

GRADE EIGHT
Curricular Expectations and Connections – page 1 – Using the Ontario Curriculum

| AREA | CURRICULAR EXPECTATION | CONNECTIONS TO TEACHING ACTIVITIES |
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| ORAL | <p>Active Listening Strategies</p> <ul style="list-style-type: none"> 1.2: Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups <p>Interactive Strategies</p> <ul style="list-style-type: none"> 2.2: Demonstrate an understanding of appropriate speaking behaviour in a variety of different situations including paired sharing, small- and large- group discussions | <p>1.2 and 2.2: Active and interactive strategies are addressed in read aloud, shared reading, guided reading contexts, as well as group discussions and presentation methods.</p> |
| READING | <p>Purpose</p> <ul style="list-style-type: none"> 1.2: identify several different purposes for reading and choose reading materials appropriate for those purposes <p>Comprehension Strategies</p> <ul style="list-style-type: none"> 1.3: Identify a variety of reading comprehension strategies and use them before, during and after reading to understand texts <p>Demonstrating Understanding</p> <ul style="list-style-type: none"> 1.4: demonstrate understanding of a variety of texts by identifying important ideas and citing supporting details <p>Making Inferences/Interpreting Texts</p> <ul style="list-style-type: none"> 1.5: use stated and implied ideas in texts to make inferences and construct meaning <p>Extending Understanding</p> <ul style="list-style-type: none"> 1.6: extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts and to the world around them <p>Analysing Texts</p> <ul style="list-style-type: none"> 1.7: analyze texts and explain how specific elements in them contribute to meaning (narrative: character development, plot development, mood, theme) <p>Responding to and Evaluating Texts</p> <ul style="list-style-type: none"> 1.8: make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views <p>Point of View</p> <ul style="list-style-type: none"> 1.9: identify the point of view presented in a text, ask questions to identify missing or possible alternative points of view and suggest some possible alternative perspectives <p>Text Forms</p> <ul style="list-style-type: none"> 2.1: identify how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as short stories, graphic texts such as a logo, information texts <p>Text Patterns</p> <ul style="list-style-type: none"> 2.2: identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts <p>Text Features</p> <ul style="list-style-type: none"> 2.3: identify a variety of text features and explain how they help readers understand texts (glossaries) <p>Elements of Style</p> <ul style="list-style-type: none"> 2.4: identify various elements of style-including word choice, simile, personification, comparative adjectives, and sentences of different types, lengths and structures-in creating meaning <p>Metacognition</p> <ul style="list-style-type: none"> 4.1: identify, oral or written, strategies they found helpful before, during, and after reading | <p>1.2: Containing both fiction and non-fiction text forms, <i>Destiny's Purpose</i> allows the teacher to model and explicitly teach the reading purpose and comprehension strategies important for both types of text.</p> <p>1.3: Before Reading: <u>Descriptive Paragraph</u>, <u>Book Cover Walk</u>, and <u>Tea Party</u> Teachers may decide to frontload vocabulary before reading, or to use 'think aloud modelling' while reading to teach vocabulary discovery through context, and through the use of the <i>Glossary</i>.</p> <p>1.3, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, and 2.4: During Reading: <u>Read Aloud Guide</u>, <u>Visual Prediction</u>, <u>Word Meaning from Context</u>, <u>Meta-cognitive Mark Up/Anecdotal Annotation</u>, <u>Figurative Language Chart</u>, <u>Illustration-Text Connection: Match-Mismatch</u>, <u>Visual Prediction</u>, <u>Interest Plot Line</u> and <u>Essential Questions</u>.</p> <p>1.4, 1.7, 1.9, 2.1, and 2.2: After Reading: <u>Descriptive Paragraph Rewrite</u>, <u>Story Plot Mountain</u> (compare and contrast with <u>Interest Plot Line</u>), <u>Critical Literacy Organizer</u>, <u>Essential Questions</u>, <u>Persuasive Writing</u> (illustration analysis).</p> <p>4.1: <u>Questions to the Author/Illustrator</u></p> |

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| WRITING | <p>Purpose and Audience</p> <ul style="list-style-type: none"> 1.1: identify the topic, purpose, audience for a variety of writing forms <p>Developing Ideas</p> <ul style="list-style-type: none"> 1.2: generate ideas about a potential topic and identify those most appropriate for the purpose <p>Research</p> <ul style="list-style-type: none"> 1.3: gather information to support ideas for using a variety of strategies and a range of print and electronic sources <p>Classifying Ideas</p> <ul style="list-style-type: none"> 1.4: sort ideas and information for their writing in a variety of ways (underlining key words/phrases, using graphic organizers such as a web or ranking ladder) <p>Organizing Ideas</p> <ul style="list-style-type: none"> 1.5: identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs using strategies (jot notes, writing framework) <p>Review</p> <ul style="list-style-type: none"> 1.6: determine whether the ideas and information they have gathered are relevant, appropriate and adequate for the purpose, and do more research if necessary <p>Form</p> <ul style="list-style-type: none"> 2.1: write longer and more complex texts using a variety of forms (report and research notes, review of or commentary of a book, a myth using themes identified in reading, a pamphlet on a socially relevant topic they have studied) <p>Voice</p> <ul style="list-style-type: none"> 2.2: establish a personal voice in their writing with a focus on modifying language and tone to suit different circumstances or audiences (serious tone in a letter, humorous tone to friend) <p>Word Choice</p> <ul style="list-style-type: none"> 2.3: use some vivid and/or figurative language and innovative expressions to add interest (comparative adjectives; similes or personification, comparative adverbs) <p>Sentence Fluency</p> <ul style="list-style-type: none"> 2.4: vary sentence types and structures, with focus on using conjunctions to connect ideas and pronouns to make links in and between sentences (<i>Finally, with much effort, he pushed it open.</i>) <p>Point of View</p> <ul style="list-style-type: none"> 2.5: identify their point of view and other possible points of view and determine whether their own view is balanced and supported by evidence <p>Preparing for Revision</p> <ul style="list-style-type: none"> 2.6: identify elements of their writing that need improvement, using feedback from teachers and peers, with a focus on specific features (e.g., logical organization, effective use of language) 2.7: make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (using coloured pens and/or cut and paste to reorder, add or substitute, include vocabulary from other subjects, figurative language-similes and personification, sentence length/complexity) <p>Producing Drafts</p> <ul style="list-style-type: none"> 2.8: produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations related to content, organization, style and use of conventions | <p><u>Descriptive Paragraph Before</u></p> <p><u>Descriptive Paragraph After</u></p> <p><u>Persuasive Writing</u> (letter or paragraph)</p> <p><u>Figurative Language Chart</u></p> <p><u>Read Aloud</u> (attention to author language, form, voice, fluency, and word choice as modelled)</p> <p><u>Research Project: Peru – Human Settlement and Economic Impacts</u></p> |

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| WRITING | <p>Spelling Familiar Words</p> <ul style="list-style-type: none"> • 3.1: spell familiar words correctly <p>Spelling Unfamiliar Words</p> <ul style="list-style-type: none"> • 3.2: spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings and generalizations about spelling <p>Vocabulary</p> <ul style="list-style-type: none"> • 3.3: confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose <p>Punctuation</p> <ul style="list-style-type: none"> • 3.4: use punctuation to help communicate their intended meaning, with a focus on: a comma before <i>and</i> or <i>but</i> in compound sentences to join principal clauses, quotation marks for direct speech, placement of commas, question marks, exclamation marks inside quotation marks in direct speech <p>Grammar</p> <ul style="list-style-type: none"> • 3.5: use parts of speech appropriately to communicate their meaning clearly with a focus on: common, proper and abstract nouns, collective nouns, adjectives, including comparative adjectives, the helping verb have, adverbs modifying verbs and comparative adverbs <p>Proofreading</p> <ul style="list-style-type: none"> • 3.6: proofread and correct their writing using guidelines developed with peers and the teacher <p>Publishing</p> <ul style="list-style-type: none"> • 3.7: use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout <p>Producing Finished Works</p> <ul style="list-style-type: none"> • 3.8: produce pieces of published work to meet criteria identified by the teacher, based on the expectations relating to content, organization, style, use of conventions and use of presentation strategies <p>Metacognition</p> <ul style="list-style-type: none"> • 4.1: identify some strategies they found helpful before, during and after writing, and what steps they can take to improve as writers | <p>Teachers should pay special attention to grade specific expectations when teaching and assessing the writing tasks.</p> |

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| HEALTH | <p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> • Analyze situations that are potentially dangerous to personal safety | <p><u>Hot Seat</u></p> |
| GEOGRAPHY | <p>Patterns in Human Geography</p> <ul style="list-style-type: none"> • Identify the three main patterns of human settlement – linear, scattered, and clustered • Identify and explain the factors affecting population distribution • Compare the characteristics of places with high and low population densities • Explain how site and situation influence settlement patterns • Summarize the factors that affect patterns of urbanization, industrialization and transportation <p>Economic Systems</p> <ul style="list-style-type: none"> • Describe the characteristics of different types of economic systems (traditional, command, market) • Explain how the availability of particular economic resources influences the economic success of a region • Investigate and explain the advantages and disadvantages of Canada’s involvement in major trade associations/agreements (e.g. North American Free Trade Agreement) | <p><u>Research Project: Peru – Human Settlement and Economic Impacts</u></p> <ul style="list-style-type: none"> • <i>Explore Canada and Peru’s Free Trade Agreement, signed 2008. Have students visit www.international.gc.ca to read more.</i> |
| VISUAL ARTS | <p>Reflecting, Responding , and Analysing</p> <ul style="list-style-type: none"> • D2.1: interpret a variety of art works and identify the feelings, issues, themes and social concerns that they convey • D2.2: analyze ways in which elements and principles of design are used in a variety of art works to communicate a theme or message, and evaluate the effectiveness of their use on the basis of criteria generated by the class | <p><u>Illustration-Text Connection: Match-Mismatch Persuasive Writing (Illustration Analysis)</u> <u>Descriptive Paragraph Extension in Watercolour</u></p> |
| DRAMA | <p>Creating and Presenting</p> <ul style="list-style-type: none"> • B1.1: engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities | <p><u>Hot Seat</u></p> |