

**Mathematics**

**8.NS.A.1** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion.

**8.NS.A.2** Use rational approximations of irrational numbers to compare the size of irrational numbers.

**8.EE.A.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions.

**8.EE.A.3** Use numbers expressed in the form of a single digit times an integer power of 10.

**8.EE.A.4** Perform operations with numbers expressed in scientific notation.

**STEM**

LO: I will be able to identify the different parts of a DNA model.

- Students will build a DNA model using various materials.

**English Language Arts**

**Week 1-3**

*Inside out and back again (poetry)*

Cite textual evidence, determine themes and central ideas.

**RL.8.1,8.3,RI.8.1, Analyse incidents in a story**

**Week 3-6**

Explain significance of titles,

Research based free verse narratives W8.3, W8.9

**Literacy Units**

**Week 1-3**

Create Narrative of a Refugee girl finding home.

Spoken word "I am Home"

**Week 3-6**

Create informative brochure using Microsoft office pertaining to refugees and where they are in our world today.

Key Vocabulary  
**Week 1-3**

**English:** Refugee, Suffer, Immigrants, arrivals, survival,  
**Science:** Fossil, evidence, traits, genome, genetics, gene, dominant, recessive, mutation, species, pure, clone, genus, brains, hormone, genes, variation, chromosomes, alleles, fertile, species  
**Social Studies:** Immigration, migration, cosmopolitanism

**Finding Home: inheritance and where I am from**

**Search and cook in**

- Find the equipment in the kitchen.
- prepare the ingredients.

**Arabic and Islamic**

- مراجعة عامة
- آيات من سورة الحجرات
- نحو - الاسم الجامد والمشتق

**Visual Performing Arts**

Music & Dance: How musical elements are used to create specific music for specific events.

**Social Studies**

1. Historical and Geographical look on Migration and immigration throughout time. Why mass of people travels to different lands to live or seek refuge in another country?
2. Development of Civilization: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics.

**PE:**

Girls will be introduced to individual sports, such as badminton and tennis, where they will learn to correctly demonstrate the following skills:

- Overhand striking
- Weight transfer while striking
- Forearm/backhand striking
  - Volleying
  - Serving

**Moral Education**

Morality in the context of communities.

**Computer Literacy**

Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/ favorites, print Webpages). Identify probable types and locations of Websites by examining their domain names, and explain that misleading domain names are sometimes created in order to deceive people (e.g., .edu, .com, .org, .gov, .au).

**SCF**

- Problem solving
- Independent learning
- Research
- Self-confidence
- Global and Environmental Awareness
- Critical Thinking

**Science**

**MS-LS4-1.**In this unit the students will analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction and change of life forms throughout the history of life on earth under the assumption that natural laws operate today as in the past

**MS-LS4-2.**Students will apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

**MS-LS4-3.**Students will analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

**MS-LS4-4.**Students will construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

**MS-LS4-5.**Students will gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

**MS-LS4-60** Students will use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

	<b>Topic: Finding Home</b>
<b>Entry points</b>	Week 1- Refugees around the world and how it affects the homes and home life. Brain pop, you tube, Destination envelopes (Different task)
<b>Outcomes</b>	Week 1-3- Create a narrative about Refugee girls Week 3-6 Spoken words ( I am home) and Informative brochure on immigration.
<b>Experiences</b>	Field Trips: STEM: Science and Technology museum, Red Crescent refugee information, ( English) Music Concerts.

<b>Pupil Voice:</b>	
<b>Art Education</b>	The girls will investigate art materials available in different countries. The influence of nature /Light from different locations. (eg light in the Northern hemisphere is not as harsh as in Africa) The skills and cultural values of nations.

<b>Evaluation</b>	Brochures, Spoken words, and narrative
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