

## Curricular Connections Grade 8

### Paskwa-Mostos (Bison)

#### *Social Studies Grade 8*

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

**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.

<p><b>Goal:</b> To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development. (RW)</p>
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**RW8.1** Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.

h. Recognize the impact of living in situations in which assets are collectively or communally owned (e.g., First Nations, Hutterian communities).

**RW8.3** Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.

a. Represent on a timeline the evolution of Canadian policy on global environmental issues, including historical First Nations approaches to environmental stewardship.

b. Outline the issues involved in finding solutions to an environmental challenge (e.g., sharing water resources with the US, logging in Canadian forests, expansion of nuclear energy, development of tar sands)

## *Health Education 8*

<b>Perspective: Supporting Others</b>
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**USC 8.2 Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.**

- a. Describe a variety of family structures (e.g., nuclear, mixed, childless, foster, same-sex, single parent, extended).**
- b. Examine family member roles and how they are established.**
- f. Analyze personal beliefs about family structures, roles, and responsibilities.**

**USC 8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the wellbeing of self, others, and the environment.**

- b. Investigate the connections between the health of the environment and the health of people.**
- c. Examine and appreciate the ways natural environments meet physical, aesthetic, and spiritual needs.**
- d. Examine practices and activities that pose a threat to the environment and to the health of people.**
- e. Question family and community norms and expectations regarding caring for the environment.**
- g. Analyze how one's behaviour related to the concept of sustainability, might affect the well-being of others and other things.**
- j. Investigate past and present practices that focus/focused on sustainability for the health of people and the environment.**
- l. Discuss contributions of traditional First Nations and Métis people to environmental health.**

## *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.**

**CR8.2 Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading.**

**Describe, apply, and assess the strategies used before, during, and after viewing, listening, and reading including:**

**a. Before:**

- tap, activate, and build prior knowledge (e.g., review what is known and has been learned about subject of text; identify what needs to be learned from text to fill in gaps)
- ask questions (e.g., survey text and ask questions about it; form implicit questions and search for answers in text)
- preview text (e.g., look briefly at each section and page of a text, paying attention to the headings, illustrations, boldface type, and organizational structure; read the first and last paragraphs of a print text)
- anticipate message and author's/presenter's intent (e.g., consider the author's/presenter's possible intention given a brief biographical sketch about his or her background and causes)
- predict what text will be about (e.g., review an outline of the main ideas in a text and predict what information or stance will be used to support these main ideas)
- Set purpose (e.g., discuss and set a purpose with peers)

**b. During:**

- connect and construct meaning (e.g., make connections to self, other texts, and to the world to help with making predictions, visualizing, and drawing conclusions)
- note key ideas and what supports them (e.g., stop at the end of each page, section, or chapter to answer the who, what, when, where, why, and how questions; note how examples, illustrations, and visual aids support or take away from key message)
- construct mental images (e.g., imagine what a character might be seeing, hearing, smelling, tasting, or feeling in a particular place and time)
- make, confirm, and adjust predictions (e.g., identify and explain the clues in the text that confirm defensible predictions)
- make, confirm, and adjust inferences and draw conclusions (e.g., analyze, infer, and explain unstated ideas in texts)

- ask questions (e.g., ask questions, focusing particularly on evaluative questions to gain meaning from text, and to locate key points)
- use cueing systems to construct meaning and self-monitor comprehension (e.g., use and insert notations such as + for "that's new", ? for "I don't understand", \* for "that's important")

**c. After:**

- recall, paraphrase, summarize, and synthesize (e.g., connect, compare, and contrast ideas in texts; determine implied and literal messages; make notes to assist recall)
- reflect and interpret (e.g., keep an open mind and consider ideas that differ from own)
- evaluate (respond critically) (e.g., identify strategies used to influence audience including exaggeration, one-sided view of a group, jolts)
- evaluate craft and techniques (e.g., draw conclusions about presenter's, speaker's, writer's message, values, point of view, and craft)
- respond personally (giving support from text) (e.g., connect, compare, and contrast ideas in text to own knowledge and experiences)
- listen, read, or view again and speak, write, and represent to deepen understanding and pleasure (e.g., listen, read, or view again to evaluate the effectiveness and overall impact of the text to deliver the message intended).

**CR8.6 Read and demonstrate comprehension and interpretation of gradeappropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.**

**CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.**

- a. Demonstrate the behaviours of an effective and active reader including previewing text, anticipating author's message, reading with purpose in mind, recognizing main ideas and relevant details for purpose, making jot notes to assist recall, considering author's reasoning for creating text, analyzing and evaluating ideas and craft as one reads, and recognizing underlying biases, stereotypes, or prejudices in text.**
- b. Demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, and other oral, print, and electronic media.**
- c. Interpret and report on information obtained from more than one source to inform others.**
- d. Use various forms of note making (e.g., lists, summaries, observations, descriptions) appropriate to purpose and situation.**
- e. Demonstrate the ability to comprehend and use everyday texts (e.g., directions, schedules, brochures) and make judgements about purpose and importance.**
- f. Utilize note making and outlining as learning tools.**
- g. Show understanding that the author's experience, background, and culture influenced the treatment of theme.**
- h. Identify with and develop an understanding of the characters the author has created from what they say and do and from what other characters and the narrator say about them.**
- i. Select, independently, texts that address learning needs and interests.**