

Curricular Connection Grade 8

Archeology Program

Social Studies Grade 8

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations. (IN)

IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

- a. Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).
- b. Formulate a definition of culture from responses to the question, "What is culture?" (e.g., A group's beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people).
- c. Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., selfexpression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).
- d. Analyze shared characteristics among First Nations, Inuit, and Métis cultures in Canada.
- e. Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.
- f. Describe the purposes and results of heritage languages and bilingualism policies in Canada and Saskatchewan.
- g. Identify questions and issues of importance to Francophone people in Canada and Saskatchewan (e.g., linguistic and

educational rights, changing demographics), and assess the impact of language and education laws on the Francophone community

Goal: To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)

DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.

- b. Analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.**
- c. Illustrate on a map various designated lands in Canada (e.g., lands set aside such as reserve lands, settlement lands, heritage sites, homesteads, wildlife refuges, parks, crown land and trans-boundary areas) and explain such designations.**
- d. Investigate the importance of the land in the Canadian economy (e.g., agriculture, trapping, hydroelectricity, fishing, mining, forestry, tourism), and speculate about the impact on the identity of Canadians.**
- e. Investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples.**

English Language Arts 8

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.

CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., *Becoming Myself*), social responsibility (e.g., *In Search of Justice*), and efficacy (e.g., *Building a Better World*).

a. View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).

b. Demonstrate comprehension of a variety of visual, oral, print, and multimedia (including digital) texts by:

understanding the ideas: Clearly, completely, and accurately summarize and explain the ideas and implicit and explicit messages (including setting, main characters, conflicts, events) in texts; cite details that support the main ideas; make logical inferences; interpret obvious themes or author's message logically.

understanding, using, and analyzing the text structures and (language) features of texts to construct meaning: Use key text features (e.g., headings, diagrams, paragraphs); recognize organizational patterns (e.g., text structure) and structural cues within texts (e.g., transition words); recognize rhetorical techniques and craft of texts (e.g., hyperbole, parallelism, colour, repetition); identify how texts were constructed, shaped, and produced.

responding to and interpreting texts: Make, explain, and justify reactions and personal connections to texts; give opinions and make judgements supported by reasons, explanations, and evidence; make judgements and draw conclusions about ideas on the basis of evidence; make

logical interpretations of the author's message; make and support inferences about characters' feelings, motivations, and point of view; organize response and interpretation around several clear ideas or premises.

- c. Explain the motivation of the characters in literary texts, providing evidence from each text.
- d. Identify and describe techniques used to create mood in visual, oral, written, and multimedia (including digital) texts.
- e. Explain preferences for various texts, genres, or specific authors.
- f. Identify and explain connections between new ideas and information and previous beliefs, values, and experiences.
- g. Identify stereotyping in what is seen, heard, and read and begin to recognize its negative impact on individuals and society.
- h. Identify techniques used to create particular effects or portray various people and cultures.
- i. Discuss how similar ideas, people, experiences, and traditions are conveyed in a variety of oral, print, and other texts.
- j. Consider how text has contributed to understanding of self and others (e.g., cultural groups).
- k. Describe and give examples to explain personal criteria for assessing and responding to what is viewed, heard, or read.
- l. Evaluate the content, quality, organization, and presentation of a text.
- m. Produce response journals and use interactive websites such as web logs ("blogs" for short) that serve as journals.
- n. Describe the purpose of specific texts and explain how their key features aid understanding.