

**Curricular Connections
Grade 8
Bison Hunt**

Social

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.

- 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**

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.**
- e. Investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples**

Goal: 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)

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.**

English Language Arts

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*)

- 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).**

CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.

- a. Demonstrate the behaviours of an effective and active listener including adapting listening and focus to purpose and situation, keeping an open mind and considering ideas that differ from own, determining the congruency between the speaker's verbal and non-verbal cues, determining whether fact or opinion is being expressed, interacting appropriately with speaker, and seeking clarification when meaning is not clear.**
- b. Demonstrate ability to process information when listening to a formal presentation (including a podcast).**
- c. Make connections among different texts by comparing features including themes, issues, styles, and appeal.**
- d. Paraphrase a speaker's purpose and point of view.**
- e. Listen critically to evaluate others' ideas or opinions.**
- f. Evaluate the credibility of a speaker and the various ways in which visual images communicate information and affect impressions and opinions.**
- g. Demonstrate ability to analyze informational texts differentiating between fact and opinion and recognizing point of view, biases, and stereotype**

Health Education

USC 8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours

e. Compare past and present examples (including traditional First Nations and Métis cultures) of how people support/ supported the health of others

USC 8.2 Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities

f. Analyze personal beliefs about family structures, roles, and ies

k. Reflect on personal prejudices and their influences on assumptions about families.

USC 8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment

j. Investigate past and present practices that focus/focused on sustainability for the health of people and the environment.