

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Language

GRADE 8 - LANGUAGE

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

GRADE 8 | ORAL COMMUNICATION

Needs Improvement Satisfactory Good Excellent

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 8, students will:

Purpose

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks (e.g., to evaluate the effectiveness of the arguments on both sides of a class debate on an environmental, social, or global issue; to respond to feedback in peer conferences and student/teacher conferences)

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Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (e.g., follow the conversation and make relevant contributions in a group discussion; express interest in what is being said by commenting and questioning)

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Comprehension Strategies

1.3 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 and challenging oral texts (e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; use a range of note-taking strategies to keep track of or summarize important points; use self-questioning to monitor understanding of what is being said)

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Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways (e.g., compare views about an oral text with two other classmates and prepare a joint summary to present to the class; cite details from an oral text to support their opinions about it in a small-group discussion; use visual art, music, or drama to represent important ideas in an oral text)

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Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations

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Extending Understanding

1.6 extend understanding of oral texts, including increasingly complex or difficult 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 (e.g., respond in role as a character from an oral text while being interviewed by another student; discuss similarities and differences between oral and print texts on the same topic, focusing on specific elements such as the accuracy and relevance of information; debate the wisdom of the choices made by a historical personage depicted in an oral biography, based on ideas about what their own choices might have been)

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Analysing Texts

1.7 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 (e.g., compare the tone and the ideas emphasized in speeches about non-smoking regulations by a tobacco company representative and a person with asthma and suggest how each approach would influence an audience)

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Point of View

1.8 explain what the use of irony or satire in an oral text reveals about the speaker's purpose and perspective

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Presentation Strategies

1.9 identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so (e.g., compare two oral presentations, with a focus on the effectiveness of the presentation strategies used by each speaker)

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2. Speaking to Communicate

By the end of Grade 8, students will:

Purpose

2.1 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 (e.g., to introduce a speaker; to support the resolution in a debate; to dramatize a favourite poem; to explain a complex procedure to an individual or group; to work towards the solution to a problem with a partner)

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Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience (e.g., paraphrase different points of view on an issue to clarify alternative perspectives; affirm the contributions of others before responding; avoid making highly personal remarks in public or in formal situations)

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Clarity and Coherence

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

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Appropriate Language

2.4 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 effectively and engage the interest of their intended audience (e.g., use imagery, figurative language such as similes and analogies, and other stylistic elements such as idioms and onomatopoeia to evoke a particular mood in a dramatic monologue or an appeal for support)

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Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (e.g., use changes in pitch to differentiate voices in a storytelling session; use tone and volume to clarify implied messages in a rap poem)

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Non-Verbal Cues

2.6 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 (e.g., rehearse and use hand gestures and increased volume to emphasize points during a formal presentation)

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Visual Aids

2.7 use a variety of appropriate visual aids (e.g., photographs, multimedia, diagrams, graphs, charts, costumes, props, artefacts) to support and enhance oral presentations (e.g., use a chart to clarify the order of events in a report about a scientific breakthrough; use a video clip from an animated cartoon to show how sound is used to complement the image)

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3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 8, students will:

Metacognition

3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

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Interconnected Skills

3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

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GRADE 8 | READING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 8, students will:

Variety of Texts

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (e.g., short stories, novels, poetry, essays, science fiction, memoirs, scripts, satire), graphic texts (e.g., graphs and graphic organizers, charts and tables, surveys, maps, spreadsheets), and informational texts (e.g., essays, Canadian and global print and online sources, electronic texts, textbooks, dictionaries, thesauri, websites, transcripts)

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Purpose

1.2 identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes (e.g., several online or print articles by the same author to identify consistency or change in the author's point of view; websites for information on a topic from different sources; stories from different cultures, including Aboriginal cultures, to compare treatments of similar themes)

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Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts (e.g., activate prior knowledge on a topic through dialogue or by developing mind maps; use visualization and comparisons with images in other texts or media to clarify impressions of characters, scenes, or concepts; ask questions to monitor and clarify understanding; identify important ideas; synthesize ideas to broaden understanding)

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Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea (e.g., theme or argument and supporting evidence in reviews, essays, plays, poems; key information and related data in public documents, online and print reference articles, manuals, surveys, graphs, tables and charts, websites, transcripts)

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Making Inferences/Interpreting Texts

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Language

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations				
Extending Understanding				
1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them				
Analysing Texts				
1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction (e.g., narrative: rising action holds attention and creates suspense; report on an investigation: the opening paragraph tells the reader about the purpose, goals, and audience for the report)				
Responding to and Evaluating Texts				
1.8 evaluate the effectiveness of a text based on evidence taken from that text				
Point of View				
1.9 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 (e.g., determine whether an environmental argument should include an economic perspective or an economic argument should include an environmental perspective)				
2. Understanding Form and Style				
By the end of Grade 8, students will:				
Text Forms				
2.1 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 (e.g., the author's personality and/or special experience of the subject are an important part of the narrative, even if the author is not the subject of the narrative), graphic texts such as a map (e.g., the different colours for land and water help readers understand what geographical features they are looking at), and informational texts such as a magazine article (e.g., sidebars allow minor themes to be developed in detail without interrupting the main narrative)				
Text Patterns				
2.2 analyse increasingly complex texts to identify different types of organizational patterns used in them and explain how the patterns help communicate meaning (e.g., a "before-and-after" comparison in an advertisement; time order and cause and effect in an online magazine or newspaper article)				
Text Features				
2.3 identify a variety of text features and explain how they help communicate meaning (e.g., tree diagrams, tables, endnotes, and "Works Cited" or "References" lists help readers locate information and understand its context)				
Elements of Style				
2.4 identify a range of 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 (e.g., the use of dramatic irony, in which the audience understands the implications of words or actions better than the characters do themselves, can create humour or a sense of foreboding)				
3. Reading With Fluency				
By the end of Grade 8, students will:				
Reading Familiar Words				
3.1 automatically read and understand most words in a wide range of reading contexts (e.g., words from grade-level texts; terminology used in discussions and posted in the classroom; words from shared-, guided-, and independent- reading texts, electronic texts, and resource material used in the curriculum subject areas)				
Reading Unfamiliar Words				
3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:				
?semantic (meaning) cues (e.g., base words, prefixes, suffixes, phrases, sentences, and visuals that activate existing knowledge of oral and written language); s				
?syntactic (language structure) cues (e.g., word order and the relationship between words, language patterns, punctuation); e				
?graphophonic (phonological and graphic) cues (e.g., familiar words within larger words, syllables within larger words, similarities between words with known spelling patterns and unknown words)				
Reading Fluently				
3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., orally read to entertain a younger class, using suitable emphasis, intonation, and phrasing)				
4. Reflecting on Reading Skills and Strategies				
Metacognition				
By the end of Grade 8, students will:				
4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook/reflective journal, how they can use these and other strategies to improve as readers				
Interconnected Skills				
4.2 explain, in conversation with the teacher and/or peers or in a reader's notebook/reflective journal, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read				
GRADE 8 WRITING				
OVERALL EXPECTATIONS				
By the end of Grade 8, students will:				
1. generate, gather, and organize ideas and information to write for an intended purpose and audience;				

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- 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 8, students will:

Purpose and Audience

1.1 identify the topic, purpose, and audience for more complex writing forms (e.g., a personal memoir about the school experience to share with classmates, family, and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government)

Developing Ideas

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

Research

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources (e.g., produce a plan and timeline for carrying out research tasks; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)

Classifying Ideas

1.4 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 (e.g., by using electronic graphic organizers, tables, charts)

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies (e.g., making jot notes; making sketchboard outlines of a procedure or series of events) and organizational patterns (e.g., combined/multiple orders such as order of importance and cause and effect)

Review

1.6 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 (e.g., check for depth and breadth of coverage of the topic)

2. Using Knowledge of Form and Style in Writing

By the end of Grade 8, students will:

Form

2.1 write complex texts of a variety of lengths using a wide range of forms (e.g., a memoir of a significant Canadian; a report comparing the economies of two nations and explaining how a new industry might affect each nation's economy; briefing notes for an oral debate outlining both sides of an argument, including appeals to both logic and emotion; a narrative in the style of a particular author, adding to or extending a text by that author; an original satirical, science-fiction, or realistic fiction piece modelled on the structures and conventions of the genre; a free verse or narrative poem, or a limerick)

Voice

2.2 establish a distinctive voice in their writing appropriate to the subject and audience, (e.g., use emotive language to persuade the audience to share their feelings, and explain the effect they think it will have on the audience)

Word Choice

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing (e.g., adjective phrases: The car with the fluorescent red racing stripe; adverb phrases: He walked with the gait of a sailor; specialized vocabulary and terminology; analogies and idioms)

Sentence Fluency

2.4 vary sentence types and structures for different purposes (e.g., to alter the pace or mood), with a focus on using a range of relative pronouns (e.g., who, which), subordinate conjunctions (e.g., whenever, because, although), and both the active and passive voice

Point of View

2.5 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

Preparing for Revision

2.6 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

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use sticky notes while rereading to record questions and ideas; cut and paste to improve logic of organization; add or substitute words and phrases, including vocabulary from other subject areas; use idioms, figurative language, and rhetorical devices such as analogy to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition with variations to emphasize important points and hold the attention of the audience)

Producing Drafts

2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)

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3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 8, students will:

Spelling Familiar Words

3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent- reading texts; words used regularly in instruction across the curriculum)

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Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., orally emphasize differences in easily confused words: affect/effect, technicality/technically; compare complicated words to words with known letter patterns; use knowledge of the history of a word to help spell it: sheep herder/shepherd; use knowledge of familiar words to spell technical terms)

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Vocabulary

3.3 confirm spellings and word meanings or word choice using a wide variety of resources appropriate for the purpose (e.g., locate entry words, pronunciation keys, prefixes, and information about word origins in online and print dictionaries, including thematic dictionaries such as a dictionary of synonyms, antonyms, and homonyms, a science dictionary)

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Punctuation

3.4 use punctuation appropriately to 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

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Grammar

3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions

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Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task)

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Publishing

3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and cursive writing; use an imaginative text layout, drawings, and a table of contents in a class poetry anthology for the school library; use a spreadsheet to display detailed specific information)

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Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)

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4. Reflecting on Writing Skills and Strategies

By the end of Grade 8, students will:

Metacognition

4.1 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 (e.g., use a three-column reflection journal to monitor the writing process: What I learned/How I learned it/How I can use it)

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Interconnected Skills

4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

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Portfolio

4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

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GRADE 8 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. demonstrate an understanding of a variety of media texts;

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2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

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3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

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4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

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SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 8, students will:

Purpose and Audience

1.1 explain how a variety of media texts address their intended purpose and audience (e.g., this stage production based on a popular novel uses music and lighting to enhance the original and appeal to its fans; this commercial for a sports car uses fast-paced editing and rock music to appeal to the target audience - young, single men and women)

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Making Inferences/Interpreting Messages

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (e.g., compare the coverage of a lead story in a morning newspaper to the coverage of that story on the evening news; compare the order in which news stories are reported on two different television channels and suggest reasons for the differences; compare the treatment of a historical figure in a movie to his or her treatment in a print biography)

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Responding to and Evaluating Texts

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<p>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., explain how a series of newspaper stories on a controversial issue captured and maintained their interest; explain the similarities and differences in the treatment of a particular topic or theme in different media texts and evaluate the relative effectiveness of the treatments; as a class, evaluate the media's coverage of a social or environmental issue over a two-week period)</p>	
<p>Audience Responses 1.4 explain why different audiences (e.g., with respect to gender, age, culture, race, income level) might have different responses to a variety of media texts (e.g., predict how a member of a particular age/gender/ethnicultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction)</p>	
<p>Point of View 1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (e.g., a television broadcast of a sports game presents the views of fans, the announcers, the sponsors, and the television network; different media texts represent people of different age, gender, income level, or ethnicultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping; different points of view are often presented in a news report of a conflict)</p>	
<p>Production Perspectives 1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (e.g., a music company's interest in a recording may be different from that of the artist; the company that produces a video game and the game's creator may have different views on how the game should be promoted)</p>	
<p>2. Understanding Media Forms, Conventions, and Techniques By the end of Grade 8, students will:</p>	
<p>Form 2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning (e.g., print advertisements use text, images, colour, different fonts, and different camera angles in a seamless combination to create an effect)</p>	
<p>Conventions and Techniques 2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (e.g., website conventions: home pages provide users with a convenient preview of the types of information available; website techniques: "sidebars" with inviting audio/video elements entice viewers to browse and explore new topics that might not have been their first priority)</p>	
<p>3. Creating Media Texts By the end of Grade 8, students will:</p>	
<p>Purpose and Audience 3.1 explain why they have chosen the topic for a media text they plan to create (e.g., a poster advertising a class fund-raising campaign to appeal to local parent groups, businesses, or service organizations), and identify challenges they may face in engaging and/or influencing their intended audience</p>	
<p>Form 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g., a multimedia presentation about their class or grade, to be presented to parents during graduation ceremonies) and explain why it is an appropriate choice</p>	
<p>Conventions and Techniques 3.3 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 (e.g., conventions in advertisements for a product to appeal to different age groups among the students: text, images, "free offer" promotional gimmicks; techniques: use of age-appropriate content in all elements of the advertisement)</p>	
<p>Producing Media Texts 3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., ?a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character a ?a one-minute video advertising a class fund-raising project a ?a website based on the content of a unit of study g ?a report on school sports events to be presented during morning announcements a ?magazine advertisements for a particular product, aimed at different age groups among the students in the school e ?an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper n ?a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying h ?a storyboard for a video of a favourite song that is not available as a video) </p>	
<p>4. Reflecting on Media Literacy Skills and Strategies By the end of Grade 8, students will:</p>	
<p>Metacognition 4.1 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</p>	
<p>Interconnected Skills 4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p>	

GRADE 8 - MATHEMATICS

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Needs Improvement Satisfactory Good Excellent

Grade 8: Number Sense and Numeration

Overall Expectations

By the end of Grade 8, students will:

- represent, compare, and order equivalent representations of numbers, including those involving positive exponents;
- solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies;
- solve problems by using proportional reasoning in a variety of meaningful contexts.

Specific Expectations

Quantity Relationships

By the end of Grade 8, students will:

- express repeated multiplication using exponential notation (e.g., $2 \times 2 \times 2 \times 2 = 2^4$);
- represent whole numbers in expanded form using powers of ten
- represent, compare, and order rational numbers (i.e., positive and negative fractions and decimals to thousandths);
- translate between equivalent forms of a number (i.e., decimals, fractions, percents) (e.g., $3/4 = 0.75$);
- determine common factors and common multiples using the prime factorization of

numbers (e.g., the prime factorization of 12 is $2 \times 2 \times 3$; the prime factorization of 18 is $2 \times 3 \times 3$; the greatest common factor of 12 and 18 is 2×3 or 6; the least common multiple of 12 and 18 is $2 \times 2 \times 3 \times 3$ or 36).

Operational Sense

By the end of Grade 8, students will:

- solve multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools (e.g., graphs, calculators) and strategies (e.g., estimation, algorithms);
- solve problems involving percents expressed to one decimal place (e.g., 12.5%) and whole-number percents greater than 100 (e.g., 115%);
- use estimation when solving problems involving operations with whole numbers, decimals, percents, integers, and fractions, to help judge the reasonableness of a solution;
- represent the multiplication and division of fractions, using a variety of tools and strategies (e.g., use an area model to represent $1/4$ multiplied by $1/3$);
- solve problems involving addition, subtraction, multiplication, and division with simple fractions;
- represent the multiplication and division of integers, using a variety of tools (e.g., if black counters represent positive amounts and red counters represent negative amounts, you can model $3 \times (-2)$ as three groups of two red counters);
- solve problems involving operations with integers, using a variety of tools (e.g., two colour counters, virtual manipulatives, number lines);
- evaluate expressions that involve integers, including expressions that contain brackets and exponents, using order of operations;
- multiply and divide decimal numbers by various powers of ten (e.g., "To convert 230 000 cm³ to cubic metres, I calculated in my head $230\,000 \div 106$ to get 0.23 m³.") (Sample problem: Use a calculator to help you generalize a rule for dividing numbers by 1 000 000.);
- 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.e., perfect square numbers) and those that do not (Sample problem: Explain why a square with an area of 20 cm² does not have a whole-number side length.).

Proportional Relationships

By the end of Grade 8, students will:

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- identify and describe real-life situations involving two quantities that are directly proportional (e.g., the number of servings and the quantities in a recipe, mass and volume of a substance, circumference and diameter of a circle);
- solve problems involving proportions, using concrete materials, drawings, and variables (Sample problem: The ratio of stone to sand in HardFast Concrete is 2 to 3. How much stone is needed if 15 bags of sand are used?);
- solve problems involving percent that arise from real-life contexts (e.g., discount, sales tax, simple interest) (Sample problem: In Ontario, people often pay a provincial sales tax [PST] of 8% and a federal sales tax [GST] of 7% when they make a purchase. Does it matter which tax is calculated first? Explain your reasoning.);
- solve problems involving rates

Grade 8: Measurement

Overall Expectations

By the end of Grade 8, students will:

- research, describe, and report on applications of volume and capacity measurement;
- determine the relationships among units and measurable attributes, including the area of a circle and the volume of a cylinder.

Specific Expectations

Attributes, Units, and Measurement Sense

By the end of Grade 8, students will:

- research, describe, and report on applications of volume and capacity measurement (e.g., cooking, closet space, aquarium size) (Sample problem: Describe situations where volume and capacity are used in your home.).

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Measurement Relationships

By the end of Grade 8, students will:

- solve problems that require conversions involving metric units of area, volume, and capacity (i.e., square centimetres and square metres; cubic centimetres and cubic metres; millilitres and cubic centimetres)
- measure the circumference, radius, and diameter of circular objects, using concrete materials (Sample Problem: Use string to measure the circumferences OF different circular objects.);
- determine, through investigation using a variety of tools (e.g., cans and string, dynamic geometry software) and strategies, the relationships for calculating the circumference and the area of a circle, and generalize to develop the formulas (Sample problem: Use string to measure the circumferences and the diameters of a variety of cylindrical cans, and investigate the ratio of the circumference to the diameter.);
- solve problems involving the estimation and calculation of the circumference and the area of a circle;
- determine, through investigation using a variety of tools and strategies (e.g., generalizing from the volume relationship for right prisms, and verifying using the capacity of thin-walled cylindrical containers), the relationship between the area of the base and height and the volume of a cylinder, and generalize to develop the formula (i.e., Volume = area of base x height);
- determine, through investigation using concrete materials, the surface area of a cylinder (Sample problem: Use the label and the plastic lid from a cylindrical container to help determine its surface area.);
- solve problems involving the surface area and the volume of cylinders, using a variety of strategies

Grade 8: Geometry and Spatial Sense

Overall Expectations

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;
- develop geometric relationships involving lines, triangles, and polyhedra, and solve problems involving lines and triangles;
- represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world.

Specific Expectations

Geometric Properties

By the end of Grade 8, students will:

- sort and classify quadrilaterals by geometric properties, including those based on diagonals, through investigation using a variety of tools (e.g., concrete materials, dynamic geometry software) (Sample problem: Which quadrilaterals have diagonals that bisect each other perpendicularly?);

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Grade 8 Ontario Curriculum Tracking Template – Grade 8 Math

- construct a circle, given its centre and radius, or its centre and a point on the circle, or three points on the circle;
- investigate and describe applications of geometric properties (e.g., properties of triangles, quadrilaterals, and circles) in the real world.

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Geometric Relationships

By the end of Grade 8, students will:

- determine, through investigation using a variety of tools (e.g., dynamic geometry software, concrete materials, geoboard), relationships among area, perimeter, corresponding side lengths, and corresponding angles of similar shapes (Sample problem: Construct three similar rectangles, using grid paper or a geoboard, and compare the perimeters and areas of the rectangles.);
- determine, through investigation using a variety of tools (e.g., dynamic geometry software, concrete materials, protractor) and strategies (e.g., paper folding), the angle relationships for intersecting lines and for parallel lines and transversals, and the sum of the angles of a triangle;
- solve angle-relationship problems involving triangles (e.g., finding interior angles or complementary angles), intersecting lines (e.g., finding supplementary angles or opposite angles), and parallel lines and transversals (e.g., finding alternate angles or corresponding angles);
- determine the Pythagorean relationship, through investigation using a variety of tools (e.g., dynamic geometry software; paper and scissors; geoboard) and strategies;
- solve problems involving right triangles geometrically, using the Pythagorean relationship;

- determine, through investigation using concrete materials, the relationship between the numbers of faces, edges, and vertices of a polyhedron (i.e., number of faces + number of vertices = number of edges + 2) Use Polydrons and/or paper nets to construct the five Platonic solids [i.e., tetrahedron, cube, octahedron, dodecahedron, icosahedron], and compare the sum of the numbers of faces and vertices to the number of edges for each solid.).

Location and Movement

By the end of Grade 8, students will:

- graph the image of a point, or set of points, on the Cartesian coordinate plane after applying a transformation to the original point(s) (i.e., translation; reflection in the x-axis, the y-axis, or the angle bisector of the axes that passes through the first and third quadrants; rotation of 90°, 180°, or 270° about the origin);
- identify, through investigation, real-world movements that are translations, reflections, and rotations.

Grade 8: Patterning and Algebra

Overall Expectations

By the end of Grade 8, students will:

- represent linear growing patterns (where the terms are whole numbers) using graphs, algebraic expressions, and equations;
- 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.

Specific Expectations

Patterns and Relationships

By the end of Grade 8, students will:

- represent, through investigation with concrete materials, the general term of a linear pattern, using one or more algebraic expressions (e.g., “Using toothpicks, I noticed that 1 square needs 4 toothpicks, 2 connected squares need 7 toothpicks, and 3 connected squares need 10 toothpicks. I think that for n connected squares I will need $4 + 3(n - 1)$ toothpicks, because the number of toothpicks keeps going up by 3 and I started with 4 toothpicks. Or, if I think of starting with 1 toothpick and adding 3 toothpicks at a time, the pattern can be represented as $1 + 3n$.”);
- represent linear patterns graphically (i.e., make a table of values that shows the term number and the term, and plot the coordinates on a graph), using a variety of tools (e.g., graph paper, calculators, dynamic statistical software);
- determine a term, given its term number, in a linear pattern that is represented by a graph or an algebraic equation (Sample problem: Given the graph that represents the pattern 1, 3, 5, 7, ..., find the 10th term. Given the algebraic equation that represents the pattern, $t = 2n - 1$, find the 100th term.). Variables, Expressions, and Equations By the end of Grade 8, students will:
- describe different ways in which algebra can be used in real-life situations (e.g., the value of \$5 bills and toonies placed in an envelope for fund raising can be represented by the equation $v = 5f + 2t$);

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Math

- model linear relationships using tables of values, graphs, and equations (e.g., the sequence 2, 3, 4, 5, 6,... can be represented by the equation $t = n + 1$, where n represents the term number and t represents the term), through investigation using a variety of tools (e.g., algebra tiles, pattern blocks, connecting cubes, base ten materials) (Sample problem: Leah put \$350 in a bank certificate that pays 4% simple interest each year. Make a table of values to show how much the bank certificate is worth after five years, using base ten materials to help you. Represent the relationship using an equation.);
- translate statements describing mathematical relationships into algebraic expressions and equations (e.g., for a collection of triangles, the total number of sides is equal to three times the number of triangles or $s = 3n$);
- evaluate algebraic expressions with up to three terms, by substituting fractions, decimals, and integers for the variables (e.g., evaluate $3x + 4y = 2z$, where $x = 1/2$, $y = 0.6$, and $z = -1$);
- make connections between solving equations and determining the term number in a pattern, using the general term (e.g., for the pattern with the general term $2n + 1$, solving the equation $2n + 1 = 17$ tells you the term number when the term is 17);
- 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 (Sample problem: What is the value of the variable in the equation $30x - 5 = 10$?).

Grade 8: Data Management and Probability

Overall Expectations

By the end of Grade 8, students will:

- 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;
- apply a variety of data management tools and strategies to make convincing arguments about data;
- use probability models to make predictions about real-life events.

Specific Expectations

Collection and Organization of Data

By the end of Grade 8, students will:

- 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;
- organize into intervals a set of data that is spread over a broad range (e.g., the age of respondents to a survey may range over 80 years and may be organized into ten-year intervals);
- collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools), and display the data in charts, tables, and graphs (including histograms and scatter plots) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software);
- select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied, including histograms and scatter plots);
- explain the relationship between a census, a representative sample, sample size, and a population (e.g., “I think that in most cases a larger sample size will be more representative of the entire population.”).

Data Relationships

By the end of Grade 8, students will:

- read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., election data or temperature data from the newspaper, data from the Internet about lifestyles), presented in charts, tables, and graphs (including frequency tables with intervals, histograms, and scatter plots);
- determine, through investigation, the appropriate measure of central tendency (i.e., mean, median, or mode) needed to compare sets of data (e.g., in hockey, compare heights or masses of players on defence with that of forwards);
- demonstrate an understanding of the appropriate uses of bar graphs and histograms by comparing their characteristics (Sample problem: How is a histogram similar to and different from a bar graph? Use examples to support your answer.);
- compare two attributes or characteristics (e.g., height versus arm span), using a scatter plot, and determine whether or not the scatter plot suggests a relationship (Sample problem: Create a scatter plot to compare the lengths of the bases of several similar triangles with their areas.);

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Math

– identify and describe trends, based on the rate of change of data from tables and graphs, using informal language (e.g., “The steep line going upward on this graph represents rapid growth. The steep line going downward on this other graph represents rapid decline.”);

– make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs (Sample problem: Use data to make a convincing argument that the environment is becoming increasingly polluted.);

– compare two attributes or characteristics, using a variety of data management tools and strategies (i.e., pose a relevant question, then design an experiment or survey, collect and analyse the data, and draw conclusions) (Sample problem: Compare the length and width of different-sized leaves from a maple tree to determine if maple leaves grow proportionally. What generalizations can you make?).

Probability

By the end of Grade 8, students will:

– compare, through investigation, the theoretical probability of an event (i.e., the ratio of the number of ways a favourable outcome can occur compared to the total number of possible outcomes) with experimental probability, and explain why they might differ (Sample problem: Toss a fair coin 10 times, record the results, and explain why you might not get the predicted result of 5 heads and 5 tails.);

– 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

– identify the complementary event for a given event, and calculate the theoretical probability that a given event will not occur (Sample problem: Bingo uses the numbers from 1 to 75. If the numbers are pulled at random, what is the probability that the first number is a multiple of 5? Is not a multiple of 5?).

GRADE 8 - SCIENCE AND TECHNOLOGY

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Needs Improvement Satisfactory Good Excellent

GRADE 8 | UNDERSTANDING LIFE SYSTEMS

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. assess the impact of cell biology on individuals, society, and the environment;
2. investigate functions and processes of plant and animal cells;
3. demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes.

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 8, students will:

- 1.1 assess the role of selected technologies (e.g., the development of the electron microscope, the ability to infuse dyes into cells, in vitro fertilization) in enhancing our understanding of cells and cellular processes
- 1.2 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 (e.g., the perspectives of farmers, pesticide manufacturers, people with life-threatening illnesses)

2. Developing Investigation and Communication Skills

By the end of Grade 8, students will:

- 2.1 follow established safety procedures for handling apparatus and materials (e.g., wash hands after preparing materials for slides) and use microscopes correctly and safely (e.g., carry the microscope with both hands, place it near the centre of the desk, ensure that the sun cannot be directly focused through the instrument when sunlight is used for illumination, keep both eyes open when viewing to avoid eye strain)
- 2.2 use a microscope correctly and safely to find and observe components of plant and animal cells (e.g., using an onion slice or a prepared slide of a protist) and make accurate drawings of their observations
- 2.3 prepare dry- and wet-mount slides of a variety of objects for use with a microscope (e.g., a piece of newspaper, a hair)
- 2.4 use scientific inquiry/experimentation skills (see page 12) to investigate the processes of osmosis and diffusion
- 2.5 use appropriate science and technology vocabulary, including organelle, diffusion, osmosis, cell theory, selective permeability, membrane, stage, and eyepiece, in oral and written communication
- 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., using the conventions of science, make a labelled drawing of a cell; create a slide show to explain the results of investigations into the processes of osmosis and diffusion)

3. Understanding Basic Concepts

By the end of Grade 8, students will:

- 3.1 demonstrate an understanding of the postulates of the cell theory (e.g., the cell is the basic unit of life; all cells come from pre-existing cells; all living things are made up of one or more cells)
- 3.2 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 (e.g., the nucleus holds all the information needed to make every cell in the body)
- 3.3 compare the structure and function of plant and animal cells
- 3.4 explain the processes of diffusion and osmosis and their roles within a cell
- 3.5 identify unicellular organisms (e.g., amoebae) and multicellular organisms (e.g., invertebrates [worms], vertebrates [frogs]), and compare ways in which they meet their basic needs (e.g., nutrition, movement, gas exchange)

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Science & Tech

3.6 describe the organization of cells into tissues, organs, and systems (e.g., groups of cells with similar functions combine to make up tissues; groups of tissues with similar functions combine to make organs; groups of organs work together as organ systems)

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GRADE 8 | UNDERSTANDING STRUCTURES AND MECHANISMS

SYSTEMS IN ACTION

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. 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;
2. investigate a working system and the ways in which components of the system contribute to its desired function;
3. demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation.

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 8, students will:

- 1.1 assess the social, economic, and environmental impacts of automating systems
- 1.2 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
Sample issues: (a) A large city decides that it will put in more bicycle lanes and bikeways instead of expanding its existing public transit system.
(b) A school system decides to have students and teachers in school year-round, instead of having everyone on vacation in July and August.

2. Developing Investigation and Communication Skills

By the end of Grade 8, students will:

- 2.1 follow established safety procedures for working with apparatus, tools, materials, and electrical systems (e.g., tie hair back before working with drills, saws, and sanders)
- 2.2 investigate the work done in a variety of everyday activities and record the findings quantitatively (e.g., calculate the work done when lifting dumbbells by measuring the force required to move the dumbbell and multiplying by the distance the dumbbell moves)
- 2.3 use scientific inquiry/experimentation skills (see page 12) to investigate mechanical advantage in a variety of mechanisms and simple machines
- 2.4 use technological problem-solving skills (see page 16) to investigate a system (e.g., an optical system, a mechanical system, an electrical system) that performs a function or meets a need
- 2.5 investigate the information (e.g., owner's manual for a car, weather advisories for a region, pest forecasts/warnings for a crop/region) and support (e.g., a technical support line for computers) provided to consumers/clients to ensure that a system functions safely and effectively
- 2.6 use appropriate science and technology vocabulary, including mechanical advantage, input, output, friction, gravity, forces, and efficiency, in oral and written communication
- 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., using appropriate mathematical conventions, create a graph to represent changes in mechanical advantage when certain factors in a mechanism are manipulated)

3. Understanding Basic Concepts

By the end of Grade 8, students will:

- 3.1 identify various types of systems (e.g., mechanical systems, body systems, optical systems, mass transit systems, Aboriginal clan systems, health care systems)
- 3.2 identify the purpose, inputs, and outputs of various systems (e.g., a garden ?purpose: to grow things; input: seeds, water, fertilizer; output: flowers, food)
- 3.3 identify the various processes and components of a system (e.g., robot, front-end loader/backhoe, heating system, transportation system, health care system) that allow it to perform its function efficiently and safely
- 3.4 compare, using examples, the scientific definition with the everyday use of the terms work, force, energy, and efficiency
- 3.5 understand and use the formula work = force ?distance ($W = F \cdot d$) to establish the relationship between work, force, and distance moved parallel to the force in simple systems

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Science & Tech

3.6 calculate the mechanical advantage (MA = force needed without a simple machine divided by force needed with a simple machine) of various mechanical systems (e.g., a wheelbarrow allows a smaller force to lift a larger weight, a hockey stick allows a short movement of hands to move the blade a larger distance, a simple fixed pulley system redirects the effort force)

3.7 explain ways in which mechanical systems produce heat, and describe ways to make these systems more efficient (e.g., friction produces heat, which can be reduced by lubrication)

3.8 describe systems that have improved the productivity of various industries (e.g., robotic systems have increased the rate of production in factories that assemble the fine parts of wrist watches)

3.9 identify social factors that influence the evolution of a system (e.g., growing concern over the amount of waste creates a need for recycling centres, and the recycling centres must grow as population and waste increase; the desire to make tasks easier creates a need for pulley systems, gear systems, and hydraulic and pneumatic systems; changes in traditional work hours created by technological advances can influence changes in a child care system)

GRADE 8 | UNDERSTANDING MATTER AND ENERGY

FLUIDS

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. analyse how the properties of fluids are used in various technologies, and assess the impact of these technologies on society and the environment;
2. investigate the properties of fluids;
3. demonstrate an understanding of the properties and uses of fluids.

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 8, students will:

- 1.1 assess the social, economic, and environmental impacts of selected technologies that are based on the properties of fluids
- 1.2 assess the impact of fluid spills on society and the environment, including the cost of the cleanup and the effort involved

2. Developing Investigation and Communication Skills

By the end of Grade 8, students will:

- 2.1 follow established safety practices for using apparatus, tools, and materials (e.g., use syringes and tubing for the purposes for which they were designed)
- 2.2 determine the mass-to-volume ratio of different amounts of the same substance (e.g., water, corn syrup, copper pennies)
- 2.3 investigate and compare the density of a variety of liquids (e.g., water, salt water, corn syrup, liquid soap)
- 2.4 investigate applications of the principles of fluid mechanics (e.g., in aeronautical research, shipping, food services, plumbing, hydrodynamic engineering)
- 2.5 use scientific inquiry/experimentation skills (see page 12) to identify factors that affect the flow rates of various fluids
- 2.6 use technological problem-solving skills (see page 16) to design, build, and test devices that use pneumatic or hydraulic systems
- 2.7 use appropriate science and technology vocabulary, including viscosity, density, particle theory of matter, hydraulic, and pneumatic, in oral and written communication
- 2.8 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., using appropriate scientific and/or technological conventions, create a technical drawing of a pneumatic/hydraulic device; create a brochure or a multimedia presentation outlining safe and unsafe uses of the device that was modelled)

3. Understanding Basic Concepts

By the end of Grade 8, students will:

- 3.1 demonstrate an understanding of viscosity and compare the viscosity of various liquids (e.g., water, syrup, oil, shampoo, ketchup)
- 3.2 describe the relationship between mass, volume, and density as a property of matter
- 3.3 explain the difference between solids, liquids, and gases in terms of density, using the particle theory of matter (e.g., in general, solids are more dense than liquids, which are more dense than gases)

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Science & Tech

3.4 explain the difference between liquids and gases in terms of their compressibility (e.g., gases are more compressible than liquids) and how their compressibility affects their usage (e.g., pneumatic devices are used to operate bus doors because they work over a larger temperature range and are safer for this purpose than hydraulic devices)

3.5 determine the buoyancy of an object, given its density, in a variety of fluids (e.g., less dense objects float, more dense objects sink)

3.6 explain in qualitative terms the relationship between pressure, volume, and temperature when a liquid (e.g., water) or a gas (e.g., air) is compressed or heated

3.7 explain how forces are transferred in all directions in fluids (Pascal's law)

3.8 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 (e.g., compare the role of valves in the circulatory system to the role of valves in an internal combustion engine; compare the role of a fish's swim bladder to the role of the ballast tanks in a submarine)

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. assess the impact of human activities and technologies on the sustainability of water resources;
2. investigate factors that affect local water quality;
3. demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region.

SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 8, students will:

1.1 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

1.2 assess how various media sources (e.g., Canadian Geographic; the science section in newspapers; Internet websites; local, national, and international news on television and radio) address issues related to the impact of human activities on the long-term sustainability of local, national, or international water systems

1.3 assess the impact on local and global water systems of a scientific discovery or technological innovation (e.g., enhancing the efficiency of naturally occurring bacteria that consume hydrocarbons from oil spills and convert them to carbon dioxide and water; development of desalination techniques to provide fresh water from sea water)

2. Developing Investigation and Communication Skills

By the end of Grade 8, students will:

2.1 follow established safety procedures for the use of apparatus and chemicals (e.g., when using water-testing equipment and water-testing chemicals)

2.2 investigate how municipalities process water (e.g., obtain it, test it, and treat it) and manage water (e.g., distribute it, measure consumption, and dispose of waste water)

2.3 test water samples for a variety of chemical characteristics (e.g., pH, salinity, chlorine)

2.4 use scientific inquiry/research skills (see page 15) to investigate local water issues

2.5 use technological problem-solving skills (see page 16) to design, build, and test a water system device that performs a practical function or meets a need

2.6 use appropriate science and technology vocabulary, including water table, aquifer, polar ice-cap, and salinity, in oral and written communication

2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g. using appropriate scientific conventions, draw a labelled diagram of a water treatment facility; create a brochure about the safe use of wells and septic tanks)

3. Understanding Basic Concepts

By the end of Grade 8, students will:

3.1 identify the various states of water on the earth's surface, their distribution, relative amounts, and circulation, and the conditions under which they exist (e.g., water is a solid in glaciers, snow, and polar ice-caps; a liquid in oceans, lakes, rivers, and aquifers; and a gas in the atmosphere)

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Grade 8 Ontario Curriculum Tracking Template – Grade 8 Science & Tech

3.2 demonstrate an understanding of the watershed as a fundamental geographic unit, and explain how it relates to water management and planning

3.3 explain how human and natural factors cause changes in the water table (e.g., lawn watering, inefficient showers and toilets, drought, floods, overuse of wells, extraction by bottled water industry)

3.4 identify factors (e.g., annual precipitation, temperature, climate change) that affect the size of glaciers and polar ice-caps, and describe the effects of these changes on local and global water systems

3.5 explain changes in atmospheric conditions caused by the presence of bodies of water (e.g., differences in temperature near large bodies of water; microclimates; storms off coastal areas)

GRADE 8 - HISTORY - CREATING CANADA, 1850–1890

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

GRADE 8 - HISTORY - CREATING CANADA, 1850–1890

Needs Improvement Satisfactory Good Excellent

Overall Expectations

By the end of Grade 8, students will:

A1. Application: assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada (FOCUS ON: Cause and Consequence; Historical Perspective)

A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890 (FOCUS ON: Historical Perspective; Historical Significance)

A3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations

A1. Application: The New Nation and Its Peoples - FOCUS ON: Cause and Consequence; Historical Perspective

By the end of Grade 8, students will:

A1.1 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

A1.2 assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890

A1.3 analyse some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives

A2. Inquiry: Perspectives in the New Nation - FOCUS ON: Historical Perspective; Historical Significance

By the end of Grade 8, students will:

A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890

A2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources

A2.3 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

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

A2.5 evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues in Canada during this period

A2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., Confederation, National Policy, Underground Railroad, industrialization, expansion, resistance, rebellion, migration, refugee, settlement, treaty, reserves, residential schools) and formats appropriate for specific audiences

A3. Understanding Historical Context: Events and Their Consequences - FOCUS ON: Historical Significance; Cause and Consequence

By the end of Grade 8, students will:

A3.1 identify factors leading to some key events or developments that occurred in and/or affected Canada between 1850 and 1890 (e.g., Confederation, the Red River Resistance, the creation of the NWMP, the settlement of the Northwest, the North-West Rebellion, the construction of the CPR, the Royal Commission on the Relations of Labour and Capital), and explain the historical significance of some of these events for different individuals, groups, and/or communities

A3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., the numbered treaties, the U.S. Fugitive Slave Act of 1850, the Gradual Civilization Act of 1857, the British North America Act, the Métis Bill of Rights of 1869, the B.C. Qualification of Voters Act, the National Policy, the Indian Act of 1876, the St. Catharine's Milling case), and explain the impact of some of these changes on various individuals, groups, and/or communities

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Hist. Creating Canada

A3.3 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., the Industrial Revolution, the development of urban centres, the gold rush in British Columbia, economic changes resulting from the Reciprocity Treaty of 1854 and the repeal of the Corn Laws, lack of foreign markets for locally produced products resulting from changes in British policies, changes among Plains First Nations as a result of declining buffalo populations, increased settlement of the West, increasing rates of immigration), and explain the impact of some of those changes on various individuals, groups, and/or communities

A3.4 describe significant instances of cooperation and conflict in Canada during this period

A3.5 identify a variety of significant individuals and groups in Canada during this period (e.g., George Etienne Cartier, James Douglas, Gabriel Dumont, Joseph Howe, Kwong Lee, John A. Macdonald, Thomas D’Arcy McGee, Mistahimaskwa [Big Bear], Nahnehwequay [Catharine Sutton], Louis Riel, Mary Ann Shadd, Emily Stowe; the Orange Order, the Knights of Labor, the Underground Railroad and abolitionist groups, Chinese railway workers, the Métis Nation, the Woman’s Christian Temperance Union), and explain their contributions to Canadian heritage and/or identity

GRADE 8 - HISTORY - CANADA, 1890–1914: A CHANGING SOCIETY

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

GRADE 8 - HISTORY - CANADA, 1890–1914: A CHANGING SOCIETY

Overall Expectations

By the end of Grade 8, students will:

B1. Application: analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of and major challenges facing different group and/or individuals, and to some of the actions Canadians have taken to improve their lives (FOCUS ON: Continuity and Change; Historical Perspective)

B2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914 (FOCUS ON: Historical Perspective; Historical Significance)

B3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Specific Expectations

B1. Application: Canada – Past and Present - FOCUS ON: Continuity and Change; Historical Perspective

By the end of Grade 8, students will:

B1.1 analyse key similarities and differences in the experiences of various groups and communities in present-day Canada and the same groups in Canada between 1890 and 1914

B1.2 analyse some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914 (e.g., Native residential schools and loss of First Nations land with increasing western settlement; increasing industrialization; restrictions on immigration of some ethnic groups; lack of political rights for women; working conditions in sweatshops), and compare some of these challenges with those facing present-day Canadians

B1.3 analyse actions taken by various groups and/or individuals in Canada between 1890 and 1914 to improve their lives (e.g., francophones in Quebec, First Nations and Métis, immigrants from Europe and Asia, African Canadians, women, workers), and compare these actions to those taken by similar groups today

B2. Inquiry: Perspectives on a Changing Society - FOCUS ON: Historical Perspective; Historical Significance

By the end of Grade 8, students will:

B2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914

B2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (e.g., advertisements; letters; newspaper reports and editorials; paintings, photographs, or posters from the time; petitions) and secondary sources (e.g., historical fiction, textbooks, reference books)

B2.3 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

B2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

B2.5 evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period

B2.6 communicate the results of their inquiries using appropriate vocabulary

B3. Understanding Historical Context: Events and Their Consequences - FOCUS ON: Historical Significance; Cause and Consequence

By the end of Grade 8, students will:

B3.1 identify factors leading to some key events or developments that occurred in and/or affected Canada between 1890 and 1914

B3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., Alberta and Saskatchewan becoming provinces, the response to the Manitoba Schools Question, European alliances and the conflict in South Africa and threat of conflict in Europe, the Truancy Act of 1891, the Alaska boundary dispute, the Naval Service Bill, increases in the Chinese head tax), and explain the impact of some of these changes on various individuals, groups, and/or communities

Needs Improvement Satisfactory Good Excellent

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Hist. Changing Society

B3.3 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., the Klondike gold rush; changes in the home countries of immigrants; the Immigration Act of 1910; technological changes; increasing urbanization; the development of mining in Ontario, Nova Scotia, and British Columbia; reciprocity), and explain the impact of some of these changes on various individuals, groups, and/or communities

B3.4 describe significant examples of cooperation and conflict in Canada during this period

B3.5 identify a variety of significant individuals and groups in Canada during this period (e.g., Maude Abbott, Henri Bourassa, Alexander Graham Bell, Pauline Johnson, J. J. Kelso, Wilfrid Laurier, Tom Longboat, Nellie McClung, L. M. Montgomery, Duncan Campbell Scott, Clifford Sifton, John Ware; the National Council of Women of Canada, the Trades and Labour Congress, various immigrant groups), and explain their contributions to Canadian heritage and/or identity

GRADE 8 - GEOGRAPHY - GLOBAL SETTLEMENT: PATTERNS AND SUSTAINABILITY

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

GRADE 8 - GEOGRAPHY - GLOBAL SETTLEMENT: PATTERNS AND SUSTAINABILITY

Needs Improvement Satisfactory Good Excellent

Overall Expectations

By the end of Grade 8, students will:

A1. Application: 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 (FOCUS ON: Interrelationships)

A2. Inquiry: use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective (FOCUS ON: Geographic Perspective; Interrelationships)

A3. Understanding Geographic Context: demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment (FOCUS ON: Patterns and Trends; Spatial Significance)

Specific Expectations

A1. Application: Interrelationships between Settlement and the Environment - FOCUS ON: Interrelationships

By the end of Grade 8, students will:

A1.1 analyse some of the ways in which the physical environment (e.g., climate, landforms, soil type, vegetation, natural resources) has influenced settlement patterns in different countries and/or regions around the world

A1.2 analyse how processes related to the physical environment may affect human settlements in the future

A1.3 describe possible features of a sustainable community in the future (e.g., energy-efficient buildings, use of renewable sources of energy, a comprehensive public transportation system, community gardens, roof gardens, green canopy, naturalized parks with native species, programs for waste and water recycling), and analyse some challenges associated with creating such a community

A2. Inquiry: Human Settlements and Sustainability - FOCUS ON: Geographic Perspective; Interrelationships

By the end of Grade 8, students will:

A2.1 formulate questions to guide investigations into issues related to the interrelationship between human settlement and sustainability from a geographic perspective

A2.2 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

A2.3 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

A2.4 interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies

A2.5 evaluate evidence and draw conclusions about issues related to the interrelationship between human settlement and sustainability

A2.6 communicate the results of their inquiries using appropriate vocabulary

A3. Understanding Geographic Context: Settlement Patterns and Trends - FOCUS ON: Patterns and Trends; Spatial Significance

By the end of Grade 8, students will:

A3.1 identify significant spatial patterns in human settlement on a global scale

A3.2 identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements

A3.3 identify significant land-use issues

A3.4 identify and describe significant current trends in human settlement

A3.5 describe various ways in which human settlement has affected the environment

A3.6 describe some practices that individuals and communities have adopted to help make human settlements more sustainable

A3.7 demonstrate the ability to analyse and construct choropleth maps on topics related to human settlement

GRADE 8 - GEOGRAPHY - GLOBAL INEQUALITIES: ECONOMIC DEVELOPMENT AND QUALITY OF LIFE

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher

Tracking:

GRADE 8 - GEOGRAPHY - GLOBAL INEQUALITIES: ECONOMIC DEVELOPMENT AND QUALITY OF LIFE

Overall Expectations

By the end of Grade 8, students will:

- B1. Application: 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 (FOCUS ON: Interrelationships)
- B2. Inquiry: use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective (FOCUS ON: Geographic Perspective)
- B3. Understanding Geographic Context: demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world (FOCUS ON: Spatial Significance; Patterns and Trends)

Specific Expectations

B1. Application: Global Inequalities in Quality of Life - FOCUS ON: Interrelationships

By the end of Grade 8, students will:

- B1.1 analyse some interrelationships among factors that can contribute to quality of life
- B1.2 analyse how various factors have affected the economies of specific developed and developing countries around the world
- B1.3 assess the effectiveness of various programs and policies aimed at improving the quality of life in various countries
- B1.4 assess the effectiveness of media in improving the quality of life in some countries/regions around the world

B2. Inquiry: Development and Quality of Life Issues - FOCUS ON: Geographic Perspective

By the end of Grade 8, students will:

- B2.1 formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective
- B2.2 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
- B2.3 analyse and construct digital and print maps as part of their investigations into issues related to global development and quality of life
- B2.4 interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies
- B2.5 evaluate evidence and draw conclusions about issues related to global development and quality of life
- B2.6 communicate the results of their inquiries using appropriate vocabulary

B3. Understanding Geographic Context: Global Economic Development and Quality of Life - FOCUS ON: Spatial Significance; Patterns and Trends

By the end of Grade 8, students will:

- B3.1 identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale
- B3.2 compare findings with respect to selected quality of life indicators in some developing and more developed countries
- B3.3 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
- B3.4 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
- B3.5 identify various groups and organizations that work to improve quality of life (e.g., Free the Children, International Planned Parenthood Federation, Médecins sans frontières/Doctors without Borders, Right to Play, Water for People), and describe their focus
- B3.6 identify different types of economic systems (e.g., traditional, command, market, mixed), and describe their characteristics
- B3.7 explain how the four main economic sectors (i.e., primary, secondary, tertiary, and quaternary) are related to global development
- B3.8 identify and describe various factors that can contribute to economic development
- B3.9 describe the spatial distribution of wealth, both globally and within selected countries/ regions

Needs Improvement Satisfactory Good Excellent

GRADE 8 - PHYSICAL EDUCATION AND HEALTH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

LIVING SKILLS

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

SPECIFIC EXPECTATIONS

1. Living Skills

By the end of Grade 8, students will:

Personal Skills (PS)*

1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how knowing themselves – their likes, dislikes, strengths, and abilities – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in developing stress-management strategies)

1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of their activity, the types of activities they choose, and the length of time they are being active; Movement Competence: experiment with shifting weight and changing body position to find ways to make smoother transitions when performing a series of balances with a partner; Healthy Living: identify the type of support that is available to help with the various physical, emotional, cultural, social, and psychological issues that can arise in connection with sexuality and sexual health)

* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 18–21 for a discussion of living skills.)

Interpersonal Skills (IS)*

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: give examples of how to communicate information clearly and concisely in an emergency situation; Movement Competence: congratulate opponents on a good play in a sincere way; Healthy Living: make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating)

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy)

Critical and Creative Thinking (CT)*

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: track and analyse changes in their health-related components of fitness over a designated period of time, and make any necessary adjustments in their fitness plans; plan ways to promote the involvement of all the students in the school in "healthy schools" activities such as litterless lunch programs and active recess activities; Movement Competence: explain how developing movement competence and building confidence influence the extent to which people participate in physical activity; Healthy Living: analyse potentially dangerous situations and devise solutions for making them safer)

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage participation in physical activity;

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of Grade 8, students will:

Needs Improvement Satisfactory Good Excellent

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Grade 8 Ontario Curriculum Tracking Template – Grade 8 Phys. Ed & Health

<p>A1.1 actively participate according to their capabilities in a wide variety of program activities (e.g., individual, small-group, and large-group activities; movement and rhythmic activities; dance; outdoor pursuits) [PS, IS]</p>				
<p>A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., being able to adapt activities to suit individual needs and preferences; having a choice of activities and choices within activities; being comfortable with the activities, both socially and emotionally; being able to take part in activities in a natural environment; being able to take part in activities that are culturally relevant), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]</p>				
<p>A1.3 demonstrate an understanding of factors that motivate personal participation in physical activities every day (e.g., gaining health benefits, including release from stress; having interpersonal interactions; becoming more independent in daily living activities; experiencing personal enjoyment), and explain how these factors can be used to influence others (e.g., friends, family, members of the community) to be physically active [CT]</p>				
<p>A2. Physical Fitness By the end of Grade 8, students will:</p>				
<p>A2.1 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 twenty minutes each day (e.g., capture the flag, four-corner soccer, ball fitness activities) [PS]</p>				
<p>A2.2 recognize the difference between health-related components of personal fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use training principles to enhance both components [CT]</p>				
<p>A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (e.g., by tracking heart rates, recovery time, how they feel during and after activity, level of participation; noting increase in range of motion when doing yoga stretches; tracking increases in the number of repetitions when doing arm curls with exercise bands) [PS, CT]</p>				
<p>Student: "Seeing improvements over time has given me encouragement to keep working and become even more fit. Tracking my progress on different components has also helped me focus on those that need more work, so my overall fitness has become better."</p>				
<p>A2.4 develop, implement, and revise a personal plan to meet short- and long-term health-related fitness and physical activity goals [PS, CT]</p>				
<p>A3. Safety By the end of Grade 8, students will:</p>				
<p>A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., following appropriate procedures and guidelines; demonstrating social responsibility; encouraging others to act safely; wearing sunscreen, long sleeves, sunglasses, and a hat to limit UV exposure) in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues) [PS, IS]</p>				
<p>A3.2 demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity (e.g., remain calm, know when more help is needed or when to call 9-1-1, know where to get more help, know how to recognize symptoms of asthma or anaphylaxis, move objects that may be a safety hazard away from the injured person, know what an automated external defibrillator (AED) is and be aware of where they are located in community facilities) [PS, CT]</p>				
<p>B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p>				
<p>OVERALL EXPECTATIONS By the end of Grade 8, students will:</p>				
<p>B1. 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>				
<p>B2. 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>				
<p>SPECIFIC EXPECTATIONS</p>				
<p>B1. Movement Skills and Concepts By the end of Grade 8, students will:</p>				
<p>B1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (e.g., display control while stepping and turning on and off steps during an aerobic routine; move smoothly between positions and twists during a Pilates activity; work with a partner to create a sequence that involves holding a partner's partial or whole weight when transfer ring from one balance to another) [PS, IS]</p>				
<p>B1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (e.g., approach, take off, and land when doing a triple jump into a pit; strive to beat a time record in orienteering; choreograph a dance sequence in response to music; perform step aerobics at different tempos; change styles of cross-country skiing depending on snow and terrain conditions, using a skate technique on open, flat sections and a classic technique on narrower trails) [PS]</p>				
<p>B1.3 use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement* (e.g., shift weight and use all joints for maximum force when throwing against the wind; put an appropriate spin on the ball when throwing a football or rolling a ball around an obstacle in front of a target; sprint to catch a pass that has been thrown short to an open space away from defenders; while moving to music, transfer a rhythmic gymnastics ball from one hand to the other, using the momentum of the movement to hold on to the ball; show awareness of others' positions when taking off and landing in a basketball layup; move body to retain an object in flag tag while evading defenders; keep the basketball on their lap while moving and evading a defender in wheelchair basketball) [PS, IS]</p>				
<p>B1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, followthrough) and apply this understanding to the refinement of movement skills in a variety of physical activities (e.g., assume a ready position, swing, and follow through in a badminton stroke; reach, pull, and recover when doing the back crawl) [PS]</p>				
<p>B2. Movement Strategies By the end of Grade 8, students will:</p>				

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Phys. Ed & Health

<p>B2.1 demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments [IS, CT]</p> <p>* See page 26 for background information and a description of movement principles.</p> <p>B2.2 demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories* (e.g., individual, target, net/wall, striking/fielding, territory), and identify skills, concepts, and strategies that they found effective while participating in a variety of physical activities in different categories [CT]</p> <p>B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities (e.g., individual activities: use conscious breathing to enhance movement during a fitness activity; toss balls or beanbags in an even pattern and keep eyes focused at the peak of the toss when learning to juggle with three objects; target activities: position balls or rocks in a place that makes it difficult for the opposing team to score in games such as bocce or curling; net/wall activities: choose the type of shot and consider the placement of the shot to gain an offensive advantage; striking/ fielding activities: send the object away from the defenders to allow for more time to score before the fielders retrieve the object; territory activities: send a pass that places the object closer to the goal; keep their body between the object and the defender while moving; practise using a fast transition from offence to defence) [IS, CT]**</p> <p>* See pages 27–29 for background information and a description of various categories of physical activities. ** The types of living skills associated with students' application of tactical solutions differ with the students' developmental stage. Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. At the different stages of development, however, students are able to focus on applying critical and creative thinking to a greater or lesser degree. In Grades 1–3, students are also occupied with developing personal skills; in Grades 4–6, most students are ready to focus on interpersonal skills as they apply tactical solutions; and in Grades 7 and 8, most are prepared to focus their energy on the thinking skills involved (e.g., working as a team to choose tactics that will result in the greatest success, adjusting play in response to an opponent's actions or conditions in the environment).</p>	
C. HEALTHY LIVING	
OVERALL EXPECTATIONS	
By the end of Grade 8, students will:	
C1. demonstrate an understanding of factors that contribute to healthy development;	
C2. 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;	
C3. 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.	
SPECIFIC EXPECTATIONS	
C1. Understanding Health Concepts	
By the end of Grade 8, students will:	
Healthy Eating	
C1.1 demonstrate an understanding of different types of nutrients (e.g., macronutrients and micronutrients) and their functions	
Personal Safety and Injury Prevention	
C1.2 identify situations that could lead to injury or death (e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents) and describe behaviours that can help to reduce risk (e.g., wearing protective gear, especially helmets; thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being cautious when driving or riding ATVs, tractors, boats, or snowmobiles; being aware of food safety when cooking and preparing food) [CT]	
C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance) and the consequences that can occur (e.g., aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; selfharming behaviours, including cutting, related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy)	
C2. Making Healthy Choices	
By the end of Grade 8, students will:	
Healthy Eating	
C2.1 evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients (e.g., fats, carbohydrates, protein, vitamins and minerals, calories, additives, allergens), preparation method, and other factors that can affect health and well-being [CT]	
Personal Safety and Injury Prevention	
C2.2 demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks), and apply strategies for avoiding dangerous situations [CT]	
C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health (e.g., engaging in physical activity, listening to music, resting, meditating, talking with a trusted individual, practising smudging) [PS]	
C3. Making Connections for Healthy Living	
By the end of Grade 8, students will:	
Healthy Eating	
C3.1 identify strategies for promoting healthy eating within the school, home, and community (e.g., implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices) [CT]	
Personal Safety and Injury Prevention	

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Phys. Ed & Health

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, restorative justice programs) [CT]

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GROWTH AND DEVELOPMENT (1998) (Table content for page 201)

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);
- identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being;
- apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.

SPECIFIC EXPECTATIONS

By the end of Grade 8, students will:

- explain the importance of abstinence as a positive choice for adolescents;
- identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS;
- identify methods used to prevent pregnancy;
- apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;
- identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues. Printed on recycled paper

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Arts

GRADE 8 - THE ARTS

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

Needs
Improvement Satisfactory Good Excellent

A. DANCE

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas;
- A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

SPECIFIC EXPECTATIONS

A1. Creating and Presenting

By the end of Grade 8, students will:

- A1.1 create dance pieces to respond to issues that are personally meaningful to them (e.g., young people's relationship to authority, global warming [glacial melting, extreme weather events], recycling, land claims, bike lanes)
- A1.2 use dance as a language to communicate messages about themes of social justice and/or environmental health (e.g., possible solutions to bullying, poverty, racism, pollution, land claims, homelessness, war, deforestation, oppression, colonization)
- A1.3 determine the appropriate choreographic form and create dance pieces for a specific audience or venue (e.g., use a narrative dance structure for a primary class; use features of a site-specific outdoor space to structure a dance on an environmental theme)
- A1.4 use technology, including multimedia, to enhance the message communicated by the choreography in a dance piece (e.g., use lights and costumes to create a mood; project images on the dancers or a backdrop to illustrate a theme)

A2. Reflecting, Responding, and Analysing

By the end of Grade 8, students will:

- A2.1 construct personal and/or group interpretations of the themes in their own and others' dance pieces (e.g., the role of greed in deforestation, war, global warming, poverty) and communicate their responses in a variety of ways (e.g., through writing, discussion, oral report, song, drama, visual art, dance)
- A2.2 analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and the choreographic forms used in them (e.g., body: geometric shapes, stretched shapes; space: levels; time: duration; energy: percussion; relationship: opposition; choreographic form: theme and variation) and explain how they help communicate meaning (e.g., percussion and opposition are used to suggest conflict; theme and variation are used to explore a relationship between continuity and change)
- A2.3 identify and give examples of their strengths and areas for growth as dance creators, interpreters, and audience members (e.g., describe a suggestion they made to a peer about how to improve the first draft of a dance work, and evaluate their personal contribution to the success of the final performance)

A3. Exploring Forms and Cultural Contexts

By the end of Grade 8, students will:

- A3.1 describe how social, political, and eco-nomic factors influenced the emergence and development of a dance form or genre of their choice (e.g., factors: funding to artists, the commercialization of dance, support for dance programs in schools; genres/forms: modern dance in the early twentieth century, the waltz in nineteenth-century Europe)
- A3.2 identify a variety of types of dances and relate them to their different roles in society (e.g., contemporary Aboriginal dance/folk dance contributes to ceremony/ritual; dance numbers in stage plays and movies provide entertainment; classical ballet offers scope for artistic expression and provides elite entertainment; disco dancing and solo performance allow creative self-expression; dances at parties or social events contribute to social bonding; jazz and hip hop make a social and/or cultural statement)

B. DRAMA

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;
- B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions and styles from the past and present, and their sociocultural and historical contexts.

SPECIFIC EXPECTATIONS

B1. Creating and Presenting

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Arts

By the end of Grade 8, students will:

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities (e.g., identify significant perspectives related to an issue and assume roles to give voice to the different perspectives; use improvisation to communicate insights about life events and relationships; develop and present anthology dramas, short scripts, or multi-role plays for a si

B1.2 demonstrate an understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences (e.g., use “a day in the life” to compare farming, fishing, or hunting practices at the beginning of the twentieth century to those of today; create sets to depict the physical setting of a drama using available materials; use knowledge of movement and blocking to achieve well-paced action and create visual interest)

B1.3 plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role (e.g., In role: use group improvisation to work out a time line of events in a drama story; Out of role: use the talking stick in group discussion about the best way to resolve the drama’s central conflict)

B1.4 communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences (e.g., music/soundtracks to intensify audience reaction; video as counterpoint to action or to add details; costumes, props, fabric to establish character and setting; an audio recording of a soundscape to accompany and reinforce ideas and feelings in a mimed sequence)

B2. Reflecting, Responding, and Analysing

By the end of Grade 8, students will:

B2.1 construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level (e.g., create a web with the main idea of the drama in the centre and words describing personal and global connections leading out from the centre; explain in discussion or a journal entry why they disagree or empathize with the motivations of a character)

B2.2 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 (e.g., determine whether the use of contrasting comic and serious scenes strengthened the impact of the theme or weakened it; determine whether using a historical setting enhanced the presentation of a contemporary theme)

B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members (e.g., write a journal entry outlining the process they used to solve a given problem, what worked, and what they would do differently next time; develop and use rubrics and/or assessment charts to evaluate their contribution to group work)

B3. Exploring Forms and Cultural Contexts

By the end of Grade 8, students will:

B3.1 analyse the influence of the media on a wide variety of drama forms and/or styles of live theatre (e.g., introduction of digital storytelling, multimedia presentations, and dance-drama into drama forms; incorporation of technologies from different media to enhance sets, backdrops, and special effects; use of virtual role play to explore options for avatar characters)

B3.2 identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places (e.g., by providing opportunities for personal enjoyment, celebration, and entertainment; by providing jobs; by attracting tourists; by communicating and teaching about a range of topics; by enhancing participants’ life skills of communication and collaboration; by raising awareness of political, environmental, medical, and other socia

C. MUSIC

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

SPECIFIC EXPECTATIONS

C1. Creating and Performing

By the end of Grade 8, students will:

C1.1 sing and/or play, in tune, music in unison and in two or more parts from a variety of cultures, styles, and historical periods (e.g., perform in large and small ensembles, prepare a solo, improvise in a drum circle)

C1.2 apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose (e.g., create a jingle to advertise a product; improvise a simple melody over a 12-bar blues progression; arrange a piece of their choice from their method book for a quartet of mixed instruments)

C1.3 create musical compositions in a variety of forms for specific purposes and audiences (e.g., write lyrics and a melody for a protest song based upon a current social issue; compose a melodic theme for a computer game)

C1.4 use the tools and techniques of musicianship in musical performances (e.g., apply blend, articulation, phrasing, conducting patterns; maintain straight and relaxed posture when singing or playing; keep instrument, hand, arm, and/or mouth in playing position; use proper breath, bow, or stick control)

C1.5 demonstrate an understanding of standard and other musical notation through performance and composition (e.g., interpret repeat signs such as D. C. al coda, d. s. al coda, d. s. al fine; interpret Italian terms and abbreviations for dynamics and tempo; use the notes of the chromatic scale; arrange a piece for a duet using notation software)

C2. Reflecting, Responding, and Analysing

By the end of Grade 8, students will:

C2.1 express analytical, personal responses to musical performances in a variety of ways (e.g., use graphic organizers, journals, or reflection logs to record their responses; conduct or respond in an interview in which they describe a musical experience; analyse a performance in the way that a musical commentator on the radio might do it; depict scenes from Love Songs for a Small Planet by Alexina Louie or The Moldau by Smetana using visual arts)

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Grade 8 Ontario Curriculum Tracking Template – Grade 8 Arts

C2.2 analyse, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create (e.g., use of form and dynamics in absolute music, such as the Symphony no. 40 in G minor by Mozart, and in program music, such as The Firebird by Stravinsky)

C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members (e.g., set a goal to improve their performance skills, reflect on how successfully they attained their goal, keep a practice journal, record and analyse their own performances throughout the term)

C3. Exploring Forms and Cultural Contexts

By the end of Grade 8, students will:

C3.1 analyse some of the social, political, and economic factors that affect the creation of music (e.g., historical events that inspired the composition of nationalistic music; the development of jazz, rap, and heavy metal, and their effect on culture; the social and/or cultural origins of folk songs, love songs, national anthems, and dance music; the economic purposes for commercial music played in stores; purposes and effects of Aboriginal activism through song)

C3.2 compare and contrast music from the past and present (e.g., differences and similarities between music from various cultures and contemporary fusion forms; similarities and differences between traditional Aboriginal music and music sung and played by contemporary Aboriginal musicians; differences and similarities between dance music from the seventeenth century, Chopin waltzes, hip hop, and mariachi)

D. VISUAL ARTS

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

D1. Creating and Presenting: apply the creative process (see pages 19–22) 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;

D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

SPECIFIC EXPECTATIONS

D1. Creating and Presenting

By the end of Grade 8, students will:

D1.1 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 (e.g., create a collage that shows contrast between two points of view or a cause-and-effect relationship; create an art work on a current event or issue, using the conventions of sequential art or comics, or using found images and text to express a point of view in the style of a contemporary artist such as Martin Firrel,

D1.2 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 (e.g., a figure drawing of a historically influential person that makes use of the whole paper or space to create a sense of unity and balance, with a single word or motif in the background; an abstract painting in which movement is created by using line, value, colour, and/or shape; a stop-motion animat

D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose (e.g., an illustration for a children's book that uses colour and rhythm to appeal to its audience; a short movie or animation that uses space, time, and framing to highlight a contemporary issue; a portrait of a person made from junk-food or brand packaging to communicate an opinion, in the style of Giuseppe Arcimboldo's series of allegorical portraits made from fruit, vegetables, and o

D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges (e.g.,

- drawing: create a pastel composition or flipbook that combines or contrasts styles of two artists or styles from two cultures
- mixed media: make a series of small artist trading cards [ATCs] in a variety of media, illustrating a contemporary issue or topic
- painting: make an acrylic painting of a magnified section of a sketch or an image that is seen through a viewfinder or frame, then make changes to the painted surface with oil pastels to create a personal interpretation of the image
- printmaking: make a series of two-colour softoleum, linoleum, or block prints that are variations on a social theme and that are printed on papers of different colours and textures [magazine paper, coloured bond paper, newsprint, tissue paper, handmade paper]
- sculpture: make a sculptural portrait of a hero or favourite person out of papier mâché or plaster bandage that captures what the person means to them
- technology: create a short movie from an animated image sequence or video, using editing software to create suspense, a feeling of speed, or a sense of the passage of time)

D2. Reflecting, Responding, and Analysing

By the end of Grade 8, students will:

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (e.g., hold a mock debate between artists on a topic such as the emotional impact of realist versus expressionist styles of art; compare art works in different artistic media that express a common theme, such as wartime suffering in the art work of Käthe Kollwitz and Francisco Goya; interpret images of social issues that are explored in historical art works, contemporary art works, and media arts)

D2.2 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 (e.g., the use of colour and exaggeration in Balinese masks to evoke feelings of fear; the use of line, colour, and shape in the work of Daphne Odjig and Norval Morrisseau to represent spiritual ideas; Molly Bang's use of colour, size, and asymmetrical balance in Picture This to reinforce a moo

D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (e.g., Horse and Train by Alex Colville as an allegory of the impact of the industrial age; the style of an artist or director of a film who is using compositional framing, point of view, and selective focus to guide the attention of the viewer or audience; the purposes of logos, icons, and images in advertisements; symbolic reuse and transformation of popular images or iconography as a form of commentary ["cultu

D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art (e.g., organize and participate in a non-competitive art show that documents the stages of the artistic process from artists' statements, concept drawings, and photos of works in progress to the final art works; select, critique, and organize a display of personally meaningful images from their own portfolios; use feedback to evaluate the effectiveness of their own art works)

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Arts

D3. Exploring Forms and Cultural Contexts

By the end of Grade 8, students will:

D3.1 identify and explain some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated (e.g., art works support or challenge personal and societal beliefs or practices; migration or contact with other cultures has an influence on the forms and styles of art and architecture; art styles of other times and places have sometimes been appropriated by artists to create hybrid art works that explore, represent, or challenge ideas)

D3.2 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 (e.g., the influence of love, loss, anger, or war on creative expression; collaboration within production teams or artistic communities; effects on artists of changes in government, changes in the amount of government funding, the creation of arts festivals, and the availability of exhibition opportunities; influence of location, era, and changes i

Grade 8 Ontario Curriculum Tracking Template – Grade 8 French Immersion

GRADE 8 - FRNECH IMMERSION

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher

Tracking:

Grade 8: Oral Communication, Reading, and Writing

Needs Improvement Satisfactory Good Excellent

Overall Expectations

By the end of Grade 8, student will:

- * listen and respond to a wide range of spoken texts and media works;
- * express ideas and opinions on a wide range of topics clearly and coherently, using correct pronunciation and appropriate intonation;
- * read a wide variety of fiction and non-fiction and demonstrate understanding through a broad range of responses;
- * produce clear, coherent written texts in a variety of forms, adjusting the language to suit the purpose and audience;
- * identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication Listening

By the end of Grade 8, students will:

- * demonstrate an understanding of a variety of spoken texts and media works (e.g., radio and television programs, recorded readings, presentations by guest speakers) (e.g., by asking and answering questions, interpreting for others, taking notes, summarizing content, presenting dramatizations);
- * listen and respond critically to the viewpoints of others in oral reports and discussions (e.g., by asking focused questions, giving personal opinions, and challenging the ideas put forward);
- * analyse and interpret the message conveyed in spoken texts and media works;
- * demonstrate the ability to concentrate on the topic under discussion (e.g., by staying on topic).

Speaking

By the end of Grade 8, students will:

- * organize their thoughts and information to convey a message clearly and coherently;
- * use effective strategies in developing ideas and analysing problems in group activities (e.g., restate and clarify ideas put forward, make suggestions for reconciling conflicting points of view);
- * prepare and give oral presentations, incorporating varied vocabulary and sentence structure and using appropriate figurative language (e.g., similes, metaphors);
- * create media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.

Application of Language Conventions

By the end of Grade 8, students will:

- * recognize and use appropriate language structures in oral communication activities;
- * use varied sentence structures to add interest to their speech;
- * correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms);
- * speak spontaneously and with expression, observing the rules of pronunciation and intonation and providing verbal and nonverbal cues (e.g., volume and tone of voice, facial expressions, gestures).

Reading Comprehension and Response to Text

By the end of Grade 8, students will:

- * explain their interpretation of reading materials, supporting it with detailed evidence from the text and from their own knowledge and experience;
- * explain how various elements in a story relate to one another (e.g., plot, setting, mood, characters);
- * identify the main ideas in informational materials, explain how the details support the main ideas, and question and evaluate the author's point of view;
- * describe and compare the characteristics of various forms of writing (e.g., novels, short stories, biographies, articles, reports);
- * plan and execute a research project, using appropriate resources and technologies (e.g., reference books, encyclopedias, magazines, CD-ROMs, the Internet).

Application of Language Conventions:

By the end of Grade 8, students will:

- * recognize and use appropriate language structures in their response to written texts;
- * use reading strategies (e.g., reread, skim text, take and review notes) to facilitate comprehension of reading materials;
- * read aloud, with expression, observing the rules of pronunciation and intonation;
- * identify and explain the use of stylistic devices in literary works (e.g., similes, metaphors, personification);
- * use and interpret conventions of formal text (e.g., footnotes, endnotes, index) to find information and aid comprehension;
- * use their knowledge of word origins and derivations to determine the meaning of unfamiliar words and expressions;
- * use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing Communication of Information and Ideas

By the end of Grade 8, students will:

Grade 8 Ontario Curriculum Tracking Template – Grade 8 French Immersion

- * communicate ideas, opinions, and facts clearly and coherently for various purposes (e.g., to inform, explain, persuade);
- * select an appropriate form and use appropriate language in writing for specific purposes;
- * write narratives, descriptions, and reports, using vocabulary and sentence structures effectively;
- * write a short story that incorporates setting, mood, plot, and character;
- * take notes on and summarize articles, presentations, films, videos;
- * rewrite a story or part of a story in a different form (e.g., turn a narrative into a dialogue);
- * plan and write a research report, using appropriate resources.

Application of Language Conventions

By the end of Grade 8, students will:

- * use appropriate language structures in their writing;
- * use and spell correctly the vocabulary appropriate for this grade level;
- * extend their use of punctuation to include use of ellipsis points to show that words have been omitted or that a sentence is unfinished;
- * use a variety of sentence structures and sentences of varying lengths;
- * use a thesaurus to expand their vocabulary;
- * revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- * use French-English and French dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

- * object pronouns with verbs in the impératif (e.g., Parlez-moi.)
- * relative pronouns ce qui, ce que
- * indefinite pronouns (e.g., rien, personne, tout, plusieurs)

Verbs

- * distinctions in the use of the passé composé and the imparfait
- * formation of the conditionnel of -er, -ir, -re verbs and irregular verbs
- * introduction of the subjunctif présent of frequently used verbs (e.g., avoir, être, aller, faire, savoir) with the impersonal expression il faut

Prepositions and Conjunctions

- * use of ainsi que, tandis que

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GRADE 8 - EXTENDED FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher

Tracking:

Needs Improvement Satisfactory Good Excellent

Overall Expectations

By the end of Grade 8, student will:

Overall Expectations

- * express ideas and opinions clearly and coherently on a range of topics, using correct pronunciation and appropriate intonation;
- * read a variety of fiction and non-fiction and demonstrate understanding through a broad range of oral and written responses;
- * produce clear, coherent written texts in a variety of forms, adjusting the language to suit the purpose and audience;
- * identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication Listening

By the end of Grade 8, students will:

- * demonstrate an understanding of a variety of spoken texts and media works (e.g., tapes, videos, song lyrics, radio broadcasts) (e.g., by asking and answering questions, restating the main ideas, taking notes, and expressing a point of view);
- * listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, giving personal opinions, and challenging the ideas put forward);
- * listen to and take notes on presentations, reports, and discussions;
- * demonstrate the ability to concentrate on the topic under discussion (e.g., by staying on topic).

Speaking

By the end of Grade 8, students will:

- * contribute to classroom activities and group discussions by expressing and responding to ideas and opinions clearly and coherently;
- * talk about everyday occurrences by asking for information, identifying and describing events, making predictions, agreeing and disagreeing, stating opinions, and comparing points of view;
- * organize their thoughts and information to convey a message clearly and coherently;
- * use effective strategies in developing ideas and addressing problems in group activities (e.g., restate suggestions put forward, ask questions to clarify points of view);
- * prepare and give oral presentations on topics under study;
- * create media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.

Application of Language Conventions

By the end of Grade 8, students will:

- * recognize and use appropriate language structures in oral communication activities;
- * use varied sentence structures and sentence types (e.g., declarative, interrogative, exclamatory) to add interest to their speech;
- * observe the rules of pronunciation and intonation in their speech;
- * correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms).

Reading Comprehension and Response to Text

By the end of Grade 8, students will:

- * explain their interpretation of reading materials, supporting it with evidence from the text and from their own knowledge and experience;
- * explain how various elements in a story (e.g., setting, plot, character development) relate to one another;
- * identify the main ideas in informational materials and explain how the details support the main ideas;
- * describe and compare the characteristics of various forms of writing (e.g., mystery stories, science-fiction stories, biographies, poems, short stories);
- * plan and execute a research project, using appropriate resources and technologies (e.g., reference books, encyclopedias, magazines, CD-ROMs, the Internet).

Application of Language Conventions:

By the end of Grade 8, students will:

- * recognize and use appropriate language structures in their response to written texts;
- * use reading strategies (e.g., reread, skim text, take notes) to facilitate comprehension of reading materials;
- * read aloud, with expression, observing the rules of pronunciation and intonation;
- * use and interpret conventions of formal text (e.g., table of contents, headings, subheadings, captions, quotations, endnotes, glossary, index) to find information and aid comprehension;
- * use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing Communication of Information and Ideas

By the end of Grade 8, students will:

- * communicate ideas, opinions, and facts clearly and coherently for various purposes (e.g., to inform, explain, persuade);

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Grade 8 Ontario Curriculum Tracking Template – Grade 8 Extended French

- * select an appropriate form and use appropriate language in writing for specific purposes;
- * write short texts in a variety of forms (e.g., summaries, book reports, descriptions) to convey facts, personal opinions, and ideas;
- * write narratives and descriptions, using vocabulary and sentence structures appropriately and effectively;
- * write a story that incorporates setting, mood, plot, and character development;
- * rewrite a story or part of a story in a different form (e.g., turn a narrative into a dialogue);
- * organize information, using linked paragraphs that clearly convey a central idea and provide relevant supporting details;
- * take notes on and summarize articles, presentations, films, videos
- * plan and write a research report, using appropriate resources

Application of Language Conventions

By the end of Grade 8, students will:

- * use appropriate language structures in their writing;
- * use and spell correctly the vocabulary appropriate for this grade level;
- * extend their use of punctuation to include the following: the use of ellipsis points to show that words have been omitted or that a sentence is unfinished; the use of hyphens in subject/verb inversions;
- * use a variety of sentence structures and sentences of varying length;
- * use a thesaurus to expand their vocabulary;
- * revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- * use French-English dictionaries to verify spelling and clarify the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

- * object pronouns y and en
- * object pronouns with verbs in the impératif (e.g., Parlez-moi.)

Verbs

- * passé récent using venir de (e.g., Je viens de faire mes devoirs.)
- * imparfait of -er, -ir, and -re verbs and être, avoir, faire, aller

Sentence Structure

- * partitive article with negation (Je n'ai pas de. . .)
- * complex sentences using connecting words (e.g., parce que, car, donc, en effet)

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Native Lang.

GRADE 8 - NATIVE LANGUAGE

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

Needs Improvement Satisfactory Good Excellent

Grade 8: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 8, student will:

- + communicate in various contexts and for a variety of purposes;
- + demonstrate an understanding of ideas conveyed in various oral texts;
- + discuss language structures and their functions;
- + read for a variety of purposes in the writing system used in the program, including information and enjoyment;
- + write in a variety of forms and for a variety of purposes using the writing system used in the program;
- + use correctly the grammar and vocabulary elements specified for this grade;
- + use information technology to communicate in the Native language;
- + demonstrate a variety of research skills;
- + demonstrate knowledge and understanding of various aspects of the Native culture under study.¹¹

Specific Expectations

Oral Communication

By the end of Grade 8, students will:

- + express ideas, feelings, and opinions in conversations;
- + use compound and complex sentences in conversations and discussions (e.g., If it rains, I will sleep; If it rains, I will take the clothes off the clothesline so they won't get wet)
- + demonstrate an understanding of oral language in a variety of situations (e.g., by following detailed instructions, by summarizing information given in audio and video presentations);
- + demonstrate an understanding of a variety of language structures, including contractions, used by Native speakers;
- + participate in a variety of oral language activities appropriate for the grade (e.g., describe personal experiences, play games using the language);
- + give oral presentations on aspects of the Native culture studied, using information gathered through research (e.g., give a talk on Native values and traditions based on interviews with speakers of the Native language in the community).

Reading

By the end of Grade 8, students will:

- + read a variety of written texts (e.g., works by Native authors, Native legends, articles dealing with Native values);
- + demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas and supporting details in short stories and information materials);
- + participate in a variety of reading activities appropriate for the grade (e.g., identify specific language structures in texts and discuss their uses, summarize detailed written instructions such as those given in a recipe);
- + read independently using various reading strategies (e.g., draw on personal experience, use verbal cues, analyse context) to determine meaning;
- + read their own work aloud, as well as the work of their peers, using proper pronunciation;
- + use various sources to locate reading materials in the Native language.

Writing

By the end of Grade 8, students will:

- + write for a variety of purposes using different forms (e.g., write a letter to communicate thoughts and feelings; write a composition to describe a personal experience; write a radio or television news report to present an analysis of an issue related to Native youth; write a story to illustrate how Native people view the relationship between humans and the land);
- + use all the steps of the writing process to produce a polished piece of writing;
- + use correctly the language structures and vocabulary specified for this grade;
- + use information technology to communicate in the Native language with other students;
- + use information technology to enhance their writing (e.g., create visual material for a presentation on a topic related to the Native culture under study);
- + use correct spelling in their writing, drawing on a variety of resources (e.g., personal lexicon, classroom-displayed vocabulary lists, electronic dictionaries, spell-check feature of software programs);
- + demonstrate knowledge and understanding of various aspects of the Native culture studied in their writing.

Grammar, Language Conventions, and Vocabulary

Grade 8 Ontario Curriculum Tracking Template – Grade 8 Native Lang.

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts. Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns

- + proximate and obviative forms of personal pronouns (third-person singular and plural) - Algonquian
- + various locative constructions (e.g., I left her behind, he works somewhere else)
- + possessive form of independent nouns

verbs

- + various kinds of conjunct verbs -Algonquian (e.g., verbs in interrogative sentences, content questions, complex sentences, conditional clauses)
- + active and passive voice
- + imperative inflections

Interrogative Constructions

- + language structures used to form questions (e.g., How did it happen? When did it happen? Where did it happen? Why did it happen? What happened?)

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particles

- + interrogative and locative particles
- + use of particles as adverbs - to express time, manner, degree, and quantity (e.g., early in the morning; very, really; some, few)
- + use of particles as conjunctions - to join together sentences, clauses, phrases, or words (e.g., I'll see him if he comes; Her coat and hat were found but not her shoes)

syntax

- + **obviative constructions with nouns and pronouns - Algonquian (e.g., John saw Fred as he [John] was walking on the road)**

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Vocabulary

- + words associated with outdoor and leisure activities, current events

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Spelling

- + correct spelling of words and phrases studied
- + use of sounds and their related spelling patterns in the language studied
- + use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs)
