**New Curriculum Big Ideas  
Reference Document for Teacher Planning and Communicating Student Learning**

The following compilation is from the first draft of the new curriculum. It is a living document and as the Ministry of Education adds to the document this resource will be updated in the portal. Please contact [kdawson@sd71.bc.ca](mailto:kdawson@sd71.bc.ca) if you notice that this reference document has not been undated.

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| **Grade 8** | |
| **Big Idea** | **Pop Out** |
| **Language Arts** | |
| Language and text can be a source of creativity and joy. | (text) Oral, written, visual, or digital communication   * Oral texts include speeches, poems, plays, and oral stories * Written texts include novels, articles, and short stories * Visual texts include posters, photographs, and other images * Digital texts include electronic forms of all the above * Oral, written and visual elements can be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements). |
| Exploring text and story helps us understand ourselves and make connections to others and to the world. | (story) Narrative texts that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories, can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. |
| Developing our understanding of how language works allows us to use it purposefully. |  |
| Purpose, audience, and context guide the author’s choices in the construction of text. |  |
| Language can shape ideas and influence others. |  |
| People understand texts differently depending on their worldviews and perspectives. |  |
| Texts are socially, culturally, and historically constructed |  |
| **Mathematics** | |
| Numbers can be represented in many forms and reflect different relationships. |  |  |
| Numeracy helps us to see patterns, communicate ideas, and solve problems. |  |
| Patterns allow us to see relationships and develop generalizations. |  |
| Geometry and measurement empower us to make meaning of the world. |  |
| We can apply mathematics to inquiry questions and use it to communicate information and data. |  |
| Data enable us to draw conclusions and make predictions in an unstable world. |  |
| **Science** | |
| Cells are a basic unit of life. | Questions to support inquiry with students:   * What is cell theory? * What the relationships among cell theory and the nature of and diversity of life? |
| The kinetic molecular theory and the theory of the atom explain the behaviour of matter. | Questions to support inquiry with students:   * How does the kinetic molecular theory work? What are its applications? * What is the relationship between the atomic molecular theory and kinetic molecular theory? |
| Energy can be transferred as both a particle and a wave. | Questions to support inquiry with students:   * What are the effects of electromagnetic energy behaving like both a particle and a wave? * What are the properties and behaviours of light? * How do you sense light? |
| The theory of plate tectonics is the unifying theory that explains Earth’s geological processes. | Questions to support inquiry with students:   * How does the movement of Earth’s Techtronic plates cause observable changes and effects? * How does Techtronic plate movement affect you locally? |
| **Social Studies** | |
| Contacts and conflicts between peoples stimulated significant cultural, social, political change. |  |
| Human and environmental factors shape changes in population and living standards. |  |
| Exploration, expansion, and colonization had varying consequences for different groups. |  |
| Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. |  |
| **Career Education** | |
| Main focus is on Exploration and Experience.  Understanding deepens through Exploration and Experience of:   * Self-advocacy * Education and career options * Identification and evaluation of resources * Leadership development * Social justice * Presentation skills * Second capstone project |  |
| **Physical and Health Education** | |
| Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. |  |
| Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. |  |
| Healthy choices influence our physical, emotional, and mental well-being. |  |
| Healthy relationships can help us lead rewarding and fulfilling lives. |  |
| Advocating for the health and well-being of others connects us to our community. |  |
| **Arts Education** | |
| Creative growth requires patience, readiness to take risks, and willingness to try new approaches. |  |
| Individual and collective expression can be achieved through the arts. | (arts) Includes but is not limited to the four disciplines of dance, drama, music, and visual arts. |
| Dance, drama, music, and visual arts are each unique languages for creating and communicating. | (communicating) Art itself is a form of communication. |
| Artists often challenge the status quo and open us to new perspectives and experiences. | (Artists) People who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also means the student themselves.  (challenge the status quo) Includes questioning established ideas, exploring historical perspectives and social change, and preserving enduring values. |
| **Core French** | |
| Listening and viewing with intent deepens our understanding of French. |  |
| I am capable of expressing myself and making myself understood in French. |  |
| Meaning can be conveyed in multiple ways in French. |  |
| Stories allow us to understand and communicate ideas in a meaningful way. |  |
| Acquiring a new language allows us to see the world from a new perspective. |  |
| Learning about other cultural communities allows us to better understand our own cultural community. |  |