



Curriculum Expectations

Grade 8

As part of the curriculum review process, expectations are being incorporated into many areas of the elementary and secondary curriculum to help teachers bring First Nation, Métis and Inuit histories, cultures and perspectives into the classroom. This document provides teachers with a handy reference to those expectations contained in revised curricula released as of November, 2007. For Aboriginal students, the revised curriculum will help foster a strong sense of identity and a positive self-image. For all Ontario students, and educators, the new expectations add a rich new dimension to Ontario's curriculum, and strengthen opportunities to explore, appreciate, understand, and value the contributions of Ontario's Aboriginal communities to the social and cultural fabric of our province.



HISTORY

Confederation

Knowledge and Understanding

- Identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860 (e.g., British, French, First Nation, and Black communities);
- Identify the roles of key individuals (e.g., Sir George-Étienne Cartier, Sir John A. Macdonald), the main events leading to the signing of the British North America Act (e.g., the Charlottetown, Quebec and London Conferences; coalition government in the Canadas), and the reasons for the exclusion of certain groups from the political process (e.g. First Nation peoples, women, the Chinese and Japanese).

Inquiry/Research and Communication Skills

- Formulate questions to guide research on issues and problems (e.g., Why did Nova Scotia join Confederation in 1867 while Prince Edward Island did not? What qualities made Louis Riel a good leader?);
- Describe and analyse conflicting points of view about a historical issue or personality (e.g., British versus Canadian points of view about trade and defence; Queen Victoria, Sir John A. Macdonald, Joseph Howe, Louis Riel).

Application

- Use sections 91 and 92 of the British North America Act to outline how and why responsibilities are divided between the federal and provincial governments and relate these divisions to some present-day disagreements between the two levels of government (e.g. federal responsibilities for First Nation peoples, health care, the environment, trade, telecommunications).

The Development of Western Canada

Knowledge and Understanding

- Describe the everyday life of various groups (e.g., First Nation peoples, Métis, Europeans) in western Canada in the late nineteenth century).
- Analyse how treaties and the Indian Act of 1876 transformed the lifestyles of First Nation peoples in the Canadian west;
- Describe the causes and results of the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885 and explain the role of key individuals and groups (e.g., Louis Riel, Gabriel Dumont, the North-West Mounted Police, Thomas Scott, Big Bear, Poundmaker, General Wolseley, Catherine Schubert).

Inquiry/Research and Communication Skills

- Formulate questions to guide research on issues and problems (e.g., Why did Big Bear receive the treatment he did from Canada's legal system?)
- Analyse, synthesize, and evaluate historical information (e.g., trends in immigration, the impact of Treaties 1 to 8);
- Describe and analyse conflicting points of view about a historical event (e.g., the Pacific Scandal, the hanging of Louis Riel, the imprisonment of Big Bear);
- Communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create diary entries depicting Louis Riel as a hero or traitor);
- Use appropriate vocabulary (e.g., treaties, Métis, Rupert's Land, provisional government, prospector, panning for gold, staking a claim) to describe their inquiries and observations.

Canada: A Changing Society

Knowledge and Understanding

- Describe how specific individuals and events helped change the position of women and children in Canada (e.g., Nellie McClung, Emily Carr, Lucy Maud Montgomery, Pauline Johnson; the Temperance Movement, laws establishing compulsory education).



Language is a fundamental element of identity and culture. If students see themselves and others in the texts they read and the oral and media works they engage in, they are able to feel that the works are genuinely for and about them and they come to appreciate the nature and value of a diverse, multicultural society.

Successful language learners:

- Make meaningful connections between themselves, what they encounter in texts, and the world around them
- Understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated
- Appreciate the cultural impact and aesthetic power of texts.

The language curriculum is also based on the understanding that students learn best when they can identify themselves and their own experience in the material they read and study in school. Students in Ontario come from a variety of backgrounds, each with his and her own set of perspectives, strengths, and needs. Reading activities should expose students to materials that reflect the diversity of Canadian and world cultures, including those of Aboriginal peoples.

The Language curriculum is divided into four strands: Oral Communication, Reading, Writing, and Media Literacy.

Oral Communication

Speaking to Communicate

- **2.3** Communicate in a clear and concise manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience (e.g., combine logic with an appeal to emotion in a charity fund-raising speech; use a cause-and-effect structure in a report on the rise of a political movement or the emergence of a contentious Aboriginal issue).

Reading

Reading for Meaning

- **1.1** Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (e.g., short stories, novels, poetry, essays, science fiction, memoirs, scripts, satire), graphic texts (e.g., graphs and graphic organizers, charts and tables, surveys, maps, spreadsheets), and informational texts (e.g., essays, Canadian and global print and online sources, electronic texts, textbooks, dictionaries, thesauri, websites, transcripts);
- **1.2** Identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes (e.g., several online or print articles by the same author to identify consistency or change in the author's point of view; websites for information on a topic from different sources; stories from different cultures, including Aboriginal cultures, to compare treatments of similar themes);
- **1.6** Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them.

Media Literacy

Understanding Media Texts

- **1.4** Explain why different audiences (e.g., with respect to gender, age, culture, race, income level) might have different responses to a variety of media texts (e.g. predict how a member of a particular age/gender/ ethnocultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction);

- **1.5** Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (e.g., a television broadcast of a sports game presents the views of fans, the announcers, the sponsors, and the television network; different media texts represent people of different age, gender, income level, or ethnocultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping; different points of view are often presented in a news report of a conflict);
- **1.6** Identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (e.g., a music company's interest in a recording may be different from that of the artist; the company that produces a video game and game's creator may have two different view on how the game should be promoted).

Creating Media Texts

- **3.4** Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,
 - a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character
 - a one-minute video advertising a class fund-raising project
 - a website based on the content of a unit of study
 - a report on school sports events to be presented during morning announcements
 - magazine advertisements for a particular product, aimed at different age groups among the students in the school
 - an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper
 - a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying
 - a storyboard for a video of a favourite song that is not available as a video).

ABOUT THE TEACHER'S TOOLKIT

This document is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the series includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website at www.edu.gov.on.ca.

