

The Ontario Curriculum

Grade 8

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2019 Ontario Curriculum Guidelines



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Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Eight Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education and Core French in Ontario.

If you are interested in knowing what it required for Immersion French at this level, please check the curriculum listed on the Ministry website:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Math

Number Sense & Numeration

Section	Specific Expectations
<i>Quantity Relationships</i>	
By the end of Grade 8, students will: - represent, compare, and order equivalent representations of numbers, including those involving positive exponents;	<input type="checkbox"/> Express repeated multiplication using exponential notation
	<input type="checkbox"/> Represent whole numbers in expanded form using powers of ten
	<input type="checkbox"/> Represent, compare, and order rational numbers
	<input type="checkbox"/> Translate between equivalent forms of a number
	<input type="checkbox"/> Determine common factors and common multiples using the prime factorization of numbers
<i>Operational Sense</i>	
By the end of Grade 8, students will: -solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies;	<input type="checkbox"/> Solve multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools and strategies
	<input type="checkbox"/> Solve problems involving percents expressed to one decimal place
	<input type="checkbox"/> Use estimation when solving problems involving operations with whole numbers, decimals, percents, integers, and fractions, to help judge the reasonableness of a solution
	<input type="checkbox"/> Represent the multiplication and division of fractions, using a variety of tools and strategies
	<input type="checkbox"/> Solve problems involving addition, subtraction, multiplication, and division with simple fractions
	<input type="checkbox"/> Represent the multiplication and division of integers, using a variety of tools
	<input type="checkbox"/> Solve problems involving operations with integers, using a variety of tools
	<input type="checkbox"/> Evaluate expressions that involve integers, including expressions that contain brackets and exponents, using order of operations
	<input type="checkbox"/> Multiply and divide decimal numbers by various powers of ten

	<ul style="list-style-type: none"> <input type="checkbox"/> Estimate, and verify using a calculator, the positive square roots of whole numbers, and distinguish between whole numbers that have whole-number square roots
<i>Proportional Relationships</i>	
<p>By the end of Grade 8, students will:</p> <p>- solve problems by using proportional reasoning in a variety of meaningful contexts.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe real-life situations involving two quantities that are directly proportional
	<ul style="list-style-type: none"> <input type="checkbox"/> Solve problems involving proportions, using concrete materials, drawings, and variables
	<ul style="list-style-type: none"> <input type="checkbox"/> Solve problems involving percent that arise from real-life contexts
	<ul style="list-style-type: none"> <input type="checkbox"/> Solve problems involving rates

Measurement

Section	Specific Expectations
<i>Attributes, Units & Measurement Sense</i>	
<p>By the end of Grade 8, students will:</p> <p>-research, describe, and report on applications of volume and capacity measurement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research, describe, and report on applications of volume and capacity measurement
<i>Measurement Relationships</i>	
<p>By the end of Grade 8, students will:</p> <p>- Determine the relationships among units and measurable attributes, including the area of a circle and the volume of a cylinder</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Solve problems that require conversions involving metric units of area, volume, and capacity
	<ul style="list-style-type: none"> <input type="checkbox"/> Measure the circumference, radius, and diameter of circular objects, using concrete materials
	<ul style="list-style-type: none"> <input type="checkbox"/> Determine, through investigation using a variety of tools and strategies, the relationships for calculating the circumference and the area of a circle, and generalize to develop the formula
	<ul style="list-style-type: none"> <input type="checkbox"/> Solve problems involving the estimation and calculation of the circumference and the area of a circle;
	<ul style="list-style-type: none"> <input type="checkbox"/> Determine, through investigation using a variety of tools and strategies, the relationship between the area of the base and height and the volume of a cylinder, and generalize to develop the formula
	<ul style="list-style-type: none"> <input type="checkbox"/> Determine, through investigation using concrete materials, the surface area of a cylinder

	<ul style="list-style-type: none"> □ Solve problems involving the surface area and the volume of cylinders, using a variety of strategies
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Geometry & Spatial Sense

Section	Specific Expectations
<i>Geometric Properties</i>	
By the end of Grade 8, students will: -demonstrate an understanding of the geometric properties of quadrilaterals and circles and the applications of geometric properties in the real world	<ul style="list-style-type: none"> □ Sort and classify quadrilaterals by geometric properties, including those based on diagonals, through investigation using a variety of tools
	<ul style="list-style-type: none"> □ Construct a circle, given its centre and radius, or its centre and a point on the circle, or three points on the circle;
	<ul style="list-style-type: none"> □ Investigate and describe applications of geometric properties
<i>Geometric Relationships</i>	
By the end of Grade 8, students will: -develop geometric relationships involving lines, triangles, and polyhedra, and solve problems involving lines and triangles	<ul style="list-style-type: none"> □ Determine, through investigation using a variety of tools relationships among area, perimeter, corresponding side lengths, and corresponding angles of similar shapes
	<ul style="list-style-type: none"> □ Determine, through investigation using a variety of tools and strategies , the angle relationships for intersecting lines and for parallel lines and transversals, and the sum of the angles of a triangle
	<ul style="list-style-type: none"> □ Solve angle-relationship problems involving triangles, intersecting lines , and parallel lines and transversals
	<ul style="list-style-type: none"> □ Determine the Pythagorean relationship, through investigation using a variety of tools and strategies
	<ul style="list-style-type: none"> □ Solve problems involving right triangles geometrically, using the Pythagorean relationship
	<ul style="list-style-type: none"> □ Determine, through investigation using concrete materials, the relationship between the numbers of faces, edges, and vertices of a polyhedron
<i>Location and Movement</i>	
By the end of Grade 8, students will: -represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world	<ul style="list-style-type: none"> □ Graph the image of a point, or set of points, on the Cartesian coordinate plane after applying a transformation to the original point(s)
	<ul style="list-style-type: none"> □ Identify, through investigation, real-world movements that are translations, reflections, and rotations

Patterning & Algebra

Section	Specific Expectations
<i>Patterns & Relationships</i>	
By the end of Grade 8, students will: -represent linear growing patterns (where the terms are whole numbers) using graphs, algebraic expressions, and equations	<input type="checkbox"/> Represent, through investigation with concrete materials, the general term of a linear pattern, using one or more algebraic expressions
	<input type="checkbox"/> Represent linear patterns graphically, using a variety of tools
	<input type="checkbox"/> Determine a term, given its term number, in a linear pattern that is represented by a graph or an algebraic equation
<i>Variables, Expressions and Equations</i>	
By the end of Grade 8, students will: - model linear relationships graphically and algebraically, and solve and verify algebraic equations, using a variety of strategies, including inspection, guess and check, and using a “balance” model.	<input type="checkbox"/> Describe different ways in which algebra can be used in real-life situations
	<input type="checkbox"/> Model linear relationships using tables of values, graphs, and equations, through investigation using a variety of tools
	<input type="checkbox"/> Translate statements describing mathematical relationships into algebraic expressions and equations
	<input type="checkbox"/> Evaluate algebraic expressions with up to three terms, by substituting fractions, decimals, and integers for the variables
	<input type="checkbox"/> Make connections between solving equations and determining the term number in a pattern, using the general term
	<input type="checkbox"/> Solve and verify linear equations involving a one-variable term and having solutions that are integers, by using inspection, guess and check, and a “balance” model

Data Management & Probability

Section	Specific Expectations
<i>Collection and Organization of Data</i>	
<p>By the end of Grade 8, students will:</p> <p>-collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots</p>	<ul style="list-style-type: none"> <li data-bbox="565 310 1442 457">□ Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements <li data-bbox="565 478 1458 548">□ Organize into intervals a set of data that is spread over a broad range <li data-bbox="565 569 1442 758">□ Collect and organize categorical, discrete, or continuous primary data and secondary data), and display the data in charts, tables, and graphs (including histograms and scatter plots) that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools <li data-bbox="565 779 1442 890">□ Select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph <li data-bbox="565 911 1419 980">□ Explain the relationship between a census, a representative sample, sample size, and a population
<i>Data Relationships</i>	
<p>By the end of Grade 8, students will:</p> <p>- apply a variety of data management tools and strategies to make convincing arguments about data</p>	<ul style="list-style-type: none"> <li data-bbox="565 1054 1451 1123">□ Read, interpret, and draw conclusions from primary data and from secondary data , presented in charts, tables, and graphs <li data-bbox="565 1144 1451 1213">□ Determine, through investigation, the appropriate measure of central tendency needed to compare sets of data <li data-bbox="565 1234 1451 1304">□ Demonstrate an understanding of the appropriate uses of bar graphs and histograms by comparing their characteristics <li data-bbox="565 1325 1458 1436">□ Compare two attributes or characteristics, using a scatter plot, and determine whether or not the scatter plot suggests a relationship <li data-bbox="565 1457 1419 1526">□ Identify and describe trends, based on the rate of change of data from tables and graphs, using informal language <li data-bbox="565 1547 1451 1638">□ Make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs <li data-bbox="565 1659 1429 1728">□ Compare two attributes or characteristics, using a variety of data management tools and strategies

<i>Probability</i>	
<p>By the end of Grade 8, students will:</p> <p>-use probability models to make predictions about real-life events</p>	<ul style="list-style-type: none"> □ Compare, through investigation, the theoretical probability of an event with experimental probability, and explain why they might differ
	<ul style="list-style-type: none"> □ Determine, through investigation, the tendency of experimental probability to approach theoretical probability as the number of trials in an experiment increases, using class-generated data and technology-based simulation models
	<ul style="list-style-type: none"> □ Identify the complementary event for a given event, and calculate the theoretical probability that a given event will not occur

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 8, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<input type="checkbox"/> Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
	<input type="checkbox"/> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
	<input type="checkbox"/> Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts
	<input type="checkbox"/> Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways
	<input type="checkbox"/> Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretations
	<input type="checkbox"/> Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
	<input type="checkbox"/> Analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies
	<input type="checkbox"/> Explain what the use of irony or satire in an oral text reveals about the speaker's purpose and perspective
	<input type="checkbox"/> Identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness, and suggest other strategies that might have been as effective or more so
<i>Speaking to Communicate</i>	
<p>By the end of Grade 8, students will:</p>	<input type="checkbox"/> Identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies

<p>- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience
	<input type="checkbox"/> Communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience
	<input type="checkbox"/> Use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience
	<input type="checkbox"/> Identify a range of vocal effects, including tone, pace, pitch, volume, and variety of sound effects, and use them appropriately and with sensitivity to cultural differences, to help communicate their meaning
	<input type="checkbox"/> Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
	<input type="checkbox"/> Use a variety of appropriate visual aids to support and enhance oral presentations
<p><i>Reflecting on Oral Communication Skills and Strategies</i></p>	
<p>By the end of Grade 8, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<input type="checkbox"/> Identify what strategies they found helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
	<input type="checkbox"/> Identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 8, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1430 436">☐ Read a variety of increasingly complex or difficult texts from diverse cultures, including literary texts, and informational texts <li data-bbox="561 447 1466 562">☐ Identify a variety of purposes for reading increasingly complex or difficult and choose reading materials appropriate for those purposes <li data-bbox="561 573 1455 688">☐ Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand increasingly complex or difficult texts <li data-bbox="561 699 1398 814">☐ Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and citing a variety of details that support the main idea <li data-bbox="561 825 1466 940">☐ Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations <li data-bbox="561 951 1455 1066">☐ 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 familiar texts, and to the world around them <li data-bbox="561 1077 1360 1192">☐ Analyse a variety of texts, both simple and complex, and explain how the various elements in them contribute to meaning and influence the reader’s reaction <li data-bbox="561 1203 1466 1318">☐ Evaluate the effectiveness of a text based on evidence from that text <li data-bbox="561 1329 1406 1444">☐ Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives
<i>Understanding Form and Style</i>	
<p>By the end of Grade 8, students will:</p>	<ul style="list-style-type: none"> <li data-bbox="561 1591 1466 1738">☐ Analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir, graphic texts such as a map, and informational texts such as a magazine article

<p>- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> □ Analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning
	<ul style="list-style-type: none"> □ Identify a variety of text features and explain how they help communicate meaning
	<ul style="list-style-type: none"> □ Identify various elements of style – including symbolism, irony, analogy, metaphor, and other rhetorical devices– and explain how they help communicate meaning and enhance the effectiveness of texts
<p><i>Reading with Fluency</i></p>	
<p>By the end of Grade 8, students will:</p>	<ul style="list-style-type: none"> □ Automatically read and understand most words in in a wide range of reading contexts
<p>-use knowledge of words and cueing systems to read fluently</p>	<ul style="list-style-type: none"> □ Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> □ semantic (meaning) cues □ syntactic (language structure) cues □ graphophonic (phonological and graphic) cues
	<ul style="list-style-type: none"> □ Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose
<p><i>Reflecting on Reading Skills and Strategies</i></p>	
<p>By the end of Grade 8, students will:</p>	<ul style="list-style-type: none"> □ Identify a range of strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a readers' notebook, how they can use these and other strategies to improve as readers
<p>-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading</p>	<ul style="list-style-type: none"> □ Explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
<p>By the end of Grade 8, students will:</p> <p>-generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1414 394">☐ Identify the topic, purpose, and audience for more complex writing forms <li data-bbox="561 415 1393 489">☐ Generate ideas about more challenging topics and identify those most appropriate for the purpose <li data-bbox="561 510 1463 583">☐ Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic sources <li data-bbox="561 604 1455 716">☐ Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data <li data-bbox="561 737 1393 848">☐ Identify and order main ideas and supporting details and group them into units that could be used to develop multi-paragraph piece of writing, using a variety of strategies <li data-bbox="561 869 1458 980">☐ Determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary
<i>Using Knowledge of Form and Style in Writing</i>	
<p>By the end of Grade 8, students will:</p> <p>- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 1050 1446 1123">☐ Write complex texts of different lengths using a wide range of forms <li data-bbox="561 1144 1446 1218">☐ Establish a distinctive voice in their writing appropriate to the subject and audience <li data-bbox="561 1239 1370 1312">☐ Regularly use some vivid and/or figurative language and innovative expressions in their writing <li data-bbox="561 1333 1414 1444">☐ Vary sentence types and structures for different purposes, with a focus on using a range of relative pronouns, and both the active and passive voice <li data-bbox="561 1465 1430 1577">☐ Identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate <li data-bbox="561 1598 1430 1709">☐ Identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone <li data-bbox="561 1730 1438 1803">☐ Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies

	<ul style="list-style-type: none"> □ Produce revised draft pieces of writing to meet identified criteria based on the expectations
<i>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</i>	
<p>By the end of Grade 8, students will:</p> <p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<ul style="list-style-type: none"> □ Spell familiar words correctly
	<ul style="list-style-type: none"> □ Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
	<ul style="list-style-type: none"> □ Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose
	<ul style="list-style-type: none"> □ Use punctuation appropriately to help communicate their intended meaning in more complex writing forms, including forms specific to different subjects across the curriculum, with a focus on the use of: commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; quotation marks to distinguish words being discussed as words and to indicate titles; ellipses (...) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements
	<ul style="list-style-type: none"> □ Use parts of speech appropriately to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions
	<ul style="list-style-type: none"> □ Proofread and correct their writing using guidelines developed with peers and the teacher
	<ul style="list-style-type: none"> □ Use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
	<ul style="list-style-type: none"> □ Produce pieces of published work to meet identified criteria based on the expectations
<i>Reflecting on Writing Skills and Strategies</i>	
<p>By the end of Grade 8, students will:</p> <p>-reflect on and identify their strengths as writers, areas of improvement, and the strategies they found most helpful at different stages in the writing process</p>	<ul style="list-style-type: none"> □ Identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers
	<ul style="list-style-type: none"> □ Describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<ul style="list-style-type: none"> □ Select pieces of writing they think reflect their growth and competence as writers and explain the reasons for their choices

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 8, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1365 396">☐ Explain how various media texts address their intended purpose and audience <li data-bbox="561 417 1435 527">☐ Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations <li data-bbox="561 548 1459 657">☐ Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts <li data-bbox="561 678 1455 751">☐ Explain why different audiences might respond differently to a variety of media texts <li data-bbox="561 772 1438 882">☐ Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view <li data-bbox="561 903 1458 1012">☐ Identify who produces various media texts, and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve
<i>Understanding Media Forms, Conventions, and Techniques</i>	
<p>By the end of Grade 8, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1089 1370 1163">☐ Explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning <li data-bbox="561 1184 1419 1293">☐ Identify the conventions and techniques used in a variety of familiar media forms and explain how they help convey meaning or engage the audience
<i>Creating Media Texts</i>	
<p>By the end of Grade 8, students will:</p> <p>-create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> <li data-bbox="561 1453 1430 1562">☐ Explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their audience <li data-bbox="561 1583 1446 1692">☐ Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice <li data-bbox="561 1713 1425 1860">☐ Identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

	<ul style="list-style-type: none"> □ Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions and techniques
<p><i>Reflecting on Media Literacy Skills and Strategies</i></p>	
<p>By the end of Grade 8, students will:</p> <p>-reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts</p>	<ul style="list-style-type: none"> □ Identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers □ Explain how their skills with listening, speaking, reading, and writing help them to make sense of and produce media texts

Science & Technology

Understanding Life Systems: Cells

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 8, students will: -assess the impact of cell biology on individuals, society, and the environment	<input type="checkbox"/> Assess the impact of selected technologies in enhancing our understanding of cells and cellular processes
	<input type="checkbox"/> Assess the potential that our understanding of cells and cell processes has for both beneficial and harmful effects on human health and the environment, taking different perspectives into account
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 8, students will: -investigate functions and processes of plant and animal cells	<input type="checkbox"/> Follow established safety procedures for handling apparatus and materials and use microscopes correctly and safely
	<input type="checkbox"/> Use a microscope correctly and safely to find and observe components of plant and animal cells and make accurate drawings of their observations
	<input type="checkbox"/> Prepare dry- and wet-mount slides of a variety of objects for use with a microscope
	<input type="checkbox"/> Use scientific inquiry/experimentation skills to investigate the processes of osmosis and diffusion
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>organelle, diffusion, osmosis, cell theory, selective permeability, membrane, stage, and eyepiece,</i> in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
By the end of Grade 8, students will: - demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes	<input type="checkbox"/> Demonstrate an understanding of the postulates of the cell theory
	<input type="checkbox"/> Identify structures and organelles in cells, including the nucleus, cell membrane, cell wall, chloroplasts, vacuole, mitochondria, and cytoplasm, and explain the basic functions of each
	<input type="checkbox"/> Compare the structure and function of plant and animal cells

	<input type="checkbox"/> Explain the processes of diffusion and osmosis and their roles within a cell
	<input type="checkbox"/> Identify unicellular organisms and multicellular organisms, and compare ways in which they meet their basic needs
	<input type="checkbox"/> Describe the organization of cells into tissues, organs, and systems

Understanding Structures and Mechanisms: Systems in Action

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 8, students will: -assess the personal, social, and/or environmental impacts of a system, and evaluate improvements to a system and/or alternative ways of meeting the same needs	<input type="checkbox"/> Assess the social, economic, and environmental impacts of automating systems
	<input type="checkbox"/> Assess the impact on individuals, society, and the environment of alternative ways of meeting needs that are currently met by existing systems, taking different points of view into consideration
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 8, students will: - investigate a working system and the ways in which components of the system contribute to its desired function	<input type="checkbox"/> Follow established safety procedures for working with apparatus, tools, materials, and electrical systems
	<input type="checkbox"/> Investigate the work done in a variety of everyday activities and record the findings quantitatively
	<input type="checkbox"/> Use scientific inquiry/experimentation skills to investigate mechanical advantage in a variety of mechanisms and simple machines
	<input type="checkbox"/> Use technological problem-solving skills to investigate a system that performs a function or meets a need
	<input type="checkbox"/> Investigate the information and support provided to consumers/clients to ensure that a system functions safely and effectively
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>mechanical advantage, input, output, friction, gravity, forces, and efficiency</i> , in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes

<i>Understanding Basic Concepts</i>	
By the end of Grade 8, students will: - demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation	<input type="checkbox"/> Identify various types of systems
	<input type="checkbox"/> Identify the purpose, inputs, and outputs of various systems
	<input type="checkbox"/> Identify the various processes and components of a system
	<input type="checkbox"/> Compare, using examples, the scientific definition with the everyday use of the terms <i>work, force, energy, and efficiency</i>
	<input type="checkbox"/> Understand and use the formula $\text{work} = \text{force} \times \text{distance}$ ($W = F \times d$) to establish the relationship between work, force, and distance moved parallel to the force in simple systems
	<input type="checkbox"/> Calculate the mechanical advantage ($\text{MA} = \text{force needed without a simple machine} / \text{force needed with a simple machine}$) of various mechanical systems
	<input type="checkbox"/> Explain ways in which mechanical systems produce heat, and describe ways to make these systems more efficient
	<input type="checkbox"/> Describe systems that have improved the productivity of various industries
<input type="checkbox"/> Identify social factors that influence the evolution of a system	

Understanding Matter and Energy: Fluids

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 8, students will: -analyse how the properties of fluids are used in various technologies, and assess the impact of these technologies on society and the environment;	<input type="checkbox"/> Assess the social, economic, and environmental impacts of selected technologies that are based on the properties of fluids
	<input type="checkbox"/> Assess the impact of fluid spills on society and the environment, including the cost of the cleanup and the effort involved
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 8, students will: -investigate the properties of fluids	<input type="checkbox"/> Follow established safety procedures for using apparatus, tools, and materials
	<input type="checkbox"/> Determine the mass-to-volume ratio of different amounts of the same substance
	<input type="checkbox"/> Investigate and compare the density of a variety of liquids
	<input type="checkbox"/> Investigate applications of the principles of fluid mechanics

	<input type="checkbox"/> Use scientific inquiry/experimentation skills to identify factors that affect the flow rates of various fluids
	<input type="checkbox"/> Use technological problem-solving skills to design, build, and test devices that use pneumatic or hydraulic systems
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>viscosity, density, particle theory of matter, hydraulic, and pneumatic</i> , in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 8, students will:</p> <p>- demonstrate an understanding of the properties and uses of fluids</p>	<input type="checkbox"/> Demonstrate an understanding of viscosity and compare the viscosity of various liquids
	<input type="checkbox"/> Describe the relationship between mass, volume, and density as a property of matter
	<input type="checkbox"/> Explain the difference between solids, liquids, and gases in terms of density, using the particle theory of matter
	<input type="checkbox"/> Explain the difference between liquids and gases in terms of their compressibility and how their compressibility affects their usage
	<input type="checkbox"/> Determine the buoyancy of an object, given its density, in a variety of fluids
	<input type="checkbox"/> Explain in qualitative terms the relationship between pressure, volume, and temperature when a liquid or a gas is compressed or heated
	<input type="checkbox"/> Explain how forces are transferred in all directions in fluids (Pascal's law)
	<input type="checkbox"/> Compare the ways in which fluids are used and controlled in living things to the ways in which they are used and controlled in manufactured devices

Understanding Earth and Space Systems: Water Systems

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 8, students will:</p> <p>- assess the impact of human activities and technologies on the sustainability of water resources</p>	<ul style="list-style-type: none"> <li data-bbox="561 306 1458 457">☐ Evaluate personal water consumption, compare it with personal water consumption in other countries, and propose a plan of action to reduce personal water consumption to help address water sustainability issues <li data-bbox="561 470 1458 583">☐ Assess how various media sources address issues related to the impact of human activities on the long-term sustainability of local, national, or international water systems <li data-bbox="561 596 1458 676">☐ Assess the impact on local and global water systems of a scientific discovery or technological innovation
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 8, students will:</p> <p>- investigate factors that affect local water quality;</p>	<ul style="list-style-type: none"> <li data-bbox="561 751 1458 831">☐ Follow established safety procedures for the use of apparatus and chemicals <li data-bbox="561 844 1458 924">☐ Investigate how municipalities process water and manage water <li data-bbox="561 936 1458 995">☐ Test water samples for a variety of chemical characteristics <li data-bbox="561 1008 1458 1087">☐ Use scientific inquiry/experimentation skills to investigate local water issues <li data-bbox="561 1100 1458 1222">☐ Use technological problem-solving skills to design, build, and test a water system device that performs a practical function or meets a need <li data-bbox="561 1234 1458 1356">☐ Use appropriate science and technology vocabulary, including <i>water table, aquifer, polar ice-cap, and salinity</i>, in oral and written communication <li data-bbox="561 1369 1458 1449">☐ Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 8, students will:</p> <p>- demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region.</p>	<ul style="list-style-type: none"> <li data-bbox="561 1520 1458 1633">☐ Identify the various states of water on the earth's surface, their distribution, relative amounts, and circulation, and the conditions under which they exist <li data-bbox="561 1646 1458 1759">☐ Demonstrate an understanding of the watershed as a fundamental geographic unit, and explain how it relates to water management and planning <li data-bbox="561 1772 1458 1852">☐ Explain how human and natural factors cause changes in the water table

	<ul style="list-style-type: none">□ Identify factors that affect the size of glaciers and polar ice-caps, and describe the effects of these changes on local and global water systems
	<ul style="list-style-type: none">□ Explain changes in atmospheric conditions caused by the presence of bodies of water

History

Creating Canada , 1850-1890

Section	Specific Expectations
<i>Application: The New Nation and Its Peoples</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory
	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the impact that limitations with respect to legal status, rights, and privileges had on First Nations, Métis, and Inuit individuals and/or communities in Canada between 1850 and 1890
	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the impact that differences in legal status and in the distribution of rights and privileges had on various settler/newcomer groups and individuals in Canada between 1850 and 1890
	<ul style="list-style-type: none"> <input type="checkbox"/> Analyse some of the actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada
<i>Inquiry: Perspectives in the New Nation</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 	<ul style="list-style-type: none"> <input type="checkbox"/> Formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890
	<ul style="list-style-type: none"> <input type="checkbox"/> Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources
	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the credibility of sources and information relevant to their investigations
	<ul style="list-style-type: none"> <input type="checkbox"/> Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries
	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret and analyse information and evidence relevant to

	<p>their investigations, using a variety of tools</p> <ul style="list-style-type: none"> □ Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues in Canada during this period □ Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences
<i>Understanding Historical Context: Events and Their Consequences</i>	
<p>By the end of Grade 8, students will:</p> <p>- describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact</p>	<ul style="list-style-type: none"> □ Identify factors leading to some key events that occurred in and/or affected Canada between 1850 and 1890, and explain the historical significance of some of these events for different individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities □ Describe key political and legal developments that affected First Nations, Métis, and Inuit people during this period, including treaties, government policies, and the Indian Act and other legislation, and explain some of their short- and long-term consequences □ Identify some key factors that contributed to the establishment of the residential school system □ Identify key political and legal changes that occurred in and/or affected Canada during this period and explain the impact of some of these changes on various non-Indigenous individuals, groups, and/or communities □ Identify key social and economic changes that occurred in and/or affected Canada during this period and explain the impact of some of those changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities □ Describe significant instances of cooperation and conflict in Canada during this period □ Identify a variety of significant individuals and groups in Canada during this period, and explain their contributions to heritage and/or identities in Canada

Canada, 1890 - 1914: Conflict and Challenges

Section	Specific Expectations
<i>Application: Canada – Past and Present</i>	
<p>By the end of Grade 8, students will:</p> <p>- analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities</p>	<ul style="list-style-type: none"> <li data-bbox="565 306 1455 457">□ Analyse key similarities and differences in the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in present-day Canada and the same groups/communities in Canada between 1890 and 1914 <li data-bbox="565 474 1455 625">□ Analyse some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system <li data-bbox="565 642 1455 751">□ Analyse some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914 <li data-bbox="565 768 1455 957">□ analyse actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1890 and 1914 to improve their lives,), and compare these actions to those taken by similar groups today
<i>Inquiry: Perspectives on a Changing Society</i>	
<p>By the end of Grade 8, students will:</p> <p>- use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914</p>	<ul style="list-style-type: none"> <li data-bbox="565 1035 1455 1224">□ Formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914 <li data-bbox="565 1241 1455 1465">□ Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources and secondary sources <li data-bbox="565 1482 1455 1560">□ Assess the credibility of sources and information relevant to their investigations <li data-bbox="565 1577 1455 1728">□ Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, with a focus on exploring their spatial boundaries <li data-bbox="565 1745 1455 1818">□ Interpret and analyse information and evidence relevant to their investigations, using a variety of tools

	<ul style="list-style-type: none"> □ Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period
	<ul style="list-style-type: none"> □ Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences
<p><i>Understanding Historical Context: Events and Their Consequence</i></p>	
<p>By the end of Grade 8, students will:</p> <p>- : describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact</p>	<ul style="list-style-type: none"> □ Identify factors contributing to some key issues, events, and/or developments that specifically affected First Nations, Métis, and Inuit in Canada between 1890 and 1914 □ Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the historical significance of some of these events and/or developments for various non-Indigenous individuals, groups, and/or communities □ Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities □ Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities □ Describe interactions between different groups and communities in Canada during this period □ Identify a variety of significant individuals and groups in Canada during this period and explain their contributions to heritage and/or identities in Canada

Geography

Physical Patterns in a Changing World

Section	Specific Expectations
<i>Application: : Interrelationships between Settlement and the Environment</i>	
<p>By the end of Grade 8, students will:</p> <p>- analyse some significant interrelationships between Earth’s physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future</p>	<input type="checkbox"/> Analyse some of the ways in which the physical environment has influenced settlement patterns in different countries and/or regions around the world
	<input type="checkbox"/> Analyse how processes related to the physical environment may affect human settlements in the future, and analyse some challenges associated with creating such a community
	<input type="checkbox"/> Describe possible features of a sustainable community in the future, and analyse some challenges associated with creating such a community
<i>Inquiry: Human Settlements and Sustainability</i>	
<p>By the end of Grade 8, students will:</p> <p>- use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective</p>	<input type="checkbox"/> Formulate questions to guide investigations into issues related to the interrelationship between human settlement and sustainability from a geographic perspective
	<input type="checkbox"/> Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective
	<input type="checkbox"/> Analyse and construct various print and digital maps as part of their investigations into issues related to the interrelationship between human settlement and sustainability, with a focus on investigating the spatial boundaries of the issue
	<input type="checkbox"/> Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies
	<input type="checkbox"/> Evaluate evidence and draw conclusions about issues related to the interrelationship between human settlement and sustainability
	<input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary and formats appropriate for specific audiences

<i>Understanding Geographic Context: Settlement Patterns and Trends</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment 	<input type="checkbox"/> Identify significant spatial patterns in human settlement on a global scale
	<input type="checkbox"/> Identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements
	<input type="checkbox"/> Identify significant land-use issues, and describe responses of various groups to these issues
	<input type="checkbox"/> Identify and describe significant current trends in human settlement
	<input type="checkbox"/> Describe various ways in which human settlement has affected the environment
	<input type="checkbox"/> Describe some practices that individuals and communities have adopted to help make human settlements more sustainable
	<input type="checkbox"/> Demonstrate the ability to analyse and construct choropleth maps on topics related to human settlement

Global Inequalities: Economic Development and Quality of Life

Section	Specific Expectations
<i>Application: Global Inequalities in Quality of Life</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities 	<input type="checkbox"/> Analyse some interrelationships among factors that can contribute to quality of life
	<input type="checkbox"/> Analyse how various factors have affected the economies of specific developed and developing countries around the world and explain the interrelationship between these factors and quality of life in some of these countries
	<input type="checkbox"/> Assess the effectiveness of various programs and policies aimed at improving the quality of life in various countries
	<input type="checkbox"/> Assess the effectiveness of media in improving the quality of life in some countries/regions around the world
<i>Inquiry: Development and Quality of Life Issues</i>	
<p>By the end of Grade 8, students will:</p>	<input type="checkbox"/> Formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective

<p>- use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective</p>	<ul style="list-style-type: none"> □ Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective
	<ul style="list-style-type: none"> □ Analyse and construct digital and print maps as part of their investigations into issues related to global development and quality of life
	<ul style="list-style-type: none"> □ Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies
	<ul style="list-style-type: none"> □ Evaluate evidence and draw conclusions about issues related to global development and quality of life
	<ul style="list-style-type: none"> □ Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences
<p><i>Understanding Geographic Context: Global Economic Development and Quality of Life</i></p>	
<p>By the end of Grade 8, students will:</p> <p>- demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world</p>	<ul style="list-style-type: none"> □ Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale
	<ul style="list-style-type: none"> □ Compare findings with respect to selected quality of life indicators in some developing and more developed countries
	<ul style="list-style-type: none"> □ Demonstrate the ability to analyse and construct scatter graphs, both on paper and using a graphing program, when studying global development and/or quality of life
	<ul style="list-style-type: none"> □ Demonstrate the ability to analyse and construct population pyramids, both on paper and using a graphing program, when studying demographic patterns and trends in developed and developing countries
	<ul style="list-style-type: none"> □ Identify various groups and organizations that work to improve quality of life and describe their focus
	<ul style="list-style-type: none"> □ Identify different types of economic systems, and describe their characteristics
	<ul style="list-style-type: none"> □ Explain how the four main economic sectors are related to global development
	<ul style="list-style-type: none"> □ Identify and describe various factors that can contribute to economic development
	<ul style="list-style-type: none"> □ Describe the spatial distribution of wealth, both globally and within selected countries/ regions

The Arts

Dance

Fundamental Concepts for Grade 8

Elements of Dance

- *body*: body awareness, use of body parts, body shapes, locomotor movements, non-locomotor movements, body bases, symmetry versus asymmetry, geometric versus organic shape, curved versus angular shape,
- isolation of body parts, weight transfer
- *space*: levels, pathways, directions, positive versus negative space, proximity of dancers to one another, various group formations, performance space
- *time*: stillness, rhythm, tempo, pause, freeze, with music, without music, duration, acceleration/deceleration
- *energy*: quality, inaction versus action, percussion, fluidity
- *relationship*: dancers to objects, opposition, groupings, meet/part, follow/lead, emotional connections between dancers

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 8, students will: -apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas	<input type="checkbox"/> Create dance pieces to represent or respond to issues that are personally meaningful to them
	<input type="checkbox"/> Use dance as a language to communicate messages about themes of social justice and/or environmental health
	<input type="checkbox"/> Determine the appropriate choreographic form and create dance pieces for a specific audience or venue
	<input type="checkbox"/> Use technology, including multimedia, to enhance the message communicated by the choreography in a dance piece
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 8, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences	<input type="checkbox"/> Construct personal and/or group interpretations of the themes in their own and others' dance pieces and communicate their responses in a variety of ways
	<input type="checkbox"/> Analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and the choreographic forms used in them and explain how they help communicate meaning
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as choreographers and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 8, students will: -demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts	<input type="checkbox"/> Describe how social, political, and economic factors influenced the emergence and development of a dance form or genre of their choice
	<input type="checkbox"/> Identify a variety of types of dances and relate them to their different roles in society

Drama

Fundamental Concepts in Grade 8

Elements of Drama

- *role/character*: analysing the background, motivation, speech, and actions of characters to build roles; using voice, stance, gesture, and facial expression to portray character
- *relationships*: analysing relationships to develop the interplay between characters
- *time and place*: using props, costumes, and furniture to establish setting; modifying production elements to suit different audiences
- *tension*: using sound, lighting, technology, and stage effects to heighten tension; using foreshadowing to create suspense
- *focus and emphasis*: using a range of devices and effects to highlight specific aspects of the performance for the audience

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 8, students will: -apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives	<ul style="list-style-type: none"> □ Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities □ Demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create and enhance a variety of drama works and shared drama experiences □ Plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role □ Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 8, students will: -apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	<ul style="list-style-type: none"> □ Construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences □ Evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message □ Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 8, students will: - demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts	<ul style="list-style-type: none"> □ Analyse the influence of the media on a wide variety of drama forms and/or styles of live theatre □ Identify and describe several ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places

Music

Fundamental Concepts for Grade 8

Elements of Music

- *duration*: tempo markings and rhythms encountered in the repertoire
- *pitch*: major and minor tonality; keys encountered in the repertoire
- *dynamics and other expressive controls*: all intensity levels; changes in levels
- *timber*: tone colours of world music ensembles and instruments
- *texture/harmony*: monophonic, homophonic, and polyphonic music
- *form*: forms encountered in performance repertoire

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 8, students will: -apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music	<input type="checkbox"/> Sing and/or play, in tune, from musical notation, music in unison and in two or more parts from a variety of cultures, styles, and historical periods
	<input type="checkbox"/> Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect and clear purposes
	<input type="checkbox"/> Create musical compositions for specific purpose and audience
	<input type="checkbox"/> Use the tools and techniques of musicianship in musical performances
	<input type="checkbox"/> Demonstrate an understanding of standard and other types of musical notation through performance and composition
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 8, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences	<input type="checkbox"/> Express analytical, personal responses to musical performances in a variety of ways
	<input type="checkbox"/> Analyse, using musical terminology, ways in which the elements are used in various styles and genres they perform, listen to, and create
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 8, students will: -demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts	<input type="checkbox"/> Analyse some of the social, political, and economic factors that affect the creation of music
	<input type="checkbox"/> Compare and contrast music from the past and present

Visual Arts

Fundamental Concepts for Grade 8

Elements of Design

- *line*: directional lines; one- and two-point perspective to create depth; contour drawings of figures
- *shape and form*: various visual “weights” of forms; complex three-dimensional constructions and motifs; gradation in size
- *space*: one- and two-point perspective or foreshortening to create illusory space; informal converging lines in an image creating the illusion of space; adult human figures that are seven to eight heads in height; alternative systems for representing space
- *colour*: tertiary colours; contrast of colour; absence of colour
- *texture*: real and illusory textures that appear in the environment
- *value*: cross-hatching to suggest volume and shadows; variation and increased range of gradation in value

Principles of Design

- *movement*: actual lines to lead the viewer’s eye; subtle or implied “paths” using shape, value, and/or colour; actual action; implied action

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 8, students will:	<ul style="list-style-type: none"> □ Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, and that demonstrate an awareness of multiple points of view
-apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies	<ul style="list-style-type: none"> □ Demonstrate an understanding of composition, using multiple principles of design and other layout considerations such as compositional triangles to create narrative art works or art works on a theme or topic
	<ul style="list-style-type: none"> □ Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose
	<ul style="list-style-type: none"> □ Use a variety of materials, tools, and techniques to respond to design challenges: <ul style="list-style-type: none"> □ drawing □ mixed media □ painting □ printmaking □ sculpture □ technology
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 8, students will:	<ul style="list-style-type: none"> □ Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey
	<ul style="list-style-type: none"> □ Analyse 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>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences</p>	<ul style="list-style-type: none"> □ Demonstrate an understanding of how to read and interpret signs, symbols, and style in works of art
	<ul style="list-style-type: none"> □ Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art
<p><i>Exploring Forms and Cultural Contexts</i></p>	
<p>By the end of Grade 8, students will: -demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts</p>	<ul style="list-style-type: none"> □ Identify and describe some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated
	<ul style="list-style-type: none"> □ Identify and analyse some of the social, political, and economic factors that affect the creation of visual and media arts and the visual and media arts community

Health & Physical Education

Social-Emotional Learning Skills

Section	Specific Expectations
<p>By the end of Grade 8, students will:</p> <p>-apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p>Identification and Management of Emotions</p> <ul style="list-style-type: none"> □ Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
	<p>Stress Management and Coping</p> <ul style="list-style-type: none"> □ Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience
	<p>Positive Motivation and Perseverance</p> <ul style="list-style-type: none"> □ Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope
	<p>Healthy Relationships</p> <ul style="list-style-type: none"> □ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
	<p>Self-Awareness and Sense of Identity</p> <ul style="list-style-type: none"> □ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
	<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> □ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

Active Living

Section	Specific Expectations
<i>Active Participation</i>	
<p>By the end of Grade 8, students will:</p> <p>-participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1414 396">☐ Actively participate according to their capabilities in a wide variety of program activities <li data-bbox="561 417 1451 564">☐ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments <li data-bbox="561 585 1446 701">☐ Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day to be physically active
<i>Physical Fitness</i>	
<p>By the end of Grade 8, students will:</p> <p>- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living</p>	<ul style="list-style-type: none"> <li data-bbox="561 795 1463 942">☐ Daily Physical Activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of 20 minutes each day <li data-bbox="561 963 1443 1079">☐ Recognize the difference between health-related components of personal fitness and skill-related components, and explain how to use training principles to enhance both components <li data-bbox="561 1100 1435 1215">☐ Assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time <li data-bbox="561 1236 1451 1299">☐ Develop, implement, and revise a personal plan to meet short-term, health-related fitness goals and physical activity goals
<i>Safety</i>	
<p>By the end of Grade 8, students will:</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<ul style="list-style-type: none"> <li data-bbox="561 1373 1451 1488">☐ Demonstrate behaviours and apply procedures that maximize their safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity <li data-bbox="561 1509 1411 1625">☐ Demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity

Movement Competence: Skills, Concepts, and Strategies

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
<p>By the end of Grade 8, students will:</p> <p>- perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities</p>	<ul style="list-style-type: none"> <li data-bbox="565 310 1446 415">□ Perform smooth transfers of weight and rotations, in relation to others and equipment in a variety of situations involving static and dynamic balance <li data-bbox="565 436 1435 541">□ Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli <li data-bbox="565 562 1435 667">□ Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement <li data-bbox="565 688 1458 814">□ Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities
<i>Movement Strategies</i>	
<p>By the end of Grade 8, students will:</p> <p>- apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities</p>	<ul style="list-style-type: none"> <li data-bbox="565 896 1435 1043">□ Demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments <li data-bbox="565 1064 1458 1285">□ Demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories, and identify skills, concepts, and strategies that they found effective while participating in a variety of physical activities in different categories <li data-bbox="565 1306 1463 1377">□ Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 8, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Describe the signs and symptoms of concussions, as well as strategies that support healthy recovery □ Identify situations that could lead to injury or death, and describe behaviours that can help to reduce risk
	<p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Identify and explain factors that can affect an individual's decisions about sexual activity , and identify sources of support regarding sexual health □ Demonstrate an understanding of gender identity, gender expression, and sexual orientation, and identify factors that can help individuals of all identities and orientations develop a positive self-concept
<i>Making Healthy Choices</i>	
<p>By the end of Grade 8, students will:</p> <p>- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Evaluate personal eating habits and food choices on the basis of the recommendations in Canada's Food Guide, taking into account behaviours that support healthy eating
	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Demonstrate the ability to assess situations for potential dangers , and apply strategies for avoiding dangerous situations
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills (<i>e.g., self-awareness, communication, assertiveness, and refusal skills</i>) they need to apply in order to make safe and healthy decisions about sexual activity
	<p>Mental Health Literacy</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines can help maintain mental health and resilience in times of stress

Making Connections for Healthy Living

By the end of Grade 8, students will:

-demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

Healthy Eating

- Identify strategies for promoting healthy eating habits and food choices within the school, home, and community

Personal Safety and Injury Prevention

- Analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence

Human Development and Sexual Health

- Analyse the attractions and benefits associated with being in a healthy relationship, as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy

Mental Health Literacy

- Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma

Core French

Listening

Section	Specific Expectations
<i>Listening to Understand</i>	
By the end of Grade 8, students will: - determine meaning in a variety of oral French texts, using a range of listening strategies	<input type="checkbox"/> Identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts
	<input type="checkbox"/> Demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support
<i>Listening to Interact</i>	
By the end of Grade 8, students will: - interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences	<input type="checkbox"/> Identify and use interactive listening strategies to suit the situation while participating in interactions of various lengths about everyday matters and matters of personal interest
	<input type="checkbox"/> Respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics
	<input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively and some strategies they found helpful before, during, and after listening; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as listeners; and plan steps they can take to improve their listening skill
<i>Intercultural Understanding</i>	
By the end of Grade 8, students will: -demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities	<input type="checkbox"/> Using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
	<input type="checkbox"/> Using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

Speaking

Section	Specific Expectations
<i>Speaking to Communicate</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience 	<ul style="list-style-type: none"> □ Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences □ Produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support □ Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics
<i>Speaking to Interact</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - participate in spoken interactions in French for a variety of purposes and with diverse audiences; 	<ul style="list-style-type: none"> □ Demonstrate an understanding of appropriate speaking behaviour in a variety of situations □ Exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modelling and support as appropriate □ (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after speaking to communicate effectively; □ (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills
<i>Intercultural Understanding</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations. 	<ul style="list-style-type: none"> □ Communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities □ Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions

Reading

Section	Specific Expectations
<i>Reading Comprehension</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - determine meaning in a variety of French texts, using a range of reading comprehension strategies 	<ul style="list-style-type: none"> □ Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts □ Demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate □ Read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text □ Use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words
<i>Purpose, Form, and Style</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms; 	<ul style="list-style-type: none"> □ Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms □ Identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms □ (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts; □ (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
<i>Intercultural Understanding</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations & communities. 	<ul style="list-style-type: none"> □ Using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities □ Identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities

Writing

Section	Specific Expectations
<i>Purpose, Audience, and Form</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level 	<ul style="list-style-type: none"> □ Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create □ Write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form □ Communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation
<i>The Writing Process</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively 	<ul style="list-style-type: none"> □ Generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources □ Plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies □ Make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication □ (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; □ (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills
<i>Intercultural Understanding</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations. 	<ul style="list-style-type: none"> □ In their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities □ Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in their written work

