

Curricular Connections Grade 8

First Nations Technology 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).

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

CR8.5 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.**

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident)

- a. Explore ideas and express understanding using various forms of representing (e.g., storyboarding, illustrating, role playing, e-mailing, preparing a concept map).**
- b. Choose appropriate medium/media to fully explore and extend ideas.**
- c. Choose appropriate technology (including digital) to represent understanding and enhance communication.**
- d. Design graphic organizers to demonstrate understanding of ideas and information.**
- e. Use visuals (e.g., data displays) and other techniques to portray key ideas.**
- f. Consider ways to enhance clarity and impact of representations.**
- g. Integrate various forms of representing (e.g., music, audio tape, graphic organizer, diagram) to express understanding and to enhance oral and written communications.**
- h. Experiment with representing in a variety of familiar and unfamiliar forms (e.g., presentation software, dramatization, illustrated report).**
- i. Use more than one type of media in a presentation.**

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.