

Grade 8 Outcomes

Treaty Education: Exploring Treaty Impacts and Alternatives

Treaty Relationships 8¹: Analyze the impact of treaty on the Métis people. Indicators: Research and assess the role of the Métis in the treaty negotiation process. Examine the role of interpreter in the treaty process (e.g. importance of language). Examine the concept of Scrip, as opposed to being signatories of treaties, and explore the importance of having a land base from which to generate a livelihood. Investigate how Métis peoples' identity was impacted with their inclusion in Treaty 10.

Spirit and Intent of Treaties 8²: Assess the impact residential schools have on First Nations communities. Indicators: Compare stories of First Nations people who attended residential schools to the experiences students have had in their own schools. Investigate how First Nations people were forced to learn languages and cultures other than their own. Represent the effects of residential schools on First Nations' languages and cultures. Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools. Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era.

Historical Context 8³:Examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other's interests. Indicators: Research and compare the experiences of British Columbia First Nations with the experience of people from Saskatchewan who have negotiated Treaties. Analyze how respective world views influence the interests of each party who desire to enter into treaty. Explore how each province and territory in Canada has worked towards developing a relationship with First Nations.

Treaty Promises and Provisions 8⁴: Assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled. Indicators: Represent an understanding of the concepts "Medicine Chest" and "Education", as intended in the Treaties. Relate various quality of life measures from the perspectives of First Nations and non First Nations people based on the fulfillment of treaties. Propose options that may address any inequities discovered.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP8.1 Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments).</p>	<p>CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</p>	<p>USC8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.</p>	<p>N8.1.Demonstrate understanding of the square and principle square root of whole numbers concretely or pictorially and symbolically.</p>	<p>PE8.1 Create, implement, evaluate, and revise a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility that involves setting goals for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.</p>	<p>CS8.1 Analyze the characteristics of cells, and compare structural and functional characteristics of plant and animal cells.</p>	<p>IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.</p>
<p>CP8.2 Investigate and use choreographic forms (e.g., theme and variations, canon).</p>	<p>CR8.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</p>	<p>USC8.2 Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.</p>	<p>N8.2.Expand and demonstrate understanding of percent greater than or equal to 0% (including fractional and decimal percent) concretely, pictorially, and symbolically</p>	<p>PE8.2 Apply an understanding of how to positively affect the major muscle groups while clarifying an understanding of the effects of exercise and inactivity on the muscular system.</p>	<p>CS8.2 Demonstrate proficiency in the use of a compound light microscope to observe plant and animal cells.</p>	<p>IN8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.</p>
<p>CP8.3 Choreograph one section of group choreography</p>	<p>CR8.3 Use pragmatic, textual, syntactic, semantic / lexical/ morphological, graphophonic, and other cues to construct and to confirm meaning.</p>	<p>USC8.3 Investigate and analyze the impact of in/formal supports and services (including testing/diagnostic services) available to individuals, families, and communities infected with/affected by non-curable infections/ diseases (including HIV and Hepatitis C).</p>	<p>N8.3.Demonstrate understanding of rates, ratios, and proportional reasoning concretely, pictorially, and symbolically.</p>	<p>PE8.3 Implement personal plans for improvement of skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.</p>	<p>CS8.3 Distinguish structural and functional relationships among cells, tissues, organs, and organ systems in humans and how this knowledge is important to various careers.</p>	<p>DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.</p>
<p>CP8.4 Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation.</p>	<p>CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.</p>	<p>USC8.4 Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.</p>	<p>N8.4.Demonstrate understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically.</p>	<p>PE8.4 Utilize, including smooth transitions, complex movement skills that combine locomotor skills, non-locomotor skills, and manipulative skills to enhance personal performance and enjoyment in a variety of movement activities.</p>	<p>CS8.4 Analyze how the interdependence of organ systems contributes to the healthy functioning of the human body.</p>	<p>DR8.2 Describe the influence of the treaty relationship on Canadian identity</p>
<p>CP8.5 Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose.</p>	<p>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.</p>	<p>USC8.5 Assess how body image satisfaction/ dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.</p>	<p>N8.5.Demonstrate understanding of multiplication and division of integers concretely, pictorially, and symbolically.</p>	<p>PE8.5 Explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles as well as Newton's Laws of Motion as a means to enhance independence in learning motor skills.</p>	<p>OP8.1 Identify and describe, through experimentation, sources and properties of visible light including:</p> <ul style="list-style-type: none">rectilinear propagationreflectionrefraction.	<p>DR8.3 Assess how historical events in Canada have affected the present Canadian identity</p>
<p>CP8.6 Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation.</p>	<p>CR8.6 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 to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.</p>	<p>USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.</p>	<p>P8.1.Demonstrate understanding of linear relations concretely, pictorially (including graphs), physically, and symbolically.</p>	<p>PE8.6 Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:</p> <ul style="list-style-type: none">target games striking/ fielding net/wall games,invasion/ territorial games, low-organizational and inventive games.	<p>OP8.2 Explore properties and applications of optics-related technologies, including concave and convex mirrors and lenses.</p>	<p>PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.</p>
<p>CP8.7 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).</p>	<p>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.</p>	<p>USC8.7 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.</p>	<ul style="list-style-type: none">ax = bx/a = b, a ≠ 0ax + b = cx/a + b = c, a ≠ 0a(x + b) = cconcretely, pictorially, and symbolically, where a, b, and c are integers.	<p>PE8.7 Analyze the situational decisions, of self and others, while under the pressure of game play in target games, net/wall games, striking/ fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games to determine the effectiveness of the decisions and to propose options for improvement.</p>	<p>OP8.3 Compare the nature and properties of human vision with optical devices and vision in other living organisms.</p>	<p>PA8.2 Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.</p>
<p>CP8.8 Investigate and make choices about musical structures in sound composition</p>	<p>CR8.8 Read Grade 8 appropriate texts to increase fluency and expression.</p>	<p>USC8.8 Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions.</p>	<p>DM8.1 Appraise the role of "support" in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.</p>	<p>PE8.8 Apply and adapt selected activity-related skills and strategies required for participation in alternate environment activities.</p>	<p>OP8.4 Evaluate the impact of electromagnetic radiation-based technologies on self and community.</p>	<p>PA8.3 Present the evolution of a piece of legislation, from its first conception to its implementation.</p>
<p>CP8.9 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).</p>	<p>CR8.9 Create various visual, oral, written, and multimedia texts that explore identity, social responsibility, and efficacy.</p>	<p>DM8.2 Analyze the health opportunities and challenges, and establish "support others" personal goal statements, related to family roles and responsibilities, non-curable infections/ diseases, violence and abuse, body image, sustainability, and sexual health.</p>	<p>SS8.1 Demonstrate understanding of the Pythagorean Theorem concretely or pictorially and symbolically and by solving problems.</p>	<p>PE8.9 Perform, both as a leader and a follower, self-created, collaboratively created, and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of games and body management activities, alone and with others.</p>	<p>FD8.1 Investigate and represent the density of solids, liquids, and gases based on the par ticle theory of matter.</p>	<p>PA8.4 Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes</p>
<p>CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).</p>	<p>CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.</p>	<p>AP8.1 Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/ diseases, violence and abuse, body image, sustainability, and sexual health.</p>	<p>SS8.2 Demonstrate understanding of the surface area of 3-D objects limited to right prisms and cylinders (concretely, pictorially, and symbolically) by:</p> <ul style="list-style-type: none">analyzing viewssketching and constructing 3-D objects, nets, and top, side, and front viewsgeneralizing strategies and formulaeanalyzing the effect of orientationsolving problems.	<p>PE8.10 Create and implement an individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community.</p>	<p>FD8.2 Examine the effects of forces in and on objects in fluids, including the buoyant force.</p>	<p>RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.</p>
<p>CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.</p>	<p>CR8.2 Investigate and identify ways that today's arts expressions often reflect concern for social issues.</p>	<p>CG8.1 Analyze one's own self-image including personal skills, interests, behaviours and their influences on one's life and work.</p>	<p>SS8.3 Demonstrate understanding of volume limited to right prisms and cylinders (concretely, pictorially, or symbolically) by:</p> <ul style="list-style-type: none">relating area to volumegeneralizing strategies and formulaeanalyzing the effect of orientationsolving problems.	<p>PE8.11 Demonstrate an understanding of the impact of current and emerging technologies on fitness, fitness-related career options, and well-being.</p>	<p>FD8.3 Investigate and describe physical properties of fluids (liquids and gases), including viscosity and compressibility.</p>	<p>RW8.2 Assess the implications of personal consumer choices.</p>
<p>CP8.12 Solve visual art problems using a variety of processes and media.</p>	<p>CR8.3 Investigate and identify how arts expressions can reflect diverse worldviews.</p>	<p>CG8.2 Analyze abilities for responding positively to change in one's life.</p>	<p>SS8.4 Demonstrate an understanding of tessellation by:</p> <ul style="list-style-type: none">explaining the properties of shapes that make tessellating possiblecreating tessellationsidentifying tessellations in the environment.	<p>PE8.12 Demonstrate the skills required to administer basic first aid required as a result of injury caused by participation in movement activities.</p>	<p>FD8.4 Identify and interpret the scientific principles underlying the functioning of natural and constructed fluid systems.</p>	<p>RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.</p>
<p>CR8.1 Research and share insights about arts expressions that incorporate social commentary.</p>	<p>CR8.4 Use pragmatic, textual, syntactical, semantic/ lexical/ morphological, graphophonic, and other cues to construct and to communicate meaning.</p>	<p>CC8.1 Examine how a disposition for lifelong learning connects to potential career pathways.</p>	<p>SP8.1 Analyze the modes of displaying data and the reasonableness of conclusions.</p>	<p>PE8.13 Analyze environmental influences to assess their impact on responsible social behaviour in movement activity settings.</p>	<p>WS8.1 Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.</p>	
<p>CH8.2 Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.</p>	<p>CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.</p>	<p>CC8.2 Determine the contributions that work and work alternatives such as volunteerism make to the community and society.</p>	<p>SP8.2 Demonstrate understanding of the probability of independent events concretely, pictorially, orally, and symbolically.</p>	<p>PE8.14 Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives that support personal, family, and community active living and well-being.</p>		
<p>CH8.3 Demonstrate understanding of how contemporary artists use and incorporate new technology into their work.</p>	<p>CC8.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p>	<p>LW8.1 Compare skills taxonomies such as Essential Skills and Employment Skills and examine how an individual's skills may influence possible future occupational choices</p>				
	<p>CC8.4 Use oral language to effectively express information and ideas of complexity in formal and informal situations.</p>	<p>CC8.2 Analyze abilities for responding positively to change in one's life.</p>				
	<p>CC8.5 Create and present a variety of visual and multimedia presentations with adequate detail, clarity, and organization to explain, to persuade, and to entertain.</p>	<p>CC8.1 Examine how a disposition for lifelong learning connects to potential career pathways.</p>				
	<p>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.</p>	<p>CC8.2 Determine the contributions that work and work alternatives such as volunteerism make to the community and society.</p>				
	<p>CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations.</p>	<p>LW8.2 Formulate a list of life roles and examine possible changes over one's lifespan.</p>				
	<p>CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.</p>					
	<p>CC8.9 Experiment with a variety of text forms and techniques.</p>					
	<p>AR8.1 Use information gathered in self-assessment and teacher's assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.</p>					
	<p>AR8.2 Appraise own and others' work for clarity, correctness, and variety.</p>					