

British Columbia Curriculum Correlations

ACTIVITY 1

	Grade 6	Grade 7	Grade 8
Social Studies	<p>A1: Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p>	<p>A1: Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p> <p>A2: Use various types of graphs, tables, timelines, and maps to obtain or communicate information</p>	<p>Identify and clarify a problem, an issue, or an inquiry</p>
Language Arts	<p><u>Oral Language</u> <i>Purposes</i> A1 Use speaking and listening to interact with others for the purposes of – discussing and comparing ideas and opinions (e.g., debating) – improving and deepening comprehension</p> <p>A2 Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by – explaining and effectively supporting a viewpoint</p> <p><i>Thinking</i> A9 Use speaking and listening to improve and extend thinking, by – analysing and evaluating ideas</p>	<p><u>Oral Language</u> <i>Purposes</i> A1 Use speaking and listening to interact with others for the purposes of – discussing and analysing ideas and opinions (e.g., debating) – improving and deepening comprehension</p> <p>A2 Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by – explaining and effectively supporting viewpoints</p> <p><i>Thinking</i> A9 Use speaking and listening to improve and extend thinking, by – analysing and evaluating ideas</p>	<p><u>Communicate Ideas and Information</u> <i>Presenting and Valuing</i> Create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations</p>

	<p><u>Writing and Representing</u> <i>Purposes</i> C1 Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring – clearly developed ideas by using effective supporting details, explanations, comparisons, and insights</p> <p><i>Thinking</i> C8 Use writing and representing to express personal responses and relevant opinions about experiences and texts</p>	<p><u>Writing and Representing</u> <i>Purposes</i> C1 Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring – clearly developed ideas by using effective supporting details, explanations, analysis, and insights</p> <p><i>Thinking</i> C8 Use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts</p>	
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British Columbia Curriculum Correlations

ACTIVITY 2

	Grade 6	Grade 7	Grade 8
Social Studies	<p>Skills and Processes of Social Studies</p> <p>A1 Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p> <p>A3 Evaluate the credibility and reliability of selected sources</p>	<p>Skills and Processes of Social Studies</p> <p>A1 Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p> <p>A5 Defend a position on a contemporary or historical issue</p>	<p>Applications of Social Studies</p> <p>Plan, revise, and deliver written and oral presentations</p>
Language Arts	<p><u>Oral Language</u></p> <p><i>Purposes</i></p> <p>A1 Use speaking and listening to interact with others for the purposes of – discussing and comparing ideas and opinions (e.g., debating) – improving and deepening comprehension</p> <p>A3 Listen purposefully to understand and analyse ideas and information, by – making inferences and drawing conclusions – analysing</p> <p><i>Strategies</i></p> <p>A6 Select and use strategies when listening to make and clarify meaning,</p>	<p><u>Oral Language</u></p> <p><i>Purposes</i></p> <p>A1 Use speaking and listening to interact with others for the purposes of – discussing and analysing ideas and opinions (e.g., debating) – improving and deepening comprehension</p> <p>A3 Listen critically to understand and analyse ideas and information, by – making inferences and drawing conclusions – interpreting the speaker’s verbal and nonverbal messages,</p>	<p><u>Comprehend and Respond</u></p> <p><i>Comprehension</i></p> <p>Locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks</p> <p>Organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms</p> <p><i>Critical Analysis</i></p> <p>Identify and discuss the advantages and limitations of a variety of media and explain their effects on people’s behaviour</p>

<p>including</p> <ul style="list-style-type: none"> – focussing on the speaker – listening for specifics – drawing inferences and conclusions – distinguishing between fact and fiction <p>Thinking</p> <p>A9 Use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> – analysing and evaluating ideas <p><u>Reading and Viewing</u></p> <p>Strategies</p> <p>B7 Select and use strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> – making inferences and drawing conclusions – reflecting and responding – using ‘text features’ to locate information – using graphic organizers to record information – summarizing and synthesizing <p>Thinking</p> <p>B8 Respond to selections they read or view, by</p> <ul style="list-style-type: none"> – expressing opinions and making judgments supported by explanations and evidence – explaining connections (text-to-self, text-to-text, and text-to-world) <p>Features</p> <p>B11 Explain how structures and features of text work to develop meaning, including</p> <ul style="list-style-type: none"> – form, function, and genre of text (e.g., brochure about smoking to 	<p>purposes, and perspectives</p> <ul style="list-style-type: none"> – analysing and evaluating <p>Strategies</p> <p>A6 Select and use various strategies when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> – focussing on the speaker – listening for specifics – drawing inferences and conclusions – distinguishing between fact and opinion <p>Thinking A9 Use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> – analysing and evaluating ideas <p><u>Reading and Viewing</u></p> <p>Strategies</p> <p>B7 Select and use various strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> – making inferences and drawing conclusions – reflecting and responding – using ‘text features’ to locate information – using graphic organizers to record information – summarizing and synthesizing <p>Thinking</p> <p>B8 Respond to selections they read or view, by</p> <ul style="list-style-type: none"> – expressing opinions and 	<p>Analyse stereotypes and other distortions of reality in music videos, song lyrics, primetime TV serials, and other aspects of popular culture</p> <p>Identify bias and false reasoning in communications as these relate to their contexts</p> <p><u>Communicate Ideas and Information</u></p> <p>Composing and Creating</p> <p>Compose or create works of communication for specific audiences and purposes, including to entertain, persuade, or inform</p> <p>Organize and structure information in a variety of literary, expository, persuasive, and other forms</p> <p><u>Self and Society</u></p> <p>Building Community</p> <p>Use language to demonstrate that they respect and value diversity</p>
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	<p>inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)</p>	<p>making judgments supported by reasons, explanations, and evidence – explaining connections (text-to-self, text-to-text, and text-to-world)</p> <p>Features B11 Explain how structures and features of text work to develop meaning, including – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, pull-quotes) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)</p>	
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British Columbia Curriculum Correlations

ACTIVITY 3

	Grade 6	Grade 7	Grade 8
Social Studies	<p>Skills and Processes of Social Studies A1 Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p>	<p>Skills and Processes of Social Studies A1 Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p>	
Language Arts	<p><u>Oral Language Purposes</u> A1 Use speaking and listening to interact with others for the purposes of – discussing and comparing ideas and opinions (e.g., debating) – improving and deepening comprehension</p> <p>A2 Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by – using prior knowledge and/or other sources of evidence – staying on topic in focussed discussions – presenting in a clear, focussed, organized, and effective manner</p> <p><u>Strategies</u> A4 Select and use strategies when</p>	<p><u>Oral Language Purposes</u> A1 Use speaking and listening to interact with others for the purposes of – discussing and analysing ideas and opinions (e.g., debating) – improving and deepening comprehension</p> <p>A2 Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by – using prior knowledge and/or other sources of evidence – staying on topic in focused discussions – presenting in a clear, focussed, organized, and effective manner – explaining and effectively</p>	<p><u>Comprehend and Respond</u> <i>Comprehension</i> Locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks</p> <p>Organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms</p> <p><i>Engagement and Personal Response</i> Identify and explain connections between new ideas and information and their previous beliefs, values, and experiences</p> <p><u>Communicate Ideas and Information</u> <i>Composing and Creating</i></p>

	<p>interacting with others, including</p> <ul style="list-style-type: none"> – accessing prior knowledge – making and sharing connections – paraphrasing to clarify meaning <p>A5 Select and use strategies when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> – setting a purpose – accessing prior knowledge – making and sharing connections – organizing information <p>Thinking</p> <p>A8 Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts</p> <p>A9 Use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> – acquiring new ideas – developing explanations – summarizing and synthesizing <p><u>Reading and Viewing</u></p> <p>Purposes</p> <p>B2 Read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including</p> <ul style="list-style-type: none"> – textbooks and other instructional materials – appropriate web sites <p>Strategies</p> <p>B6 Select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> – making connections 	<p>supporting viewpoints</p> <p>Strategies</p> <p>A4 Select and use various strategies when interacting with others, including</p> <ul style="list-style-type: none"> – accessing prior knowledge – making and sharing connections – paraphrasing to clarify meaning <p>A5 Select and use various strategies when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> – setting a purpose – accessing prior knowledge – making and sharing connections – organizing information <p>Thinking</p> <p>A8 Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts</p> <p>A9 Use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> – acquiring new ideas – analysing and evaluating ideas – developing explanations – summarizing and synthesizing <p><u>Reading and Viewing</u></p> <p>Purposes</p> <p>B2 Read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including</p> <ul style="list-style-type: none"> – textbooks and other instructional materials – appropriate web sites 	<p>Compose or create works of communication for specific audiences and purposes, including to entertain, persuade, or inform</p>
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	<ul style="list-style-type: none"> – asking and answering questions – making inferences and drawing conclusions – using ‘text features’ – summarizing and synthesizing <p>B7 Select and use strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> – making inferences and drawing conclusions – reflecting and responding – using ‘text features’ to locate information – using graphic organizers to record information – summarizing and synthesizing <p><i>Thinking</i></p> <p>B8 Respond to selections they read or view, by</p> <ul style="list-style-type: none"> – expressing opinions and making judgments supported by explanations and evidence – explaining connections (text-to-self, text-to-text, and text-to-world) <p><u>Writing and Representing</u></p> <p><i>Purposes</i></p> <p>C1 Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> – an organization that is meaningful, logical, and effective, and showcases a central idea or theme <p><u>Reading and Viewing</u></p> <p><i>Features</i></p>	<p><i>Strategies</i></p> <p>B6 Select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> – making connections – asking and answering questions – making inferences and drawing conclusions – using ‘text features’ – summarizing and synthesizing <p>B7 Select and use various strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> – making inferences and drawing conclusions – reflecting and responding – using ‘text features’ to locate information – using graphic organizers to record information – summarizing and synthesizing <p><i>Thinking</i></p> <p>B8 Respond to selections they read or view, by</p> <ul style="list-style-type: none"> – expressing opinions and making judgments supported by reasons, explanations, and evidence – explaining connections (text-to-self, text-to-text, and text-to-world) <p><i>Features</i></p> <p>B11 Explain how structures and features of text work to develop meaning, including</p> <ul style="list-style-type: none"> – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) 	
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	<p>B11 Explain how structures and features of text work to develop meaning, including</p> <ul style="list-style-type: none"> – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) <p><u>Writing and Representing</u></p> <p><i>Strategies</i></p> <p>C5 Select and use strategies before writing and representing, including</p> <ul style="list-style-type: none"> – identifying an audience, genre, and form <p><i>Thinking</i></p> <p>C8 Use writing and representing to express personal responses and relevant opinions about experiences and texts</p>	<ul style="list-style-type: none"> – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, pull-quotes) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) <p><u>Writing and Representing</u></p> <p><i>Purposes</i></p> <p>C1 Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> – clearly developed ideas by using effective supporting details, explanations, analysis, and insights – an organization that is meaningful, logical, and effective, and showcases a central idea or theme <p><i>Strategies</i></p> <p>C5 Select and use various strategies before writing and representing, including</p> <ul style="list-style-type: none"> – identifying an audience, genre, and form <p><i>Thinking</i></p> <p>C8 Use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts</p>	
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