

Curricular Connections Grade 8

Bow Drill Program

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).

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 stereotypes.**

CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony

CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt)

- a. Initiate conversation about a range of topics and respond appropriately when others initiate conversation.**
- b. Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony.**
- c. Use language and tone to suit audience, purpose, and situation.**
- d. Use gestures, facial expressions, and visual aids to enhance meaning of talk.**
- e. Contribute ideas and information and pose questions in class discussion to gain understanding.**
- f. Use talk to express and to share feelings, ideas, opinions, and responses in one-to-one, small group, and large group discussions.**
- g. Give reasons for opinions and points of view.**
- h. Summarize main ideas discussed and conclusions drawn.**
- i. Create and deliver oral responses to texts.**

- j. Deliver a focused, coherent oral presentation that includes an introduction, transitions, a logical body, and an effective conclusion as part of an individual project within a unit.**
- k. Recite poems, sections of speeches, and dramatic soliloquies using voice modulation, tone, and gestures expressively to enhance the meaning.**
- l. Give a dramatic reading of a poem or play excerpt and participate in Reader's Theatre.**
- m. Experiment with speaking in formal situations (e.g., minidebates, meetings).**

Health Education 8

Perspective: Supporting Others

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 8.6 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.

- 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.**