

Our Collective Commitments

At Maryland Park School, our staff are committed to the following beliefs:

- We believe all stakeholders have a voice in our school community. We will listen and consider all perspectives when making decisions that positively impact our school community.
- We believe positive relationships provide the foundation for learning and foster a sense of belonging. We will build meaningful connections with our students, colleagues, families, and community.
- We believe every child deserves to feel safe, welcome, and valued. We will provide an environment of respect and sense of belonging that supports the social-emotional needs of each child.
- We believe students need to be independent learners who problem solve, think critically, and reflect on their learning. We will ensure students have access to activities that foster exploration and discovery.
- We believe students and staff need to have a growth mindset. We will model and celebrate resilience, perseverance, risk taking, and an “I can” attitude.
- We believe every child has strengths, gifts, and talents. We will provide a variety of opportunities for students to further develop their strengths and share their unique gifts and talents while celebrating their individual growth.
- We believe each child is an active partner in the learning process. We will involve students in their learning by goal setting, identifying clear learning targets, self-assessment, and reflection.
- We believe every child deserves an equitable opportunity to demonstrate their learning. We will provide students with choices and opportunities to demonstrate their learning.
- We believe every child is capable of high levels of academic and social-emotional success. We will differentiate and provide flexible, supportive learning environments to meet the needs of all learners.

Visual Arts

The four essential Arts learning areas present a distinct set of learning outcomes and are integrated with other subject areas.

Art Language and Tools	Creative Expression in Art	Understanding Art in Context	Valuing Artistic Experience
<ul style="list-style-type: none"> • I can demonstrate understanding of the elements and principles of artistic design in a variety of contexts. • I can demonstrate understanding of and facility with visual art media, tools, and processes. • I can develop skills in observation and depiction. 	<ul style="list-style-type: none"> • I can generate and use ideas from a variety of sources for creating art. • I can develop original artworks, creatively integrating ideas and art elements, principles, and media. • I can finalize and share my original artworks. 	<ul style="list-style-type: none"> • I can experience and develop awareness of artworks from various times, places, social groups, and cultures. • I can experience and develop awareness of a variety of art forms, styles, and traditions. • I can demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities. 	<ul style="list-style-type: none"> • I can demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts. • I can analyze my own and others' artistic compositions. • I can construct personal interpretations of my own and others' artworks.

Our Grade 8 Team

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Bell Times

8:40 a.m. First Bell

8:45 a.m. Class Begins

11:30 a.m. - 12:30 p.m. Lunch

12:30 p.m. First Bell

12:35 p.m. Class Begins

3:20 p.m. Dismissal



MARYLAND PARK SCHOOL



Our Community. Our Pride. Our Future.

Grade 8

Enclosed is a summary of curricular learning targets that have been identified by our teachers.

For a more comprehensive look at Manitoba curriculum please visit:

<https://www.edu.gov.mb.ca/k12/cur/>

Also see:

My Child in School: A Resource for Parents

<https://www.edu.gov.mb.ca/k12/mychild/index.html>

Our Mission

Maryland Park School is a safe and welcoming community that works together to ensure every student achieves high levels of academic, social, and emotional success.

Maryland Park Grade 8 Learning Targets

English Language Arts

The four practices that the curriculum identifies are interconnected and interrelated. They are used as authentic experiences throughout the school year.

Language as Sense Making - Language as System - Language as Exploration and Design - Language as Power and Agency

English Language Arts skills in reading, listening & viewing, writing, speaking & representing, and critical thinking are taught using effective practices. The following student-friendly learning targets have been developed so that students can clearly identify achievement of curricular outcomes.

Learning Targets

Cueing Systems

- I can use cueing systems such as word order, sentence structure, and context clues (diagrams, pictures) to confirm meaning and interpret text.
- I can make connections from previous experiences, prior knowledge and a variety of texts.
- I can demonstrate an understanding of deeper messages in texts and media.
- I can relate or compare my own knowledge and experiences with information from others.

Reading Comprehension & Reading Response

- I can summarize information from a text in my own words
- I can make logical predictions.
- I can make inferences by thinking about what the writer means but has not stated.
- I can justify my opinion about what I have read.
- I can use a variety of comprehension strategies (adjusting reading rate, summarizing main ideas, checking with peers) to make sense of new texts.
- I can identify a thesis statement or topic.

Writing

Using a variety of forms (essays, poetry, short stories, speeches, journal entries, etc.)

- I can brainstorm topics and ideas using a graphic organizer
- I can organize information by main idea
- I can choose a topic sentence that identifies the main idea.
- I can create a thesis statement and add supporting details/arguments
- I can write about a specific theme
- I can add descriptive language
- I can add appropriate terms related to the theme
- I can write for a specific audience and purpose

Learning Targets in listening & viewing, speaking & representing, and critical thinking under development.

Science

Teaching and assessing of science learning targets occur throughout the school year with a specific focus on the outcomes integrating the design process. Many concepts are integrated with other subject areas.

Learning Targets

Cluster 1: Interactions Within Ecosystems

- I can analyze food webs, using ecological pyramids to show energy gained or lost.
- I can identify and describe the positive negative examples of human interventions that impact the makeup of ecosystems.
- I can create a model ecosystem that contains biotic and abiotic components; producers; and consumers that also shows signs of human interaction.

Cluster 3: Forces and Structures

- I can classify and describe both natural and human-built structures found locally and around the world.
- I can recognize that internal and external forces apply stress to structures, and describe examples in which this stress has led to structural fatigue or failure.
- I can use the design process to construct a structure that will withstand the application of an external force.
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Cluster 2: Particle Theory of Matter

- I can explain the concepts of the Particle Theory of Matter using proper vocabulary and scientific theories.
- I can differentiate mixtures, solutions, and mechanical mixtures.
- I can design a prototype that can explain and control the transfer of heat energy.

Cluster 4: Earth's Crust

- I can describe the Earth's structure through an understanding of geological processes, plate tectonics, weathering, and erosion.
- I can identify the geological resources that are found in Canada, how these resources are extracted, and how extraction can impact the environment.
- I can use the design process to construct a model of a geological process using the theory of plate tectonics. *For Example* (earthquakes, mountain formation, volcanos, plate tectonics, seismograph, etc.).

Mathematics

Numeracy concepts are integrated into daily routines, morning message, calendar activities and games throughout the year.

Number - Patterns and Relations - Shape and Space - Statistics and Probability

Learning Targets

Number

- I can multiply fractions
- I can divide fractions
- I can multiply mixed numbers
- I can divide mixed numbers
- I can identify what operation I need to use to solve a problem involving fractions
- I can multiply two integers
- I can divide two integers
- I can model the multiplying two integers
- I can model dividing two integers
- I can solve a problem involving integers using order of operations (BEDMAS)

Shape & Space

- I can identify all the shapes of the sides of a right rectangular prism
- I can identify all the shapes of the sides of a right triangular prism
- I can identify all the shapes of the sides of a right cylinder
- I can use the formula for the area of a rectangle, triangle, and a circle
- I can solve a problem using surface area
- I can create a formula to find the volume of a right prism
- I can create a formula to find the volume of a right cylinder
- I can find the area of the base of a right prism to find the volume
- I can use the area of the base to find the volume of a right cylinder
- I can use a formula to solve a problem involving volume of a right prism
- I can use a formula to solve a problem involving volume of a right cylinder

Patterns & Relations

- I can model and solve equations in the form $x + a = b$
- I can model and solve equations in the form $ax = b$
- I can model and solve equations in the form $x/a=b$
- I can model and solve equations in the form $ax + b = c$
- I can model and solve equations in the form $x/a+b=c$
- I can model and solve equations in the form $a(x+b)=c$
- I can verify my answer.
- I can use a linear equation to solve a word problem.

Statistics and Probability

- I can determine the probability of two independent events.
- I can solve a problem that involves determining the probability of two independent events.

Social Studies

Teaching and assessing of Social Studies Units and outcomes occur throughout the school year. Many topics are integrated with other subject areas.

Learning Targets

Cluster 1: Understanding Societies Past and Present

- I can understand and explain the meaning of a world view.
- I can listen to others to understand their perspectives and I can communicate my beliefs and perspectives on issues.
- I can consider differing world views and evaluate personal assumptions based on new information and ideas.

Cluster 3: Ancient Societies of Greece and Rome

- I can identify ways in which today's world has been influenced by the ideas of ancient Greece and Rome.
- I can research and communicate the importance of various Greek myths in ancient Greek culture.
- I can describe the benefits of citizenship within a democracy.

Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley

- I can describe the tools and governance in an early society of Mesopotamia, Egypt, or the Indus Valley.
- I can research and illustrate the development of agrarian societies and how they differ from hunter gatherer societies.
- I can understand the importance of early societies and how they impact modern day life.

Cluster 4: Transition to the Modern World (Circa 500 to 1400)

- I can describe the characteristics of medieval Europe (feudalism, plagues, medical practices, social and political organization).
- I can locate on a map and describe the impact of the Viking invasions on Europe.
- I can explain the importance of past societies in world history in understanding today's world.

Cluster 5: Shaping the Modern World (Circa 1400 to 1850)

- I can give examples of the impact of interactions between Europeans and Indigenous Peoples.
- I can illustrate on a world map the voyages of European explorers during the 15th to 18th centuries.
- I can describe benefits of the continuing influence of ideas and technologies of past societies.

Health

Throughout the school year, students will demonstrate knowledge and skills in the ability to make informed decisions for healthy living in the following strands:

Personal Health Practices- Active Living - Nutrition - Substance Use and Abuse Prevention - Healthy Lifestyle Practices

Specific topics in this area can be found at: <https://www.edu.gov.mb.ca/k12/cur/physhlth/kto4.html>