

## Curricular Connections Grade 8

### Tipi Raising

#### Social Studies

**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.**

**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., self-expression 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).**

**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.**

#### 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*)**

**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**

**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.**

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| <p><b>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</b></p> |
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**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.**