

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. They will also be expected to read independently assigned and chosen short stories and novels. 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 understand the interconnections between class, race, social pressures, and coming of age?

Focus Text: *Musical Youth*

Term 2:

Essential Question: How can literature help us understand nature, culture, and tradition?

Focus Text: *Esperanza Rising*

Term 3:

Essential Question: How can literature help us understand governance, human rights, and resistance?

Focus Text: *The Book Thief*

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, understanding connotative vs. denotative meaning, recognizing cultural variations in spelling, using abbreviations, etc. Whole class and targeted activities on IXL and vocab.com.

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 review, 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 for improved organization, integrating text-based evidence, writing for varied genres, using MLA format for essays including: heading, in-text citation, works cited pages, etc. Directed Reading journal reflections, literary note-taking, literary analysis, written responses in class, MLA research essay.

Spoken: Creating student generated discussion questions, discussing text-based prompts, presenting research, etc.

Assessment Criteria

Evaluation

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|--|-----|
| ● Class participation | 10% |
| ● Homework, classwork | 30% |
| ● Tests, quizzes, essays, and projects | 40% |
| ● End of term exam | 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.



Subject Mathematics	Grade 8
Teacher: Frances Averde	Email: faverre@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 factorizing, to solve quadratic equations (for $a=1$)
Using the formula for hard to factorize 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.

Subject Science	Grade 8
Teacher: Jessica Schlosser	Email: 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

- Motion
- Thermal Energy
- Energy in Ecosystems

Term 2: Topics

CHEMISTRY

- Physical and chemical processes
- Separating mixtures

Term 3: Topics

BIOLOGY

- Diet and health
- Human Body Systems: the circulatory system
- 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 completion: Homework will be assigned each week. If work is not completed, the student will receive a zero. If there are extenuating circumstances, a parent's note will be required.
3. Laboratory work: Students will conduct observations, experiment 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.



Subject Information Technology	Grade 8
Teacher: Taurean Allen	Email: tallen@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.



Subject Spanish	Grade 8
Teacher: Jamila Travers	Email: jtravers@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.



Subject Visual Arts	Grade 8
Teacher: Laura Haynes	Email: lhaynes@islandacademy.com

Term 1: Topics and Skills Overview

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

Term 2: Topics and Skills Overview

Ceramics. Throwing, using the wheel, turning, sticking clay, repairing clay. Artists: Eloisa Gobbo/Ulrica Trulsson/Lucie Rie/Mandy Parslow
Surrealism digital collage - continued into painting and oil pastels - deep dive into surrealist movement, look at famous artists as well as contemporary artists working through still life. Confusing the viewer, how to encourage the viewer to ask questions. Development from digital collage into watercolour paint and oil pastels. Artists: Howard Tangye/Salvador Dali/Christian Schloe/Sean Landers.

Term 3: Topics and Skills Overview

- **Ceramics.** Figurative ceramic sculpture, freeform ceramics, focus on texture and form. Artists: Serena Korda/Elly Glossop/Fernanda Cortes
- **Printmaking - Antigua's flora and fauna. (school trip).** 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, and will benefit the students development in Art.



Subject: Humanities (History, Social Studies and Geography)	Grade 8
Teacher: Randy St Jean	Email: rstjean@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

Tests	30%
Quizzes	20%
Projects	25%
Homework	15%
Classwork/Participation	10%

*Late homework will receive a zero for BOTH the homework grade and the classwork grade

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.



Subject PSHE	Grade 8
Teacher: Alaina Gomes	Email: 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!



Subject Physical Education	Grade 8
Teacher: Mark Mitchell	Email: mmitchell@islandacademy.com

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.

Subject Music	Grade 8
Teacher: Jocelyn Beldman	Email: 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%