

Saskatchewan Curriculum

Grade 4: Social Studies

- IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.
 - e. Represent through speaking, writing, drama, multimedia, or other form, the challenges faced, both historically and in the current era, by First Nations people, Métis people, and immigrants to Saskatchewan.
 - f. Identify strategies by which diverse cultural communities in Saskatchewan learned to work together for the common good (e.g., agricultural fairs, service organizations, community celebrations, arts groups, barn raising, construction of community facilities).
 - h. Identify the significance of historic buildings and places associated with cultural diversity in the community and province.
- DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.
 - e. Identify the impact of geography on the architecture of Saskatchewan, including how styles, materials, and cultural traditions have been affected by interaction with the land and other people in the province.
- DR4.2 Explain the relationship of First Nations and Métis peoples with the land.
 - b. Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).

Grade 4: English Language Arts

- CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Expressing Myself), community (e.g., Building Community), social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.
 - a. View, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., culture, age, gender, language) including First Nations and Métis texts.
- CR4.3 Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.
 - g. Follow multi-step directions and instructions independently.

- CR4.4 Read for various purposes and demonstrate comprehension of gradeappropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).
 - e. Read for information in content area resources and reference materials and recognize the variety of expository text structures including compare-contrast, problem-solution, cause and effect, time sequence, and description.
 - f. Compare information on the same topic after reading several passages or articles.
 - g. Follow multi-step written instructions and procedures in basic technical or how-to manuals (e.g., how to play a video game).
 - h. Read and use grade four reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) for in
- CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Expressing Myself), community (e.g., Celebrating and Honouring Others), social responsibility (e.g., Within My Circle) through personal experiences and inquiry.
 - a. Create spoken, written, and other representations that include: a specific message, a coherent organization of ideas, ideas and information which are clear and complete, appropriate use of language and conventions.
 - b. Compose and communicate findings and conclusions about problems, questions, or issues in a clear visual, oral, and written format.
 - c. Use inquiry to explore authentic problems, questions, and issues associated with identity, community, and social responsibility including: asking general and specific inquiry questions on topics using predetermined categories; recording, selecting, and sharing relevant personal knowledge and understanding of a topic or questions and considering purpose for individual and group inquiry or research; selecting and using a plan for gathering ideas and information; assessing the usefulness, authenticity, and reliability of information for inquiry or research needs using preestablished criteria; using a variety of tools (including indices, maps, atlases, charts, electronic sources) and resources to access ideas and information; organizing ideas and information in logical sequences; making notes and citing authors and titles of sources alphabetically; examining collected information to identify categories or aspects of a topic that need more research; sharing findings and conclusions in a clear visual, oral, and written format; using the

language of inquiry (e.g., "I want to know if ...", "I wonder about ...").

- CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.
 - a. Use a variety of visuals (e.g., chart, diagram) to communicate essential information when making an oral presentation.
 - c. Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when using other forms of representing.
 - d. Organize information and ideas in visual and multimedia texts that are clear, meaningful, logical, and illustrative of the topic and are properly labelled and captioned.
 - f. Use visual aids (e.g., pictograms, graphs, charts, tables, diagrams, maps, illustrations, movement) to enhance spoken or written products.
 - g. Experiment with different ways of representing ideas and sharing them with others (e.g., drama, mime, tableau, dance, music, models, painting).
- CC4.3 Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.
 - a. Adapt language and presentation style to the purpose and needs of the audience, and guide the listener to understand important ideas by using proper phrasing, pitch, and modulation.
 - e. Make narrative presentations that relate ideas, observations, or recollections about an event or experience, provide a context that enables the listener to imagine the circumstances of the event or experience, and provide insight into why the selected event or experience is memorable.
 - g. Make informational presentations that frame a key question, include facts and details that help listeners to focus, and incorporate more than one source of information (e.g., interviews, books, newspaper articles, and television or radio reports).

Grade 4: Arts Education

- CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.
 - c. Use research, including guided Internet searches, as part of the inquiry process.

- CP4.8 Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire, and found objects).
 - m. Expand skills and abilities in using various visual art tools and materials.

Grade 5: Social Studies

- DR5.2 Assess the impact of the environment on the lives of people living in Canada.
 - c. Investigate the relationship of various First Nations peoples with the environment, including economic relationships, migration, and settlement patterns prior to Confederation.

Grade 5: English Language Arts

- CR5.1 Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Exploring Heritage), community (e.g., Teamwork), social responsibility (e.g., What is Fair?).
 - a. View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds (e.g., appearance, culture, socio-economic status, abilities, age, gender, sexual orientation, language, career path) including First Nations and Métis texts.
 - c. Describe and build upon connections between previous experiences, prior knowledge, and a variety of texts. d. Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in a variety of texts including First Nations and Métis texts.
- CR5.2 View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.
 - a. Gather information from a variety of media (e.g., photographs, web sites, maps, diagrams, posters, videos, advertising, double bar graphs, maps, videos).
- CR5.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).

- e. Distinguish among facts, supported inferences, and opinions in informational texts.
- f. Read and use grade-five appropriate informational and reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) to identify main ideas, details, opinions, and reasons.
- CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., What Should I Do), community (e.g., This is Our Planet), social responsibility (e.g., Teamwork) and express personal thoughts shaped through inquiry.
 - a. Create spoken, written, and other representations that include:
 - a clear and specific message
 - a logical and coherent organization of ideas
 - a competent use of language and conventions.
 - b. Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry.
 - c. Use inquiry to explore a problem, question, or issue related to a topic being studied in English language arts or a topic of personal interest including:
 - summarizing personal knowledge and understanding of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group or individual inquiry or research
 - gathering and recording ideas and information using a plan
 - answering inquiry or research questions using a variety of sources such as newspapers, diaries, Elders, interviews, and field trips
 - determining the usefulness of ideas and information for inquiry or research purpose and focus using pre-established criteria
 - using a variety of tools to access ideas and information
 - organizing ideas and information into categories (e.g., what, where, when, how, so what)
 - making notes using own words and providing publication dates and authorship of sources
 - assessing knowledge gained through inquiry or research
 - forming personal conclusions and generating new questions for further inquiry or research
 - explaining findings from inquiry or research on a topic, question, problem, or issue in an appropriate visual, oral, and written format.
- CC5.2 Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.
 - a. Consider which form (e.g., drama, drawings, dance, diagrams, music, three-dimensional objects, posters, cartoons, maps, graphs, photographs, pictures, charts, and videos) is most appropriate for various tasks and identified purposes.

- e. Prepare a clearly organized multimedia presentation using preestablished organizers and criteria.
- f. Integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.
- g. Present information clearly and appropriately for each medium and recognize that the conventions of language and the medium are designed to help the audience understand what is said or presented.
- CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.
 - a. Deliver focused and coherent presentations that engage the audience with appropriate verbal cues, facial expressions, and gestures; that convey ideas clearly; and that relate to the background and interests of the audiences.
 - d. Select a focus, organizational structure, and point of view for an oral presentation; decide what to say and how to say it; clarify and support spoken ideas with evidence and examples.
 - e. Deliver narrative presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases and show the listeners, through the explanations and narration, what happens.
 - f. Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations.

Grade 5: Arts Education

- CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).

Grade 6: Social Studies

- IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.
 - c. Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education

Grade 6: English Language Arts

- CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., *Growing Up*), social responsibility (e.g., *Going the Distance*), and efficacy (e.g., *Making Our Community More Peaceful*).
 - 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).
 - d. Access, view, listen to, read, and respond to a variety of digital texts including electronic texts that have multiple links and sound, video, animation, and/or virtual reality.
 - e. Discuss own and others' understanding of various community and cultural traditions in various times and places as portrayed in a variety of visual, multimedia, oral, and print texts.
- CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.
- CR6.3 Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/ genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/ morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.
- CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).
 - a. Display active viewing behaviours including preparing to view; considering what is known and needs to be known about a topic; showing interest in what is said; anticipating and predicting the speaker's message and meaning; identifying ideas expressed as true or false, real or imaginary; seeking additional information from other sources as needed.

- b. View for a variety of purposes including to understand and gather information, to form an opinion, and to enjoy and appreciate.
 - c. View and comprehend a variety of visual and multimedia (including digital) texts with specialized features (e.g., the visual components of magazines, newspapers, websites, videos).
- CR6.6 Read and demonstrate comprehension and interpretation of grade appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.
 - b. Read for a variety of purposes including to gather information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.
 - c. Read and comprehend a range of contemporary and traditional texts appropriate to interests and learning needs.
 - d. Read and demonstrate comprehension and interpretation of a range of grade-level-appropriate texts in a variety of genres and from different cultural traditions.
- CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, nonfiction books, reports and articles from magazines and journals, reference materials, and written instructions.
- CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).
 - c. Create a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to reports, articles, instructions, explanations, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, skits, or short video scripts.
 - d. Create a variety of meaningful personal and impromptu communications (e.g., story, poem, visual representation) characterized by some insight, development, and originality.
 - e. Use speaking, writing, and other forms of representing to respond to experiences and to texts.
- CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.
 - a. Use different ways of representing to explore ideas and express understanding (e.g., in a poster, tableau, physical movement, graphic organizer, chart, graph, table).
 - b. Consider appropriate technology to communicate or enhance representations.

- CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).
 - a. Engage in partner, small-group, and whole-class discussion to accomplish a task (e.g., develop a class plan of action).
- CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.
 - e. Exchange ideas and concepts with teacher, peers, and adults.
 - g. Prepare and give oral presentations (e.g., on a topic under study or of personal interest).
 - h. Include appropriate beginning, middle, and ending in presentations (e.g., opening with a formal introduction, concluding with a summation).
 - i. Adjust voice, tone, and language choices to a range of situations.
 - j. Speak clearly and expressively in classroom presentations.
 - k. Use body language and gestures, modification of voice, or facial expressions to respond to the audience.
 - l. Present ideas effectively demonstrating an awareness of audience (e.g., attempt to make the material interesting and appropriate to audience and purpose).

Grade 6: Arts Education

- CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).
- CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity
 - c. Make keen observations of detail, and increase skills in representing unique features of individual people, animals, plants, and objects.
 - d. Identify and create visual patterns.
 - e. Examine ways of creating contrast (e.g., bold/subtle, rough/smooth, light/dark).
- CP6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.
 - a. Explore and determine appropriate media, technology, forms, and methods for visual expression.
 - b. Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques.

- c. Recognize that decision making and problem solving are essential to the creative process, and apply to own work.
- d. Describe own critical and creative thinking, decision-making, and problem-solving processes.

Grade 7: Social Studies

- DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.
 - c. Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia).

Grade 7: English Language Arts

- CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).
 - a. View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) 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).
- CR7.2 Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure), and after (e.g., making judgements supported by evidence) viewing, listening, and reading.
- CR7.3 Use pragmatic (e.g., author's purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/ lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes, and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts, and diagrams) to construct and confirm meaning when viewing, listening, and reading.
- CR7.6 Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.
 - b. Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories,

novels, poetry, instructional materials, non-fiction books, articles, and reports.

- c. Read to complete inquiry/research using online resources, reference books, periodicals, and pamphlets. Cite sources of information.
- f. Summarize major ideas presented in printed texts.
- CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.
- CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).
 - a. Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.
 - d. Create a variety of narrative, descriptive, expository, and persuasive oral presentations, written compositions, and other representations with some original qualities.
 - e. Create a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to texts, stories, reports, articles, instructions, explanations, opinions, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, and skits or short view scripts.
- CC7.2 Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.
 - a. Apply inquiry process and complete an individual or group inquiry project related to the themes or issues being studied in English language arts.
 - b. Examine personal knowledge of and experiences related to a topic to determine information needs.
 - c. Formulate a variety of relevant questions on a topic to establish a purpose for seeking information.
 - d. Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.
 - e. Prepare and use a plan to access ideas and information from a variety of sources (including digital).

- f. Use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions.
- g. Locate information using a search engine.
- h. Assess the appropriateness of the amount and quality of information collected.
- i. Recognize and address information gaps for particular audiences and purposes.
- j. Organize new information to reflect the intended purpose and audience.
- k. Use the language of inquiry (e.g., "Where would I find information and ideas about this topic, question, problem, or issue?" "What processes or procedures could I use?" "How will I access these sources or carry out these procedures?").
- CC7.4 Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/ morphological (e.g., avoid overused and misused words), graphophonic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning.
 - a. Use the conventions of language and communication to deliberately convey meaning when engaging in speaking, writing, and other forms of representing.
 - b. Consistently apply the conventions of oral and written language and the conventions of visual and multimedia texts.
- CC7.5 Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.
 - a. Explore ideas and express understanding using a variety of representations (e.g., timelines, models, videos, news items).
 - b. Represent ideas and demonstrate understanding of forms and techniques in cartoon sequences, contextual dramas, posters, and advertisements.
 - c. Use the appropriate strategies in the representing process including planning and focusing, scripting and layout, revising, and producing.
- CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).

- a. Share ideas/knowledge clearly and logically, add to others' ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.
- CC7.7 Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).

Grade 7: Arts Education

- CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/ rural landscapes, and environment).
 - b. Analyze and discuss connections between the original topic or inquiry question and subsequent visual art explorations.
- CP7.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about place.
 - a. Select various visual art forms (e.g., comics, photography, sculpture, film) to express ideas about the students' place (e.g., neighbourhood, the prairie, inner city).
 - b. Describe own decision-making processes, and discuss how essential they are to the creative process.
 - d. Manipulate the elements of art, principles of design, images, and symbols to express ideas and communicate visually.
- CP7.12 Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media.
 - h. Recognize that scale may or may not be realistic.

Grade 8: Social Studies

- 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., selfexpression 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

Grade 8: English Language Arts

- 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).
- CR8.2 Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading.
- CR8.3 Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organized text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/ lexical/morphological (e.g., imagery), graphophonetic (e.g., stress, pitch, and juncture of a word), and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning.
- CR8.6 Read and demonstrate comprehension and interpretation of gradeappropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.
 - c. Interpret and report on information obtained from more than one source to inform others.
 - d. Use various forms of note making (e.g., lists, summaries, observations, descriptions) appropriate to purpose and situation.
 - e. Demonstrate the ability to comprehend and use everyday texts (e.g., directions, schedules, brochures) and make judgements about purpose and importance.
 - f. Utilize note making and outlining as learning tools.
- CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.
- CC8.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., *Telling One's Life Story*), social responsibility (e.g., *Examining the Influence of Popular Culture*), and efficacy (e.g., *Creating Turning Points*).
 - a. Create a variety of texts (i.e., oral presentations, written and other compositions) that represent experiences, ideas, and

information about identity, social responsibility, and efficacy with clarity, correctness, and variety.

- CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.
 - a. Determine personal knowledge of a topic to generate possible areas of inquiry or research.
 - b. Formulate relevant questions on a topic to establish a purpose for gathering information.
 - c. Contribute ideas, knowledge, and strategies to help identify group information needs and sources.
 - d. Collaborate with others using technology to plan inquiry.
 - e. Prepare and use a plan to access, gather, and record in own words relevant information.
 - f. Gather information from a variety of sources (e.g., interviews, print texts, CD-ROMs, Internet) and integrate ideas in analysis.
 - g. Organize information and ideas in order of priority according to topic and task requirements.
 - h. Make notes in point form, summarizing major ideas and supporting details.
 - i. Sort, organize, classify, and extend data using information technology tools.
 - j. Adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information.
 - k. Document cited resources within presentations and composition.
 - l. Use the language of inquiry (e.g., “What processes or procedures could we use?”, “What criteria will we use to judge how effective the sources and processes are in addressing the topic?”, “How can we prepare a presentation suitable for the purpose, audience, and situation that we identified?”).
- CC8.3 Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.
- 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.
- 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).
 - c. Use language and tone to suit audience, purpose, and situation.
 - d. Use gestures, facial expressions, and visual aids to enhance meaning of talk.
- 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).
 - 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.

Grade 8: Arts Education

- CP8.12 Solve visual art problems using a variety of processes and media.
 - d. Take risks by working with innovative ideas, unfamiliar styles, or media.