Grade 8 – Language

A. Literacy Connections and Applications

Throughout Grade 8, in connection with the learning in strands B to D, students will:



	Curriculum Expectations – Overall Expectations	Pages
A1	Transferable Skills	1, 63, 106 – 6, 120 135, 64 –, 210 -
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	127 – 130, 136 – 137, 175 – 176, 207 – 209, 234 – 236, 246 – 250, 252 - 254
A3	Applications, Connections, and Contributions Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	240 - 245

Preview of 140 pages from this product that contains 341 pages total.

Grade 8 – Language

D1. Developing Ideas and Organizing Content



	Curriculum Expectations – Specific Expectations	Pages
D1.1	Purpose and Audience identify the topic, purpose, and audience for various texts they plan to create; choose a text form, genre, and medium to suit the purpose and audience, and justify their choices	11 – 12, 17 – 18, 57 – 62, 69 – 72, 74 – 75, 226, 240 - 241
D1.2	Developing Ideas generate and develop ideas and details about challenging topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences	13 – 16, 23 – 24, 34 – 36, 42 – 43, 47 – 51, 53 – 54, 74 – 75, 81 – 87, 95 – 96, 102 – 103, 127 – 128, 134 – 135, 152 – 153, 167 – 168, 179 – 182, 188 – 189, 202 – 202, 207 - 209
D1.3	Research gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and cite the sources of all content created by others	117 – 119, 128 – 130, 139 – 142, 162 – 166, 175 – 176, 192 – 194, 242 – 250, 252 – 256
D1.4	Organizing Content classify and sequence ideas and collected information, selecting effective strategies and tools, and identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives	27 – 40, 47 – 55, 57 – 59, 64 – 66, 79 – 80, 88 – 89, 93 – 98, 101, 111 – 112, 143 – 151, 154 – 161, 187, 196 – 202, 214 – 218, 220 – 225, 229, 238 - 239
D1.5	Reflecting on Learning evaluate the strategies and tools used to develop ideas and organize content for texts of the chosen forms, genres, and media, explain which were most helpful, and suggest steps for future improvement as a text creator	26, 41, 46, 63, 73, 78, 101, 131 – 133, 171 – 174, 177 – 178, 186, 190 – 191, 195, 213, 227 – 228, 237, 251 – 255, 258

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Grade 8 – Language

D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	Producing Drafts draft complex texts of various forms and genres, including narrative, persuasive, expository, and informational texts, citing sources, and use a variety of appropriate media, tools, and strategies to transform information and communicate ideas	24, 55 – 56, 64, 74 – 75, 88 – 92, 102, 179 – 182, 192 – 194, 205 – 206, 230, 233, 255
D2.2	Printing, Handwriting, and Word Processing write in cursive fluently, with a personal style, and apply advanced word-processing skills to improve the accuracy and effect of texts	42 – 43, 71 – 72, 123, 125 – 126, 205 – 206, 218 – 225, 231, 260 – 273
D2.3	Voice establish an identifiable voice in their texts, modifying language and style to suit the text's form, genre, audience, and purpose, and express their thoughts, feelings, and opinions about the topic clearly	19 – 56, 60 – 62, 69 – 72, 231 – 232
D2.4	Point of View and Perspective explain the explicit and implicit points of view, perspectives, and bias conveyed in their texts, evaluate how various audiences might respond, and suggest ways to acknowledge other perspectives	113 – 126
D2.5	Revision make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete, revise, and reorganize sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback	25, 106 – 107, 203 – 204, 210 – 212
D2.6	Editing and Proofreading edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers	43, 65 – 66, 75, 104, 169 – 170, 203 – 206, 210 – 212

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Grade 8 – Language

D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	Producing Final Texts produce final texts using appropriate techniques and tools, including digital design and production tools, to achieve the intended effect	45, 55 – 56, 67, 77, 108 – 109, 183 - 184
D3.2	Publishing and Presenting Texts publish and present texts they have created, using various media and tools, and evaluate how their choices helped them communicate their intended message	128 – 130, 136 – 137, 175 – 176, 207 – 209, 219, 234 - 236
D3.3	Reflecting on Learning evaluate the strategies and tools they found helpful when publishing and presenting texts, reflect on what they learned at each stage of the creative process, analyze how their texts address various topics, and suggest steps for future improvement as a text creator	17 – 18, 26, 46, 78, 110, 131 – 133, 186, 195, 213, 237, 258



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Name: _____ 11

Curriculum Connection
D1.1

Understanding Text Forms

Defining Text Forms

Text forms are the different structures and styles used in writing. Each form serves a unique purpose and follows specific conventions. Understanding these forms is essential for effective communication and comprehension.



Common Text Forms

Let's explore some key text forms:

- Narrative: A story with characters, a setting, and a plot. Examples include novels, short stories.
- Expository: Provides information or explanations about a topic, like in textbooks.
- Descriptive: Uses detailed descriptions to create a picture in the reader's mind.
- Persuasive: Aims to convince the reader of a particular point of view.
- Biography: A detailed description of a person's life, including their experiences and achievements.
- Book Review: A critical analysis of a book, discussing its content, style, and impact.
- Comic Strips: Combines images and text in sequence to tell a story or present information humorously.
- Letter Writing: A form of communication between individuals, often personalized and formal.
- Lists: Organizes information in a simple, easy-to-follow format.
- Instructions: Provides step-by-step guidance on how to perform a task.
- Argumentative: Presents a balanced view of a topic, highlighting different perspectives.
- Poetry: Expresses ideas and emotions through rhythm, rhyme, and language.
- Journal: A personal record of thoughts, feelings, and experiences.
- Report: A structured presentation of information on a specific topic.
- Diary: Similar to a journal but usually more private and personal.

PREVIEW

Why Text Forms Matter

Understanding text forms is crucial for several reasons:

- Enhanced Reading Skills: Recognizing the form helps in understanding the writer's purpose and the text's structure.
- Improved Writing Ability: Knowing various forms aids in choosing the most effective way to convey a message.
- Academic and Professional Success: Different contexts require different text forms, so understanding them is key for success in both school and work.
- Better Communication: Each form has its conventions; understanding them helps in clearer and more effective communication.

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Name: _____ 12

Curriculum Connection
D1.1

Matching

Label each text form with its description

	Narrative	A) Organizes information in a simple, easy-to-follow format.
	Expository	B) Offers facts and information about a specific topic.
	Descriptive	C) Combines images and text in a sequence, often humorous.
	Persuasive Writing	D) Aims to convince the reader of a particular viewpoint.
	Biography	E) A structured, factual presentation on a specific topic.
	Book Review	F) Critically evaluates and analyzes a book.
	Comic	G) Provides step-by-step guidance to perform a task.
	[illegible]	H) Tells a story with characters, a setting, and a plot.
	[illegible]	I) Uses rhythm, rhyme, and emotion to convey ideas.
	Instructional	J) Uses detailed imagery to portray a person, place, or thing.
	Argumentative	K) A factual account of a person's life and achievements.
	Poetry	L) Personal or formal communication between individuals.
	Journal	M) Presents a balanced view on a topic, showing different sides.
	Report	N) A private personal record of daily thoughts and feelings.

PREVIEW

Questions

Answer the questions below.

1) What is the main purpose of biographies?

2) Which text forms are your favourite to read and write? Explain your answer.

3) Why is it helpful to know the different text forms before writing something?

Name: _____ 14

Curriculum Connection
D1.2

Idea Development Strategies

Practice | Practice the different strategies below.

1) **Brainstorm**: Write all your thoughts down about your favourite hobby. Include all the reasons why it is your favourite hobby.



2) **Graphic Organizer:** Fill in the graphic organizer about your favourite video game.

a) What's the title of your favourite video game?	
b) Can you describe your favourite character in the game?	
c) What is the most challenging level or part in the game, and how did you overcome it?	
d) What is the best strategy you've learned from playing this game?	
e) How does playing this game make you feel?	

f) If you could change one thing about the game, what would it be?

PREVIEW

Name: _____ 15

Curriculum Connection
D1.2

Idea Development Strategies

Practice | Practice the different strategies below.

3) **Asking Questions**: Imagine your class has to create a group science project to present at the school science fair. What questions should you ask to ensure your project is interesting, educational, and stands out from the rest?

1	*W[illegible] the main theme or topic of our science project?*
2	
3	
4	
5	
6	

4) **Talk To Others**: Discuss with a friend [illegible]k or m[illegible]od [illegible] recently watched/read. Share your favourite parts and ideas for an alter[illegible]nding [illegible]uel to the story. Write down your thoughts and suggestions for the bo[illegible]vie.

1	
2	
3	
4	
5	
6	
7	
8	

PREVIEW

Name: _____ 16

Curriculum Connection
D1.5, D3.3

Activity: Power of Planning

Objective — What are we learning more about?

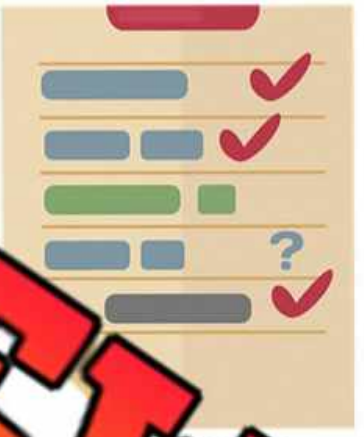
To learn the effectiveness of using planning as an idea development strategy by comparing writings based on a random thought process and those developed with the help of a mind map.

Instructi — …ow do we complete the activity?

Part 1: Writi… …tan…
Subject: The Be… …Ever

Instructions:

1. Students are given 8 min… …s to… …out their best day without using an… …or strategies.
2. Prompt students to write continuously, t… … their ideas flow for the entire 8 minutes.
3. Collect the writing pieces and set them aside for later.



PREVIEW

Part 2: Writing With Brainstorming
Subject: If You Gain Superpowers For A Day

Instructions:

1. Give students 2 minutes to create a mind map about what they would do if they gained superpowers for a day. Encourage them to use words, symbols, or drawings. They can branch off main ideas with smaller details.
2. After creating the mind map, students are given another 6 minutes to now write about what they would do if they got superpowers for a day. They will use their mind map as a guide.

Name: _____ 17

Curriculum Connection
D1.5, D3.3

Activity: Power of Planning

Part 1 Write for 8 minutes about what your best day ever would look like?



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Name: _____ 18

Curriculum Connection
D1.5, D3.3

Part 2 Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – If you gain superpowers for a day. What powers do you have? Brainstorm your superhero adventures and responsibilities, then write for 6 minutes about your day's experiences.

If You Gain Superpowers For A Day

PREVIEW

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Name: _____ 19

Curriculum Connection
D2.3

Personal Voice in Writing

Understanding Personal Voice in Writing



Personal voice in writing is like your unique fingerprint on your work. It's the special way you express your thoughts and feelings in words. When you read something written with a strong personal voice, it's as if the write[illegible] speaking directly to you. Developing a personal voice means fin[illegible] own style and tone that makes your writing distinct.

Step[illegible] Yo[illegible]nal Voice

Developing your [illegible]ce [illegible]t something that happens overnight. It's a journey of self-discovery a[illegible]ce. He[illegible]e steps to help you on your way:

- Read Widely: Rea[illegible] poses you to different writing styles. Notice how each author has a [illegible]y of [illegible]rds together. What do you like about their style? What don't you li[illegible]
- Write Regularly: Practice is key. Wr[illegible] often a[illegible]en if it's just a journal entry or a short story. The more you write, t[illegible]e you[illegible] see patterns in your writing that reflect your personality.
- Experiment with Different Styles: Don't be afraid to t[illegible]ings[illegible]r writing. Experiment with different tones, sentence structures, and [illegible]ord [illegible]e feels right and what feels awkward.
- Seek Feedback: Sharing your writing with others and getting their opi[illegible]ns can be very helpful. Sometimes, others can see aspects of your writing that you may not notice.

Voice vs. Formal Writing Rules

Understanding the balance between your personal voice and formal writing rules is important. In school, you'll often have to follow specific writing rules and formats. This doesn't mean you have to lose your personal voice. Even in formal writing, your choice of words, the rhythm of your sentences, and the way you structure your ideas can all reflect your personal style.

PREVIEW

Name: _____ 20

Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Developing a personal voice happens instantly, not gradually.	True	False
2) Experimenting with different styles is beneficial for finding your voice.	True	False
3) Seeking feedback on your writing can help develop your personal voice.	True	False
4) You can't use your personal voice in school assignments.	True	False
5) Writing regularly does not impact your personal writing voice.	True	False

Practice

e one of the writing prompts below. Then write about that prompt
ifferent voices/perspectives. Lastly, read them to a friend
hem which voice you're using and see if they can guess.

Favourite	rite Animal	Favourite Holiday Destination

Gr nt

Alien

Scientist

PREVIEW

Name: _____ 21

Curriculum Connection
D2.3

Activity: Voice in Song

Objective What are we learning more about?

To help students understand and recognize the voice in music, including the emotions conveyed, the perspective from which it is sung, and who the character[s] in the song might be.



Instru[ctions] H[ow] we complete the activity?

1) Choose a [song] by s[inging] a song you love. It can be from any genre or time period.

2) Listen Carefully: Lis[ten] to the song a[t least] twice. The first time, just enjoy it. The second time, pay close[r] attention to [the] lyrics and the way the singer expresses them.

3) Identify Emotions: On the back of t[his] page, lis[t] emo[tions] you can pick up from the song. Is the singer happy, sad, angry, or b[e] ful? M[aybe] they're feeling a mix of emotions? Jot down as many as you can id[entify].

4) Determine Perspective: Think about who is "speak[ing]" or "singing" the song.
   - First Person: Is the song being sung from the si[nger's] per[spective]? ("I", "me", "my", "we", "us", "our", "mine", "ours", "myself", "ourselves", "I'm", "I've", "I'll", "I'd", "I'm", "I've", "I'll", "I'd", "I'm", "I've", "I'll", "I'd

Name: _____ 22

Curriculum Connection
D2.3

Activity: Voice in Song

Instructions Answer the questions below.

1) What emotions are you hearing in the song? Is the artist upset, excited, angry, etc. Write the emotion and then explain how you know.

2) What perspective is the song written in? First person, second, or third person.

3) Describe who you think wrote the song based on the lyrics. Use the table below.

Age	
Interests – Hobbies, Activities	
Beliefs/Values – What Is Important To Them?	
Personality – Adventurous, Shy, Rebellious, Etc.	

4) **Synthesize** the information you have come up with. Describe the author of the song's voice by putting everything you learned together in a paragraph.

PREVIEW

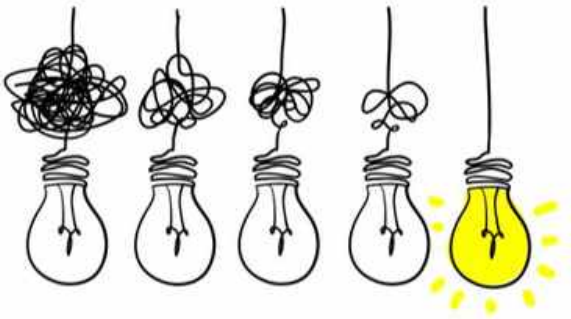
Name: _____ 27

Curriculum Connection
D1.4

Exploring the Structure of Paragraphs

Paragraphs: Building Blocks of Essays

A paragraph is a unit of writing that consists of one or more sentences focusing on a single idea or topic. Understanding the structure of paragraphs is essential for creating clear and effective writing.



Key Components of a Paragraph

Every well-structured paragraph contains three main parts:

- Topic Sentence: The first sentence that introduces the main idea of the paragraph. It should be clear and specific to guide the reader on what the paragraph will be about.
- Supporting Details: These sentences follow the topic sentence. They provide evidence, examples, facts, or information that support the main idea. These could include facts and statistics, examples, quotations from experts, and personal experiences.
- Concluding Sentence: This sentence wraps up the paragraph by summarizing the main idea or making a final statement. It should not introduce new information but should clearly link back to the topic sentence, often reinforcing the main idea.

PREVIEW

Crafting a Coherent Paragraph

For a paragraph to be effective, it must be coherent. This means that all the sentences should work together smoothly. Transitions such as 'for instance', 'in addition', 'however', and 'therefore' can help the reader understand how your ideas connect. The order of the supporting details is also important. They should be organized logically or in order of importance to build a strong argument or description.

Remember, a good paragraph is like a mini-essay itself. It has a clear beginning, middle, and end that communicate a single, focused idea. By mastering paragraph structure, you can create writing that is powerful and persuasive.

Name: _____ 28

Curriculum Connection
D1.4

Topic Sentence

Read the paragraphs below and then write a topic sentence for each one.
Tip: the conclusion sentence will help guide you!

Topic Sentence	

It allows us to live countless lives and experience diverse emotions without ever leaving our homes. By turning pages, we can embark on grand adventures or unravel mysteries. In conclusion, fiction enriches our minds and stirs our imaginations like nothing else can.

Topic Sen	

It pr[illegible]ssary for growth and learning. Choosing fruits, vegetables, and who[illegible]grains[illegible]od can boost brain function and energy levels. Ultimately, making smart[illegible]now[illegible]he foundation for lifelong health and well-being.

Topic Sentence	

It offers interactive and person[illegible]lea[illegible]es that were once impossible. With digital tools, information is more a[illegible], and[illegible]boration is easier. Therefore, technology is not just a tool for entertai[illegible]t; it's a[illegible]rt of our educational journey.

PREVIEW

Hooks

Rewrite the topic sentences below but in[illegible]inter[illegible]so they hook the reader.

Boring Version	Learning another language can be beneficial.
Your Version	

Boring Version	People are making progress in space technology.
Your Version	

Boring Version	Video games have changed a lot since they were first made.
Your Version	

Name: _____ 29

Curriculum Connection
D1.4

Writing Hooks – Improving Topic Sentences

Asking a Question: Begin with a question to make your readers curious.
Example: "What if you could talk to animals?"



Use an Exclamation: Start with something exciting to grab your reader's attention.
Example: "Watch out! Volcanoes are nature's explosive giants!"

Making a B[illegible]d Statement: By opening with a bold statement, you lay down a strong foundatio[illegible]ur readers.
Example[illegible]nts are the largest land animals on Earth."

Addi[illegible]stin[illegible] Tell an interesting fact to engage your readers.
Exam[illegible] A singl[illegible]rovide a day's oxygen for up to four people."

Hooks Rew[illegible]topic[illegible]below using the different strategies.

Original Version	The hu[illegible]r[illegible] can [illegible]e information than the largest library.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	The Amazon Rainforest is often called the Earth's lungs.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

PREVIEW

Name: _____ 30

Curriculum Connection
A1, D1.4

Quality Topic Sentences

Think Circle which topic sentence you think is best.

1) It controls thoughts, memories, and emotions, coordinating movements and bodily functions. Its network of neurons and synapses is vast, allowing us to process large amounts of information rapidly. Indeed, the brain's capabilities are what make each person unique.

a) The hu[illegible]ain is more complex than the most advanced computer.

b) The h[illegible] i[illegible]part of the body's nervous system.

c) P[illegible] think things.

2) Unlike foss[illegible], [illegible] prod[illegible]ergy without harmful emissions, combatting climate change. As techn[illegible]nprov[illegible]le energy becomes more accessible, promising a cleaner future. Har[illegible]ing [illegible]wer sources is vital for our planet's health.

a) Wind and solar are type[illegible]vabl[illegible]

b) Renewable energy sources li[illegible] wind[illegible] [illegible] are changing how we generate electricity.

c) Renewable energy is different from coal and oil[illegible]

3) From landing on the moon to rovers on Mars, ea[illegible] [illegible]oade[illegible] knowledge of the universe. The pursuit of understanding space unites [illegible]loba[illegible]onder and discovery. Space exploration represents humanity's bound[illegible]rio[illegible]

a) Space exploration allows us to reach beyond Earth's atmospher[illegible] cosmos' secrets.

b) Space is very big and has many planets and stars.

c) Astronauts go to space to learn new things.

4) The pyramids, especially, showcase the Egyptians' architectural genius and their beliefs in the afterlife. Archeological studies continue to unveil the intricacies of their society, reminding us of the ingenuity of ancient cultures. The legacy of Egypt lives on as a cornerstone of historical wonder.

a) Egypt is a country with a very long history.

b) Ancient Egyptians built pyramids that have lasted for thousands of years.

c) Ancient Egypt's civilization fascinates with its pyramids, hieroglyphics, and pharaohs.

PREVIEW

Name: _____ 32

Curriculum Connection
D1.4

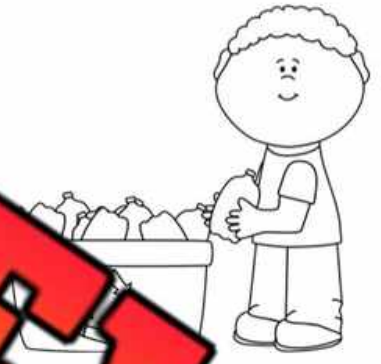
Crafting Perfect Paragraphs

The Foundation of a Paragraph: Topic Sentence

A paragraph is like a journey, and the topic sentence is the starting point. This initial sentence sets the direction, informing the reader about what the paragraph will discuss. It should be clear and focused, establishing the central idea or theme.

Building t Adding Supporting Sentences

After o rk with your topic sentence, it's time to build the body of your paragra with su ntences. These sentences expand on your topic sentence, providing evid e ples, o nations. Here's how you can structure it:



Main Idea 1: Recycling Be Envi

- Recycling reduces the nee new
- It helps save energy used in manuf g new
- Proper recycling can decrease pollution level

Main Idea 2: Regular Reading Improves Language Skil

- Reading expands vocabulary and understanding of gram
- It enhances imagination and creative thinking.
- Consistent reading improves overall comprehension skills.

Wrapping Up: Crafting a Concluding Sentence

Your paragraph should end with a concluding sentence. This sentence wraps up your discussion, echoing the main idea presented in the topic sentence. It should summarize the key points without introducing new information. The concluding sentence serves as a bridge to the next paragraph or as a final statement if it's the end of your piece. Think of it as sealing the paragraph, leaving the reader with a clear understanding of your main point.

PREVIEW

Name: _____ 33

Curriculum Connection
D1.4

Crafting Perfect Paragraphs

Supporting Details | Write 3 supporting details about the topic sentences below.

Topic Sentence	Eating a balanced diet is essential for good health.
1	A balanced diet provides essential nutrients for body growth.
2	It supplies the necessary energy for engaging in daily activities.
3	Consuming a variety of foods prevents many diet-related illnesses.

Topic Sentence	rotates on its axis once every 24 hours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Transportation has changed d tic t 200 years.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Regular exercise improves physical and mental well-being.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

PREVIEW

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Name: _____ 36

Curriculum Connection
D1.2, D1.4

Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Similarly	However	Also	Finally
Next	Likewise	But	In addition	In conclusion
Then	Equally	On the other hand	Furthermore	To sum up
Afterwa	In the same way	Alternatively	Moreover	All in all
Meanwh	As well as	Conversely	Plus	In summary
	with	Nevertheless	Too	In the end

PREVIEW

Think go nsition word for the supporting details.

1) Many students use the to study, _____, others prefer the quiet of their own rooms at ho

2) Science is my favourite subject beca explai w th work. _____, it has the coolest experiments.

3) History class can be fascinating. _____ it ofte us valuable insights into the present by understanding the past.

4) We had planned to go to the beach. _____, the su ain made us change our plans to indoor activities.

5) _____, I wake up to the sound of my alarm clock at 7:00 AM. _____, I head downstairs to enjoy a balanced breakfast, which gives me the energy I need to start the day. _____, I pack my school bag, making sure I have all my books and homework. _____, it's time to catch the bus. _____, I meet my friends on the playground before school begins, where we share stories and plan for the day ahead.

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Name: _____ 37

Curriculum Connection
A1, D1.4

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

In writing, the final statement of a paragraph is known as the conclusion sentence. This sentence plays a pivotal role in summarizing the key points and providing a clear end to the discussion. It should reinforce the main idea presented at the beginning and ensure the reader feels the topic has been adequately covered.



Elements of a Conclusion Sentence

To write an effective conclusion sentence, consider these critical components:

1. Revisiting the Main Idea:

Your conclusion should echo the paragraph's main idea, but with fresh wording.

2. Summarizing Supporting Points:

Quickly revisit the supporting details you've discussed, which could look like this for a paragraph about the importance of teamwork:

- Teamwork encourages effective communication.
- It allows for the sharing of ideas and responsibilities.
- Teamwork also helps to solve complex problems more efficiently.

3. Leaving a Lasting Impression:

Aim to end with a sentence that reinforces your main idea and leaves the reader with something to remember. This could be a thought-provoking statement that connects back to the larger context of your essay's discussion.

Effective Conclusion Techniques

A conclusion sentence should not only summarize but also connect the paragraph's own experience or the wider world. Here are some techniques to achieve this:

- Reference the Bigger Picture: Relate the paragraph back to larger issues or relevant real-world scenarios.
- Call to Action: If appropriate, end with a call to action, encouraging the reader to apply the information or engage further with the topic.
- Reflective Question: Pose a reflective question that relates to the main idea, prompting the reader to think deeply about the subject.

A strong conclusion sentence serves as the keystone, locking the paragraph's structure together and leaving the reader with a complete, polished piece of writing. As you develop your writing skills, giving due attention to the conclusion will ensure your paragraphs stand solid and convey your ideas effectively.

Conclusion Sentences Checklist

- ☑ Revisit the main idea.
- ☑ Summarize key points.
- ☑ Leaving a lasting impression.

PREVIEW

Name: _____ 38

Curriculum Connection
A1, D1.4

True or False

Is the statement true or false?

1) The conclusion sentence is the final statement of a paragraph.	True	False
2) Summarizing key points is not necessary in a conclusion sentence.	True	False
3) Restating the main idea in the conclusion is recommended.	True	False
4) The conclusion sentence should reflect on the content of the paragraph.	True	False
5) A concl sentence should introduce a new supporting detail.	True	False

Thin

ich conclusion sentence you think is best.

1) Dinosaurs i gina bout the prehistoric world. Their massive size and variety astound ossil d provide insights into their existence.

a) Dinosaurs are big re ved a me ago.

b) Dinosaurs come in differe s a ze

c) In essence, dinosaurs are a window i 's va ient history.

2) Books have the magical ability to transport acro e and through time. They introduce us to extraordinary characters an e u b ventures, all within the comfort of our own imaginations.

a) The power of a well-told story can inspire, educate, and e tain invaluable treasures in our lives.

b) Books are found in libraries and bookstores.

c) Some books are hardcover while others are paperback.

3) Cooking is a delightful art that blends taste and creativity. It allows individuals to combine ingredients in endless variations to create dishes that delight the senses. The act of cooking and sharing meals is a cherished ritual that strengthens bonds and cultivates community.

a) Cooking involves heating food to make it edible.

b) Thus, cooking is not just a daily chore but a celebration of culture and connection.

c) Professional chefs cook in restaurants.

PREVIEW

Name: _____ 42

Curriculum Connection
D1.2, D2.2

Assignment - Paragraph Writing

Write Plan your paragraph by brainstorming about your topic below.

Describe your dream vacation destination.	Explain the process of photosynthesis.
Debate the necessity of nightly homework.	Describe the life cycle of a butterfly.
Write about an inspiring person in your life.	Discuss the benefits of learning a foreign language.
Explain ho[illegible]ters change learning.	Describe a traditional family celebration.
Discus[illegible]f the moon landing.	Write about the role of pets in a family.

1) What is your [illegible]

2) Brainstorm a[illegible]that [illegible]mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

PREVIEW

Name: _____ 43

Curriculum Connection
D1.2, D2.2, D2.6

Write Plan your paragraph by brainstorming about your topic below.

5) Write the 3 supporting details you will include in your paragraph.

1	
2	
3	

6) Write your [illegible] of y[illegible]ragraph down. Make sure to use transition words between y[illegible]pport[illegible]ces

PREVIEW

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Edit	Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☑	☒
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses tr ion words appropriately		
Uses ord choices so it isn't boring		
H lusion sentence		
Grammar, tion are correct		
The paragraph and		

PREVIEW

Edit	Edit your first draft by looking at th sess made with your class. If you need extra help, you can us well.

Criteria	
Has a clear topic sentence	
Includes at least three supporting ideas	
Maintains a focus on the main idea	
Uses transition words appropriately	
Uses interesting word choices so it isn't boring	
Has a well-crafted conclusion sentence	
Grammar, spelling, and punctuation are correct	
The paragraph flows and makes sense.	

Name: _____ 45

Curriculum Connection
D3.1

Assignment - Paragraph Writing

Write Write your paragraph below.



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Name: _____ 46

Curriculum Connection
D1.5, D3.3

Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
Topic Sentence	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
Conclusion Sentence	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
Main Id	sistently se an the h	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Th ir t su detail	Two or three levant details; may be va	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some nsit	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Som esting word choices.	hoices are nd o petiti	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Seve t the rea	Numerous errors er erstanding.

PREVIEW

Teacher Comments

_____

_____

_____

Mark

Student Reflection – How did you do on this assignment? What could you do better?

_____

_____

_____

Name: _____ 47

Curriculum Connection
D1.2, D1.4

Essay Writing – Thesis Statements

A **thesis statement** is a single sentence that tells readers the main point your paper is going to make. It's like a roadmap guiding the reader through your essay, showing what you're going to talk about. For example, a thesis statement might be, "School uniforms should be required because they promote equality, reduce distraction, and save money."

Instructions Read the topics below and write the three main ideas into a thesis statement

Topic	Main Ideas
Environ… Con… Effe…	1) …ducing waste is critical to protecting natural habitats. 2) …rvation initiatives help combat climate change. … awareness and participation are key to conservation.
Thesis Statem…	
In this essay, I will … th… …educing waste to protect habitats, conservation to fight cli… …e, and … …portance of public involvement for success.	

Topic	Main Ideas
The Benefits of Team Sports	1) Team sports enc… physi… 2) Participating in team sports … …es v… social skills. 3) Being part of a team can … self-…
Thesis Statement	

Topic	Main Ideas
The Impact of Reading for Pleasure	1) Reading for pleasure can boost literacy skills. 2) It allows for the exploration of different cultures and ideas. 3) Leisure reading can be a form of stress relief.
Thesis Statement	

PREVIEW

Name: _____ 48

Curriculum Connection
D1.2, D1.4

Instructions Read the topics below and write the three main ideas into a thesis statement

Topic	Main Ideas
The Influence of Social Media	1) Social media can connect people across distances. 2) It has a significant impact on public opinion and trends. 3) There are growing concerns about privacy and misinformation.

Thesis Statement

Topic	Main Ideas
Animal Extinction and Conservation	1) Ha[illegible]s a m[illegible]e of animal extinction. 2) Conse[illegible]ro[illegible]s[illegible]n protect endangered species. 3) Public awa[illegible]ness[illegible]uccess of conservation efforts.

Thesis Statement

Topic	Main Ideas
The Role of Art in Society	1) Art can communicate powerful messages and emotions. 2) It contributes to the economy through various industries. 3) Art education can foster creativity and innovation.

Thesis Statement

PREVIEW

Name: _____ 49

Curriculum Connection
D1.2, D1.4

Essay Writing – Thesis Statements

Brainstorm Brainstorm 3 main ideas for each of the topics below. Then write a thesis statement for each.

Topic	Main Ideas
Can Video Games [illegible] Educatio[illegible] (3 rea[illegible] wh[illegible]	1)
	2)
	3)
Thesis [illegible]ement	

Topic	Mai[illegible]
Is Plastic Packaging Good or Bad for the Environment?	1)
	2)
	3)
Thesis Statement	

Question: Why do you think a thesis statement is important in an essay?

PREVIEW

Name: _____ 50

Curriculum Connection
D1.2, D1.4

Essay Writing – Thesis Statements

Think | Circle the best thesis statement below for the topic provided

Topic: The Role of Drones in Modern Society
a) Drones are the new birds, except they're louder, and they don't sing.
b) Drones have emerged as a transformative technology, altering surveillance, delivery systems, and recreational activities, while presenting new challenges to privacy and airspace regulation.
c) In the future, drones might be the preferred method of transportation for ants because they are efficient and

Topic: Fashion and Sustainability
a) Fast fashion is like fast food for clothes, and you always end up with too many fries.
b) If clothes could walk the runway, fast fashion would be their marathon.
c) Fast fashion is contributing to environmental degradation, unethical labour practices, and the growing movement towards sustainable clothing alternatives.

Topic: The Role of Public Libraries in the Digital Age
a) Public libraries provide vital internet access, digital literacy programs, and serve as community centers for sharing innovative technology and information.
b) Libraries are just like jungles, but instead of trees, there are books, and librarians are really quiet librarians.
c) Libraries are important places where people go to learn about new things, allowing them to educate themselves about the things they are interested in.

Topic: The Influence of Advertising on Youth Consumption
a) Ads are like magic spells – they convince you that you need a new pair of shoes every week.
b) Advertising significantly impacts youth consumption patterns, often shaping desires and lifestyle choices from an early age.
c) Advertising is a growing industry using targeted marketing strategies, the promotion of consumerist values, and the creation of brand loyalty from an early age.

PREVIEW

Name: _____ 51

Curriculum Connection
D1.4

Essay Writing - Globalization

Introduction



Globalization, a process of interaction and integration among people, companies, and governments worldwide, has significantly reshaped our world. It affects various aspects of daily life, economy, and culture. In this essay, we will explore how globalization has simplified international trade, its influence on cultural exchanges, and its impact on the environment and labour markets.

Main Idea 1: Simplified International Trade

One of the most notable effects of globalization is the ease of international trade. By reducing trade barriers and tariffs, globalization has allowed goods and services to flow more freely across borders. This increased trade has led to economic growth in many countries, offering consumers a wider range of products at lower prices. Moreover, it has enabled businesses to expand their markets globally, increasing competition and innovation. However, this can also mean that local industries often face stiff competition from international companies, which can affect their job markets.

Main Idea 2: Cultural Exchange and Homogenization

Globalization has greatly encouraged cultural exchange, allowing people to share and experience diverse traditions, languages, and arts. This cultural exchange enriches societies, fostering greater understanding and appreciation among cultures. However, globalization can also lead to cultural homogenization, where dominant cultures may overshadow and diminish local cultures and traditions. This phenomenon can lead to a loss of cultural diversity, as global influences often overpower unique local traditions and practices.

Main Idea 3: Environmental and Labour Market Impact

Globalization's impact on the environment and labour markets is significant. The increase in industrial activity and international trade has led to environmental challenges, including pollution and habitat destruction. Additionally, globalization has affected labour markets, often leading to the relocation of jobs to countries where labour is cheaper. While this can benefit developing countries by creating jobs, it often results in lower wages and poor working conditions. Balancing economic growth with environmental sustainability and fair labor practices remains a critical challenge in the era of globalization.

Conclusion

In conclusion, globalization is a complex and multifaceted phenomenon with both positive and negative impacts. While it has simplified international trade and encouraged cultural exchanges, it also poses challenges to cultural diversity, environmental sustainability, and fair labour practices. As the world becomes increasingly interconnected, it is crucial to address these challenges thoughtfully, ensuring that globalization benefits everyone.

PREVIEW

Name: _____ 52

Curriculum Connection
D1.4

True or False

Is the statement true or false?

1) Globalization affects international trade and does not influence cultures.	True	False
2) Increased industrial activity due to globalization contributes to pollution.	True	False
3) Globalization can cause job relocations to countries with cheaper labour.	True	False
4) Cultural exchange is a negative consequence of globalization.	True	False
5) International trade due to globalization results in economic growth.	True	False

Questions

Answer the questions below.

1) What did you find interesting about the essay?

2) Write the thesis statement of the essay below.

3) Is the conclusion of the essay in line with the thesis statement? Why?

4) Describe the structure of the essay. How many paragraphs does it have? How are they organized?

PREVIEW

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Name: _____ 53

Curriculum Connection
D1.2, D1.4

Essay Writing

1) Fill in the missing parts of the paragraphs below to complete the essay:

Topic: Renewable Energy

Introduction

Renewable energy, often hailed as the future of global power, has become increasingly important in our battle against climate change. In this essay, we will explore the multifaceted role of renewable energy in shaping a sustainable future, see how it impacts climate change, its potential to [illegible]place fossil fuels, and the specific challenges and benefits associated with solar and wind e[illegible]

Main Idea 1: Impact on Climate Change

Main Idea 2: R[illegible]nt of [illegible]Fuels

Main Idea 3: Challenges and Benefits of Solar and Wind Energ[illegible]

Solar and wind energy, two of the most prominent forms of renewable energy, have unique benefits and challenges. Solar energy is abundant and sustainable, offering a clean power source, especially in sunny regions. Wind energy harnesses natural wind patterns to produce electricity, contributing to energy diversification. However, both face challenges such as the need for large land areas, variability in energy production, and initial setup costs. Overcoming these obstacles is essential for maximizing their benefits.

Conclusion

In conclusion, renewable energy presents a promising path towards a sustainable and environmentally-friendly future. Its significant role in mitigating climate change, potential to replace fossil fuels, and the specific attributes of solar and wind energy illustrate its importance in our energy landscape. While challenges remain, the continued development and support of renewable energy technologies are pivotal in our journey towards a cleaner, more sustainable world. By making these changes, we'll leave a healthier planet for future generations.

PREVIEW

Name: _____ 54

Curriculum Connection
D1.2, D1.4

Essay Writing

Sample Ideas		
Robotics in Future	Fashion Evolution	Terry Fox's Marathon
Ocean Acidification	Social Media Influences	The Klondike Gold Rush
Genetic Engineering	Teen Fitness Routines	Louis Riel and the Métis
Climate Change Impacts	Video Gaming Culture	The Quebec Referendum
Sustainable Agriculture	Music Genres' Popularity	Residential School Legacy

Instructions: Answer the questions below

1) Choose 3 topics you are interested in and list three main ideas about each.

Topic	Main Ideas
Example: Renewable Energy	• How do renewable energy impact climate change? • Can renewable energy entirely replace fossil fuels entirely? • What are the challenges and benefits of solar and wind energy?
1)	
2)	
3)	

PREVIEW

Name: _____ 55

Curriculum Connection
D2.1, D3.1

Essay Writing

Write Choose one of the three topics you selected, then write a five-paragraph essay about it.

Introduction – Include a thesis statement

Main Idea 1

PREVIEW

Name: _____ 56

Curriculum Connection
D2.1, D3.1

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

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Name: _____ 57

Curriculum Connection
D1.1, D1.4

Formal Versus Informal Letters

Understanding Formal Letters

Formal letters are essential in professional and official communications. They follow a specific structure and tone to convey messages in a respectful and clear manner. Often, they are used for applications, complaints, or official requests.



Key Comp ts:

- Sende ess and Date: Located at the top right corner.
- Reci r s: Placed on the left, below the sender's address.
- S eting like "Dear Sir/Madam" if the recipient's name is un n.
- Body: This i ssage is written. It's divided into paragraphs, each focusing o point
- Closing: Ends w hrase sincerely" followed by the sender's signature and name.

Formal letters avoid casual la ge, s ctions (like "can't" or "won't"). They are straightforward, polite, and t t, e clarity and professionalism.

Exploring Informal Letters

Informal letters, on the other hand, are perso cas typically sent to friends, family, or acquaintances and have a relax

Characteristics:

- Personal Tone: Informal letters can use everyday language an
- Flexible Structure: While it still has an address, date, salutatio losing, the format is less rigid.
- Expressive Content: These letters often express personal feelings, updates, and stories. They can include jokes, idioms, and casual phrases.

Unlike formal letters, informal letters allow for a more creative and personal expression. They do not adhere strictly to rules of format and language, making them more free-flowing and expressive.

In summary, the main difference between formal and informal letters lies in their purpose and tone. Formal letters are structured and professional, used in official or business contexts, while informal letters are personal, relaxed, and used in casual communications. Understanding when to use each type is an important skill in both personal and professional life.

PREVIEW

Name: _____ 58

Curriculum Connection
D1.1, D1.4

Formal Versus Informal Letters

True or False Is the statement true or false?

1) Formal letters are typically used for personal communications.	True	False
2) Informal letters strictly follow a specific structure and format.	True	False
3) The sender's address in a formal letter is at the bottom left.	True	False
4) Formal [illegible] always require the sender's signature at the end.	True	False
5) Inform[illegible] the use of slang and everyday language.	True	False

Think [illegible]ch type of letter or email is given in the example.

Subject: Hey, Abou[illegible] Math [illegible]ey

Hey Alex,

Hope you're doing well! I'm a b[illegible]k o[illegible] our math homework. Question 5 is supe[illegible] confusing. Can you help me out with it after school today?

Thanks a bunch!
Mia

a) Formal Letter	c) Formal Email
b) Informal Letter	d) Informal Email

Dear Principal Johnson,

[illegible]am writing to express my interest in [illegible]g the school's debate team. I have [illegible]ted in similar activities before and b[illegible] can contribute significantly. I look[illegible]ward[illegible]our favourable [illegible]se.

[illegible]sinc[illegible]
Ethan [illegible]

a) Formal [illegible]	[illegible]ail
b) Informal Letter	[illegible]ail

Hey Chris,

Guess what? I finally got that video game we talked about! It's awesome. We should totally play it together this weekend. Let me know if you're free.

Catch you later,
Jordan

a) Formal Letter	c) Formal Email
b) Informal Letter	d) Informal Email

Subject: Inquiry on Science Project

Dear Mr. Thompson,

I am seeking additional information regarding our science project's presentation requirements. Your assistance would be greatly appreciated.

Sincerely,
Jamie Parker

a) Formal Letter	c) Formal Email
b) Informal Letter	d) Informal Email

PREVIEW

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Name: _____ 62

Curriculum Connection
D1.1, D2.3

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!	So,	Well,
Oh!	Ouch!	Yippee!	No!	Yikes!	Ah!	Whoa!

Think Add an appropriate interjection and describe the voice used.

Subject: Eek! That Creepy Noise Again!
Hey Alex,

_____ ...u hear that eerie sound coming from the attic last night? _____, it was _____ ...a too spooked to check it out alone. _____, I didn't sleep a wink. Ca... you co...

Trembling,
Taylor

Voice (Angry, Mad, Frus...tc..) | _____

Subject: Sob! My Broken Skateboard
Hey Sam,

_____! My skateboard snapped in two. _____, it's ... a trusty sidekick. _____, all those memories of skating at the p... ...aybe it's time for an upgrade? Could use some cheering up.

Sorrowfully,
Drew

Voice (Angry, Sad, Mad, Frustrated, etc..) | _____

Subject: Yippee! Surprise Party Details!
Hello Ava,

_____! We've got the biggest surprise party for Casey coming up. _____, she's going to be so shocked! _____, can you believe we've kept it a secret this long? _____, it's going to be epic!

Buzzing with excitement,
Eli

Voice (Angry, Sad, Mad, Frustrated, etc..) | _____

PREVIEW

Name: _____ 72

Curriculum Connection
D1.1, D2.2, D2.3

Formal Letter Writing

Write Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you.

Audience	Purpose
School Princip	To propose the creation of a new after-school club focused on coding and technology.

PREVIEW

Name: _____ 79

Curriculum Connection
D1.4

Intro to Narrative Writing

Essentials of Narrative Writing

Narrative writing is a type of creative writing that tells a story. This story can be real or imaginary, and it is usually told from a specific point of view. The main purpose of narrative writing is to entertain the reader by sharing experiences, adventures, or imagined worlds.



PREVIEW

Parts of a Narrative

A narrative typically has three key parts:

1. Beginning: Here, the setting and characters are introduced. It sets the scene and provides background information. Here, the writer often presents a problem or situation that hooks the reader's attention.
2. Middle: This part of the story is where the main events happen. Characters face challenges or go on adventures. This builds suspense and develops the plot, leading the characters toward the story's climax.
3. End: The conclusion of the narrative where problems are resolved, and the story comes to a close. The ending should leave the reader with a sense of completion.

Tips for Effective Narrative Writing

Good narrative writing involves several key elements:

- Clear Plot: Make sure your story has a clear beginning, middle, and end. Organize your plot so that each part flows smoothly into the next.
- Detailed Descriptions: Use descriptive language to create vivid images in the reader's mind. Describe the setting, characters, and actions in detail.
- Show, Don't Tell: Instead of just telling the reader about the events, show them through actions, thoughts, and dialogues.
- Character Development: Create interesting and believable characters. Let your characters grow and change throughout the story.
- Engaging Dialogue: Use dialogue to reveal your characters' personalities and move the story forward.
- Consistent Point of View: Stick to one point of view throughout your story. This helps the reader stay connected and engaged.

Remember, the key to good narrative writing is to capture the reader's imagination and take them on a journey through your story.

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Name: _____ 80

Curriculum Connection
D1.4

True or False

Is the statement true or false?

1) Narrative writing is only used for telling real-life stories.	True	False
2) The beginning of a narrative introduces the setting and characters.	True	False
3) A good narrative does not need a clear beginning, middle, and end.	True	False
4) The middle of a narrative is where the main events occur.	True	False
5) Detailed descriptions are not important in narrative writing.	True	False

Questio

Answer the questions below.

1) Wh he main f narrative writing?

2) **Idea generation**: ate 2 atives you could write that are inspired by your interests. Consider d you e er in these activities.

Example: Chelsea, an aspiring a e, m ch in a competition.

PREVIEW

Think

Write the beginning, middle, and end for the story idea bel
Beginning: Setting/characters, Middle: Main problem, End: Solvi roblem

Story Idea: During a thunderstorm, Lily discovers her cat can control the weather with its purrs.

Beginning	
Middle	
End	

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Name: _____ 82

Curriculum Connection
D1.2

Narrative Writing - Setting

Describe Imagine the story takes place in the picture. Describe the setting. Make up extra details you can't see using your 5 senses.

See	
Feel	
Hear	
Tas	
Smell	



Use your notes abo wri paragraph form.

Analyze The setting below has been written about a picnic. Descri e eter sees, feels, hears, tastes, and smells.

Anna looks around at the cheerful picnic scene, her friends' laughter filling the air. She hears birds chirping in the distance, harmonizing with the rustle of leaves. The grass beneath her feels soft and cool, a gentle touch against her skin. She tastes the sweet juice of an apple, fresh and crisp. Fingers graze the rough texture of the picnic blanket, anchoring her in this moment of joy.

See	
Feel	
Hear	
Taste	
Smell	

PREVIEW

Name: _____ 83

Curriculum Connection
D1.2

Narrative Writing - Characters

Creating characters in a story makes it more interesting. Here's how:

1. **Names and Looks**: First, give your character a name and describe how they look. Share things like hair colour, eye colour, and what they wear.

2. **Personality**: Think about their personality. Are they funny, shy, brave, or maybe a little grumpy? What do they like or not like?

3. **Special Powers or Talents**: Make your character special. Give them something unique, like being a great painter or talking to animals.

PREVIEW

Practice

Describe two characters for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

4) What special trait or talent does your character have?

5) Draw your character

Name: _____ 85

Curriculum Connection
D1.2

Narrative Writing - Characters

Analyze Read the character introductions that could be used in different stories. Fill in the organizer.

Mia wears her hair in two braids that dance as she moves. Her warm smile and kind eyes make her friends feel at home. She is the one who can solve any riddle the teacher gives, making her a favourite when quiz games. Plus, her ability to remember facts makes her unbeatable at trivia games.

Name	
Look	
Personality	
Special Trait or Talent	

Ben's freckles stand out under his short, sandy hair. He's always ready with a joke, but when it comes to building model airplanes, his serious side comes out. His models fly higher and longer than anyone else's. He dreams of becoming a pilot and soaring through the skies himself one day.

Look	
Personality	
Special Trait or Talent	

Lily's long, straight hair often hides her face as she stands over her science experiments. She's shy but shines when she starts talking about plants and flowers. Her garden at home is full of blooms that she's grown herself. She has a gentle touch with animals too, often found nursing injured birds back to health.

Name	
Look	
Personality	
Special Trait or Talent	

PREVIEW

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Name: _____ 86

Curriculum Connection
D1.2

Narrative Writing - Plot

Constructing the plot of your story is an essential step in developing an engaging narrative.

- Start with an Idea: Consider the core concept of your story. Will it be an action-packed adventure, a gripping mystery, or a tale filled with humour?
- Build Characters: Develop characters by determining their ambitions and the challenges they must overcome.
- Plan th ginning: Set the stage by detailing the time and location of your story. Introd characters and outline their objectives.
- Crea Illustrate how your characters encounter obstacles and forge r as rive to achieve their goals.
- De he En ude your story by resolving the characters' quests. Ensure that the co s se lessly with the narrative you've created.

PREVIEW

Practice Read th y plot below. Then fill in the organizer.

In the vibrant city park, Jenna discovered a tiny, lost kitten with big, sad eyes. She took it home, naming it Sparkles and giving it a warm bed. At school, Jenna couldn't stop worrying about Sparkles being lonely. She rushed back and found Sparkles missing! After searching everywhere, Jenna found her cuddled in an old shoe, safe and sound. The shoe was a remnant of Jenna's grandfather, a gentle soul who'd have loved Sparkles too. Jenna decided to adopt another rescue kitten to keep Sparkles company, honouring her grandfather's legacy of kindness. Together, they were a happy, purring duo.

Para	
Beginning	
Middle	
End	

Name: _____ 89

Curriculum Connection
D1.4, D2.1

Creative Writing – Narrative Practice

First Person
In first-person writing, the narrator uses "I" or "we" to tell the story, sharing their personal experiences. Example: "I went to the park."

Second Person
In second-person writing, the narrator addresses the reader as "you," creating an immersive experience. Example: "You find a mysterious letter."

Third Pers
In third-p iting, an external narrator uses "he," "she," or "they" to describe charact broader perspective. Example: "She saw her friends at the park."

Practice

ite on in first person, second person and third person perspective to un to ese perspectives in narrative writing. Choose a charac and a each story and then start writing!

Characters	Plot	Settings
Inventor	Creates a tha ted air	High-tech workshop
Time Traveler	Accidentally gets s to the	Medieval Castle
Young Biologist	Discovers a rare spec s while eld t	Amazon rainforest
Ghost Hunter	Investigates an old haunted n	ctorian mansion
Environmentalist	Fights to protect an endangered e	Reserve
Fantasy Creature	Seeks to unite the different magical re	Kin dom
Medieval Knight	Defends his village from a dragon's wrath	
Young Philosopher	Wins an ethics debate competition	rium

First Person Story:

PREVIEW

Name: _____ 90

Curriculum Connection
D2.1



Second Person Story:

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Name: _____ 91

Curriculum Connection
D2.1



Third Person Story:

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Name: _____ 92

Curriculum Connection
D2.1

PREVIEW

Answer | Answer the followi[illegible]uestion

1) What perspective did you find the easiest to wri[illegible]

2) Which perspective was better able to explain the characters, plot and setting of your story?

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Name: _____ 93

Curriculum Connection
D1.4

Using Quotations in Narratives

Quotation Marks in Dialogue

Knowing how to use quotation marks in conversations is very important. These special marks help readers understand when a character is talking in a story. Let's go through eight important rules with examples for each.



1) **Quota Marks for Speaking**: When a character talks in a story d to put quotation marks (" ") around what they say erve as a signal to readers, indicating that someone is speaking.

2) **mmas**: e who is speaking, it's important to use a comma before or after the dia les: Sarah said, "I'm going to the park." or "I'm going to the park," S

3) **Punctuation Goe ide**: er's speech ends with a period, comma, question mark, or ex point unctuation marks go inside the quotation marks. So, if someone a you m?" the question mark stays inside the quotation marks.

4) **Quotation Marks Within Quotation M ks**: If a c ter ts what someone else said, use single quotation marks (' ') for the quote le quotation marks for the entire speech. For example: Mark t "Wh s she said 'Never give up.'"

5) **Multiple Paragraphs**: If a character's speech spans mo n or u should start each new paragraph with a quotation mark, but on g quotation mark at the end of the last paragraph. For example:

"I had an adventure in the forest.
"It was so much fun."

6) **Using Descriptive Tags**: Choose a tag that best describes how the person said what is in the quotation. For example, “Come for dinner!” Mom yelled.

7) **Exclamation Points and Question Marks**: If the character's speech is a question, or if they exclaim something, the tag should start with a lowercase letter. For example: "Is it your birthday today?" she asked.

8) **Exclamation Points and Question Marks**: If someone's speech ends with an exclamation mark or a question mark, you don't need to include a comma before the closing quotation mark. For instance: "Look out!" he shouted.

PREVIEW

Name: _____ 94

Curriculum Connection
D1.4

Using Quotations in Narratives

Edit Fix the mistakes below.

Original	"Will you come with me? Asked Sara"
Edited	

Original	time is dinner," Mom asked.
Edited	

Original	ndma said politely"
Edited	

Original	The child whined
Edited	

Original	"The museum was amazing" Whispere
Edited	

Original	Sarah whispered, "And then he declared, This is the gre ure of our lives.'"
Edited	

Original	Emma said I can't believe it's already April"
Edited	

Original	Max yelled I won the match"
Edited	

PREVIEW

Name: _____ 96

Curriculum Connection
D1.2, D1.4

Writing Using Quotations

Practice

Think of your favourite celebrity. Is it a hockey player, actor, or painter? Now write dialogue between you and them. What will you say? Will you say it excitedly? What will they say? Use speaker tags.

You	
Your C	
You	
Your Celebrity	
You	
Your Celebrity	
You	
Your Celebrity	
You	
Your Celebrity	

PREVIEW

Name: _____ 97

Curriculum Connection
D1.4

Analyzing a Short Story - Quotations

Coral Reef Wonders



Once upon a time, in a small coastal town, two friends, Mia and Leo, embarked on a snorkeling adventure to explore the vibrant world of a coral reef. Mia, bubbling with excitement, exclaimed, "Look at all the colours, Leo! It's like a living rainbow underwater!"

Leo, equal[illegible]zed, replied, "I've never seen anything like this! The coral[illegible]iverse and full of life."

As th[illegible] schools of fish weaving through the coral. "Did you know," Mia beg[illegible] that t[illegible]re home to thousands of marine species?" Nodding, Leo added, "They'r[illegible]utif[illegible]y're crucial for the ocean's health."

Suddenly, a bright p[illegible]fish[illegible]. "It's eating the algae off the coral," Leo pointed out. Mia respond[illegible]g[illegible]fully,[illegible]st protect these reefs. They're a treasure for the entire planet."

Their snorkeling adventure left them wi[illegible]p app[illegible]n for the delicate and vibrant ecosystems of coral reefs, a world teem[illegible]with life[illegible]colo

PREVIEW

Questions Answer the questions bel[illegible]

1) Write 4 different speaker tags that were used in the story
2) Write an example of when the speaker tag was before the quote.
3) Write an example of when the speaker tag was after the quote.
4) When you use an exclamation point in a quote, do you need a capital letter after?

Name: _____ 98

Curriculum Connection
D1.4

Writing Speaker Tags

asked	wondered	requested	mused	shared
replied	suggested	reminded	conceded	mentioned
announced	declared	bragged	mentioned	explained
hinted	boasted	inquired	urged	offered

Fill in the Blanks Complete the speaker tag for the quotations below using as many different words from the list above as you can.

PREVIEW

1)	"Can we st[illegible]ect today?" she _____ eagerly.
2)	"I wonder if [illegible]ee a [illegible] tonight," he _____.
3)	"Let's meet at the [illegible]" [illegible] _____ with a smile.
4)	"I suggest taking the shortcut," h[illegible] _____ with a wink.
5)	"Class is dismissed," the teacher _____ [illegible]mly.
6)	"I declare this science fair open," the principa[illegible] _____.
7)	"I insist you try the cake," she _____ [illegible]ushi[illegible]er.
8)	"I'm the fastest runner here!" he _____ co[illegible]de
9)	"Can you help me with this problem?" she _____ softly.
10)	"Remember to submit your essays," he _____ the class.
11)	"I've finished my homework," she _____ to her friends.
12)	"I propose a new club for gamers," he _____ at lunch.
13)	"I admit, I was wrong about the math question," he _____.
14)	"I'll share my notes with you," she _____ kindly.

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Name: _____ 99

Curriculum Connection
A1

Creative Writing – Quotations

Practice Choose one suggestion from each category below and write a story that uses dialogue between characters.

Characters	Plots	Settings
Leo the Lifeguard	Rescues a swimmer from danger	Beach
Fairy Eliza	Restores colour to a fading rainbow	Enchanted forest
Detecti	olves a school mystery	Middle school
Sarah	vers a new planet	Space observatory
Knight Tristan	dom from dragons	Medieval castle
Baker Betty	a prize	Small town bakery
Gardener Grace		Community garden
Robot Ralph		Futuristic city
Teacher Tom		lassroom
Astronaut Abby		huttle
Cowboy Cody		West
Princess Penelope	Finds a secret passage in the castle	

PREVIEW

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Name: _____ 100

Curriculum Connection
A1



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Curriculum Connection
D1.4, D1.5

Success Criteria – Narrative

Analyze Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that make a good narrative.

Checkmate in the Park

In the hea the bustling city, a group of students gathered around an old chessboard in the par

"I be in ten moves," Jamal boasted confidently, setting up his pieces with ish. "Yo aya replied, her eyes twinkling with challenge.

As the game p nloo gan to gather. "She's got him on the run," a bystander whisp Maya ept across the board.

"No way, Jamal's setting other ed excitedly. "Checkmate," Maya announced with a smirk, he ead

Jamal leaned in, scrutinized the board, adm "You've got me. Well played." "You underestimated the power of the ," she t a friendly nudge.

As they reset the pieces, an old man who had b atchi "You kids give me hope for the future!"

Their laughter filled the air, mixing with the city sounds. he ome more than just a game; it was where friendships were forged d le ond the classroom.

PREVIEW

1)	
2)	
3)	
4)	
5)	
6)	

Name: _____ 102

Curriculum Connection
D1.2, D2.1

Assignment – Narrative Writing

Write Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Chef Oliver	Invents a new recipe for a cooking show	TV studio kitchen
Daisy the D lphin	Solves the mystery of the coral reef	Ocean reef
Wizard Wi	Casts a spell to save her enchanted forest	Enchanted woodland
Detecti	acks down a missing royal crown	Bustling medieval city
Fran Frog	zes a pond Olympics	Lily pad pond
Engineer Emm	a b e to connect two cities	Mountainous terrain

Plan oos ove and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Describe the setting and how your characters first discover the problem.

PREVIEW

Name: _____ 103

Curriculum Connection
D1.2, D2.1

Plan | Fill in the organizer below.

4) Middle – Write the events that will happen in the middle of the story. Describe how the character(s) will try to handle the problem. Write at least 3 different events.

1	
2	
3	
4	
5	

PREVIEW

5) End – How will the problem be resolved? How will the character[illegible]blem?

6) What is a good title for your story?

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Name: _____ 104

Curriculum Connection
D2.1, D2.6

Assignment – Narrative Writing

Rough Draft Write the rough draft of your narrative below.



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Edit	Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☑	☒
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue – Use of Quotations		

PREVIEW

Edit	Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☑	☒
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue – Use of Quotations		

Name: _____ 110

Curriculum Connection
D3.3

Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
Interesting Plot	The plot is highly engaging and keeps the reader's attention throughout.	The plot is interesting but lacks some details.	The plot is somewhat engaging but needs more development.	The plot lacks interest and is confusing.
Characters	Characters are well-developed, with clear traits and motives.	Characters are defined but need more depth.	Characters lack some development and depth.	Characters are one-dimensional or lacking.
Beginning, Middle, End	The story has a clear beginning, middle, and end.	The story has a beginning, middle, and end, but one part may be weak.	One or more parts of the story (beginning, middle, end) are lacking or undeveloped.	The story does not have a clear beginning, middle, or end.
Setting (senses)	The setting is vividly described using the senses.	The setting is described, but some sensory details are missing.	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
Word Choice	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks some creativity or sophistication.	Word choice is unrealistic or repetitive.	Word choice is inappropriate or confusing.
Title	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is unclear or needs improvement.	The title is irrelevant or missing.
Quotations	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are used throughout the story.

PREVIEW

Comments	
Mark	

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Curriculum Connection
A1, D2.4

Activity: Being Persuasive

Objective What are we learning more about?

Students will practice persuasive speaking by debating various prompts, developing their ability to form arguments and listen to others' perspectives.

Materials What is needed to complete the activity?

- ❑ P
- ❑ Time or clo



Instructions How we [illegible] activity?

1) Pair Up the Students: Div[illegible] st[illegible]airs. If there's an odd number, you can have one group of three.
2) Introduce the Activity: Explain to the students [illegible] they [illegible] debating different prompts from the list. One student will ch[illegible]side f[illegible]prompt, and the other will choose for the next. They will alte[illegible] in [illegible]
3) Start with the First Prompt: Have the pairs look at [illegible] rom[illegible]e student will pick a side to argue for or against. The other student w[illegible]tura[illegible]osite side.
4) Think Time: Give the students 2 minutes to think about their argume[illegible]ey may jot down quick notes if they wish.
5) Debate Time: Let the students debate for 3 minutes. Encourage them to listen to each other's arguments respectfully.
6) Move to Next Prompt: After debating the first prompt, move to the next one, allowing the other student to choose a side first. Repeat the think and debate time.
7) Repeat Until All Prompts are Debated: Continue moving through the prompts, alternating sides, until all have been debated.
8) Classroom Debate (Optional): Ask for volunteers to debate in front of the class. They can choose one of the prompts they have already debated.

PREVIEW

Name: _____ 114

Curriculum Connection
A1, D2.4

Prompts

Debate the prompts below.

1) Should schools require uniforms for all students?
2) Is technology more beneficial or harmful to students' learning?
3) Is it better to have year-round schooling with shorter breaks throughout the year?
4) Should students have a say in what they learn in school?
5) Is it important for schools to offer arts and music education?
6) Should junk food be banned from school cafeterias?
7) Are group projects more effective than individual assignments for learning?
8) Is it b[illegible]to read printed books or digital books for school assignments?

Reflecti[illegible]

[illegible]wer the questions below after you debate

1) What part of [illegible]uad[illegible]thers was hard for you?

2) What did you do to try to persuade yo[illegible]rtner?

3) Did you or your partner succeed in convincing the other person? E[illegible]tai[illegible]

4) Why might some people have different opinions on certain topics? Is that okay?

PREVIEW

Name: _____ 115

Curriculum Connection
A1, D2.4

Persuasive Writing - Opinions

Opinion What is your opinion of the topics below? Explain why with 3 reasons each.

	Topic	Opinion – Yes or No?
1)	Is online learning as effective as traditional in-class learning?	
Reason 1		
Reason 2		
Reason 3		

2)	Should schools [illegible] the [illegible] screen time for students?	
Reason 1		
Reason 2		
Reason 3		

3)	Should cities have more public parks?	
Reason 1		
Reason 2		
Reason 3		

4)	Is space exploration worth the cost?	
Reason 1		
Reason 2		
Reason 3		

PREVIEW

Name: _____ 117

Curriculum Connection
D1.3, D2.4

Persuasive Writing - Research

Research in persuasive writing is crucial. It helps you gather evidence to support your arguments effectively.



For example, when persuading your friends that chocolate ice cream is the best flavour, research helps you find reasons like its taste and popularity. You can collect information from books, interviews, or personal taste tests.

This evidence strengthens your argument, making it more convincing. Without research, you can only rely solely on your words, but with it, you have solid proof, making your writing more powerful.

PREVIEW

Research in the library to learn more about the topics.

Topic	Which province has ...
1) Before you start researching, decide your opinion below. If you're unsure, ask some of your classmates what they think and listen so you can formulate an opinion.	
2) Now you'll need to find research about why the province you chose is the best. You might want answers to these questions below.	
Sports Teams In The Province	
Average Temperature	
Average Snowfall	
Average Rainfall	
Famous Landmarks	

Name: _____ 118

Curriculum Connection
D1.3, D2.4

Persuasive Writing - Research

Research Fill in the table below to learn more about the topics.

Popular Sports	
Nota[illegible]ople	
[illegible] Attracti	
Average Incom[illegible] Does The Province[illegible] In Canada?	
Average House Price By Province – Rank In Canada	

3) What else did you find that makes this p[illegible]ovince [illegible]

4) Talk to classmates and teachers about why they like the province you p[illegible] Write down 4 things you find out.

1)	
2)	
3)	
4)	

PREVIEW

Name: _____ 119

Curriculum Connection
D1.3, D2.4

Persuasive Writing - Research

Plan Fill in the table below to plan your paragraph about your research topic.

1) What is the main idea of your paragraph?
2) Write a topic sentence for your paragraph.
3) What ils do you think are most convincing? Write them below.
4) Write a closing sentence.

Write Write a paragraph about wh rovin se is the best.

PREVIEW

Name: _____ 121

Curriculum Connection
A1, D2.4

Understanding Bias in Persuasive Writing

Analyze Read the opinions below and answer the questions.

Winter is, without question, the best season of the year. The crisp, cold air is invigorating, unlike the oppressive heat of summer. Snow transforms the world into a magical wonderland, something no other season can claim. Skiing, snowboarding, and building snowmen are joys unknown to the dreariness of other seasons. People often praise summer, but they forget the discomfort of sweating and the annoyance of bugs. Winter, with its cozy fireplaces and beautiful snowflakes, is clearly superior.

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Cats are undoubtedly the superior pet choice for anyone who values elegance and grace. Dogs put dogs and other pets to shame. While dogs demand constant attention and walks, cats are self-sufficient and dignified. They embody elegance and mystery in their way into your heart. Dogs may be loyal, but cats choose their humans, making the connection far more meaningful. In the world of pets, cats are the clear rulers, with their sleek coats and mysterious allure.

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

PREVIEW

Name: _____ 122

Curriculum Connection
A1, D2.4

Version 1: Activity – Finding Bias in Writing

Tough Job Imagine you are the principal of your school. You have received a letter today. Respond to the letter by pointing out the bias.



Dear Principal Spielberg,

I hope this letter finds you well. I am writing with a revolutionary idea that I firmly believe will transf our school into the most talked-about educational institute in the country. Imagine, f ment, a school where every classroom is a giant trampoline! Yes, you heard th mpoline in every room.

Bou ld not only make classes the most fun ever, but it would also keep us physicall about it: history lessons while somersaulting, solving math problems mid ure while hopping around. It's a perfect combination of learning and

Some might say this id ctical, believe it's a stroke of genius. Our school would become instantly fa stu all over would wish they were part of our amazing bouncing classroo

I eagerly await your enthusiastic appro this fa osal.

Yours sincerely,
Chris Mathews

1) What is the author's opinion?	
2) What reasons did they give? List 3.	
3) Why is this a biased opinion? Write the other perspective. Give 3 reasons why this is a bad idea.	

PREVIEW

Name: _____ 123

Curriculum Connection
A1, D2.2, D2.4

Activity – Finding Bias in Writing

Tough Job | Write your response letter back to Chris.

_____,

PREVIEW

Include:
❑ A greeting
❑ Topic sentence
❑ Body with main points



❑ Transition words
❑ A closing, like "Sincerely"
❑ Your signature (your name)

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Curriculum Connection
A1, D2.2, D2.4

Activity – Finding Bias in Writing

Think | Write the bias each person might have below

Situation: School hours are extended by two hours to provide extra academic support and tutoring for all students.

Audience/Person	Bias or Perspective The Person Has
1) St	
2) Teacher	
3) Grandparent	
4) Parent	
5) Principal	

PREVIEW

Name: _____ 127

Curriculum Connection
A2, D1.2

Assignment – Persuasive Essay Writing

Imagine you have the power to change one rule at your school. Now, pick one rule you'd passionately like to change. In this persuasive writing challenge, you're going to argue why your chosen rule should be altered or abolished. Convince your readers with strong arguments, creative thinking, and maybe even a touch of personal experience. Are you ready to be a change-maker? Let's see what you've got!

Planning Fill in the graphic organizer below.

1) Jot d… you might consider for this assignment! Think about all the rules you … da… dress codes to lunchtime regulations.

2) Which rule do you really want to change? Wri… wn.

3) List three main arguments for why this rule should be chan… d.

4) Write your thesis statement here.

PREVIEW

Name: _____ 128

Curriculum Connection
A2, D1.3, D3.2

Research | Answer the questions below

Think about the rule change you want made. What facts or statistics might help you be more persuasive? For example, if you want longer recesses, find statistics stating that longer recesses improves academic performance. Look for at least one stat for each of your main ideas.

Main Ideas	Statistics

PREVIEW

Writing | Write your thesis statement and 5-p ph es following format.

Introduction with Thesis Statement at the End

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Name: _____ 129

Curriculum Connection
A2, D1.3, D3.2

Main Argument 1

Main Argument 2

PREVIEW

Name: _____ 130

Curriculum Connection
A2, D1.3, D3.2

Main Argument 3

Conclusion

PREVIEW

Name: _____ 131

Curriculum Connection
D1.5, D3.3

Reflection | Fill in the graphic organizer below.

1) What do you think will be the counterarguments? What might others say to oppose your rule change? How can you persuade them against this viewpoint? Write the counter argument in the first row and then write how you will persuade them against that argument.

1)	
2)	
3)	

PREVIEW

Name: _____ 132

Curriculum Connection
D1.5, D3.3

2) Is you opinion biased? Why do you think your opinion is biased?

3) How might your own experiences have influenced your choice?

4) Who might disag[illegible]th y[illegible]e, and why?

5) Are you representing the opposing side's argume[illegible] f[illegible]ou m[illegible]g or oversimplifying it?

6) Why is it important to consider other perspectives? Is it okay that other people have different opinions and perspectives?

PREVIEW

Name: _____

Curriculum Connection
D1.5, D3.3

Rubric – Persuasive Writing Assignment

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Structure	Essay has a clear five-paragraph structure, including introduction, conclusion, and three body paragraphs.	Essay follows a five-paragraph structure with minor deviations.	Essay loosely follows the five-paragraph structure but lacks clear division.	Essay does not follow the five-paragraph structure.
Introduction & Thesis	Introduction is [illegible]aging, provides [illegible]t, and presents a [illegible]ble thesis s[illegible]	Introduction provides context and includes a thesis statement but may lack engagement.	Introduction and thesis statement are present but lack clarity or relevance.	Introduction is missing, incomplete, or fails to include thesis.
Conclusion	Con[illegible]vely s[illegible] ide[illegible]ces the the[illegible]emen[illegible] without [illegible]ea[illegible] verbat[illegible]	Conclusion [illegible]ummarizes main [illegible] and restates [illegible]is but with less [illegible]eness.	Conclusion is present but doesn't summarize main ideas or may simply repeat the thesis.	Conclusion is missing or fails to summarize the main ideas or relate to the thesis.
Main Ideas & Statistics	Each main idea [illegible] supported by relevant, accurate statistics and clearly connects to the thesis.	M[illegible] [illegible]d [illegible]ed by sta[illegible]s, but so[illegible] may be less rel[illegible]	Some main ideas lack clear statistics or re[illegible]e to the	Main ideas are not clearly stated or supported by statistics.
Persuasive Elements	Uses a variety of persuasive techniques effectively to strengthen the argument.	Uses so[illegible] persuasive techniques effectively, but the argument lacks balance.	[illegible]uasive [illegible]ues, b[illegible]e n[illegible] eff[illegible]ve o[illegible] misappl[illegible]	Lacks persuasive elements or are i[illegible]ectly [illegible]ning [illegible]ent.
Grammar & Mechanics	The writing is free of grammatical and spelling errors, enhancing readability and flow.	There are minor grammatical or spelling errors, but they do not impede readability.	Grammatical and spelling errors are noticeable and may impede readability.	Frequent grammatical and spelling errors.

PREVIEW

Comments

_____

_____

_____

Mark

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Name: _____ 141

Curriculum Connection
D1.3

Synthesizing – Letters to the Mayor

Synthesize Pretend you are the mayor. You have received 3 different letters. Read each letter and synthesize the information, forming one opinion.

Dear Mayor Robinson,

I hope this message reaches you in good spirits. I'm Kyle, an eighth grader at Riverside Middle Sch[illegible]l, and I'd like to discuss the topic of public art in our community. In our social stu[illegible]ss, we learned about the importance of art in society. Public art makes our city [illegible]d inspiring! Murals, sculptures, and installations could transform dull spac[illegible]s [illegible]ide and conversation. More art in public places means more crea[illegible]nd com[illegible]nnection. I hope you'll consider making our town a canvas for local ar[illegible]s.

Warm wishes,
Kyle Patel

Dear Mayor Robinson,

Greetings! I'm Layla from Westview Se[illegible] and I[illegible]m thinking a lot about public art. While art is impo[illegible], should [illegible]e fo[illegible]on more pressing issues? Problems like potholes an[illegible]grou[illegible]irs seem more urgent. I understand that art can be[illegible]our t[illegible]b many of my classmates agree that the budget migh[illegible]be[illegible]ber on practical improvements. I believe fixing what's brok[illegible]m of community care that precedes public art. Maybe there's a [illegible]e to be struck?

Sincerely,
Layla Hernandez



Hello Mayor Thompson,

My name is Ethan, and as a student at Greenfield Middle School, I'd like to share my thoughts on public art in our city. Some say it's essential, while others prefer spending on infrastructure. I've noticed that empty walls and unused spaces could be perfect for art, but they could also be used for community bulletin boards or urban gardens. Art is powerful, but so is a community's practical needs. Could we find a way to combine both art and function?

Best regards,
Ethan Smith

PREVIEW

Name: _____ 142

Curriculum Connection
D1.3

Synthesis After reading all three letters, write a letter in response to everyone. Synthesize the 3 letters and form an opinion that you can tell all three people.

PREVIEW

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Name: _____ 145

Curriculum Connection
D1.4

Step-by-Step Treehouse Drawing

Instructional Writing | Follow these steps to draw a treehouse

Step 1: Outline the Tree Trunk and Branches: Sketch a textured tree trunk. Add thick branches extending upward to support the treehouse.
Step 2: Create the Treehouse Base: Draw a large, tilted rectangle on the branches for the treehouse floor, suggesting a wooden platform.
Step 3: Cr the Walls and Roof: Draw vertical lines for walls on the base and a pointed ed lines.
Step d the Do indows: Place a rectangular door with a circle for a knob and square ndows ars on the walls.
**Step 5: Desig d r Sta w the treehouse, add a rope ladder or wooden stairs spiraling a he tr
**Step 6: Draw Surroun Surr e tree with leaf clusters for a lush look, blending some with the tr ranc
Step 7: Final Details and Shading Detai ag, a branch-hung tire swing, or a window telescope. Shade for depth a ure.

PREVIEW

Name: _____ 146

Curriculum Connection
D1.4

Writing a How-To-Guide

Plan Complete the plan below so you can write your how-to-guide

1) Brainstorm – Write down what you're good at. Examples: soccer, crafts, math, recipes.

2) Choose You[illegible]ose [illegible]thing from your list to focus on.

3) Title Time – Think of a [illegible]name for [illegible]ide.

4) Materials Needed – Write down every[illegible]ng you n[illegible]f it's [illegible]cipe, list the ingredients.

5) Guide Steps – Explain how to do it in clear, numbered steps.

PREVIEW

Title:

Introduction

Materials

Instructions

Tips/Notes/Cautions/Warnings

PREVIEW

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Name: _____ 149

Curriculum Connection
D1.4

Informational Reports: The Essentials

Abstract



This section offers a brief overview, summarizing the key elements of an informational report. It serves as a concise summary, giving readers a quick glimpse into the report's content, including its purpose, structure, and essential components.

Introduction

Here, the t and purpose of the report are introduced. The introduction outlines the significanc topic, the objectives of the report, and previews the **structure** and main points th explored in detail in the body of the report.

Body

The body ontain formation about the topic, organized into sections for clarity and ease of u

Headings and Subh gs

Headings signal the sta sectio ducing a major topic within the report. Subheadings further divide ics i pecific subtopics, helping to organize the content in a logical and rea rien

Lists

- **Numbered Lists**: Present sequential or ordere rmat h as steps in a process.
- **Bulleted Lists**: Display related items without a ess ful for categorizing information.

Appendices

Appendices offer supplementary material that is relevant but not es n discussion in the body of the report. This may include detailed data, t hn res, or extended research findings.

Conclusion

The conclusion synthesizes the main findings and arguments from the report, providing a closing overview. It emphasizes the significance of the information presented and may suggest implications or recommendations based on the report's **analysis**.

Glossary

- Analysis: The detailed examination of the elements or structure of something.
- Structure: The arrangement or organization of items within a larger framework.

References

- "Effective Communication in Reports," by L. Johnson, Academic Publishing, 2020.
- "Structuring Information for Clarity," by M. Rodriguez, Global Education Review, 2019.

PREVIEW

Name: _____ 150

Curriculum Connection
D1.4

True or False

Is the statement true or false?

1) The abstract provides a detailed explanation of each section.	True	False
2) An introduction in a report outlines the main points covered.	True	False
3) Subheadings are used to introduce major sections in a report.	True	False
4) Numbered lists in a report show items in a specific order.	True	False
5) Appendices contain the main arguments of the report.	True	False

Question

Answer the questions below.

1) Wh[illegible] informational report?

2) Describe each of the [illegible] below.

Abstract	
Headings/ Subheadings	
References	
Appendices	
Conclusion	

PREVIEW

Headings Practice

Think of a topic, like "Solar System," and write down two possible headings you could use and 2 subheadings for each heading.

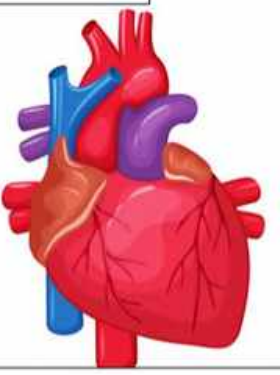
Heading	Subheading	Subheading

Heading	Subheading	Subheading

Name: _____ 158

Curriculum Connection
D1.4

Writing a Report – Circulatory System



Objective

What are we learning more about?

We will be practicing writing a report using the proper formatting.

Instructions

How do we complete the activity?

1) Read [illegible]s below.
2) [illegible] to 1 of 3 main headings: Functions the circulatory system (F), [illegible] system (P), and diseases of the circulatory system (D).
3) On the ne[illegible] th[illegible]oduction for the report. Then you'll need 3 headings for the bo[illegible] you'll [illegible]nclusion. You don't need to use all the facts for your report, s[illegible] you[illegible]

PREVIEW

Facts

Organ[illegible]act[illegible]

Blood, composed of cells and plasma, [illegible]ports nu[illegible]t a[illegible]xygen.	
Hypertension, or high blood pressure, strains th[illegible]t and [illegible]rteries.	
The circulatory system delivers oxygen and nutrie[illegible]lo[illegible]c[illegible]ently.	
Capillaries are tiny vessels where blood exchanges oxyg[illegible]issu[illegible]	
This system plays a key role in regulating body temperature a[illegible] pH	
Hormones are distributed from glands to body parts via the circula[illegible]s[illegible]	
Veins return depleted blood back to the heart for reoxygenation.	
It aids the immune system by transporting white blood cells to fight infections.	
Arteries carry oxygen-rich blood from the heart to the body.	
Coronary artery disease reduces blood flow to the heart, causing chest pain.	
It efficiently removes carbon dioxide and other wastes from the body's tissues.	
Stroke occurs when blood flow to a brain part is interrupted or reduced.	
The heart pumps blood, divided into four chambers for circulation.	
Heart failure is the heart's inability to pump blood effectively.	
Atherosclerosis involves plaque buildup in arteries, leading to heart attacks.	

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Name: _____ 159

Curriculum Connection
D1.4

Planning | Fill in the components of the report below.

Introduction – What will the report be about?

Body – What will the 3 headings be? What 3 facts will you include about each heading?	
Heading #1	
Fact 1	
Fact 2	
Fact 3	
Heading #2	
Fact 1	
Fact 2	
Fact 3	
Heading #3	
Fact 1	
Fact 2	
Fact 3	

Conclusion – Summarize the report in just a few sentences.

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Name: _____ 160

Curriculum Connection
D1.4



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Curriculum Connection
D1.4



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Name: _____ 162

Curriculum Connection
D1.3

How To Research Effectively

Understanding Effective Research Techniques

Research is a key skill that helps us discover new information, solve problems, and learn about topics in depth. When you research effectively, you gather reliable and relevant information that enhances your knowledge and understanding. Let's explore some important techniques to make your research more effective.

Firstly, identify your research topic or question. This gives you a clear goal and helps you stay focused. If you're researching "The impact of plastic on marine life," your goal is to find information specifically on this topic.

Finding Reliable Sources

A crucial part of research is finding sources that are credible and reliable. Here are some tips:

- Use academic databases: These databases provide access to scholarly articles and papers.
- Check the author's credentials: Ensure the author is knowledgeable about the subject.
- Look at publication dates: Find the most recent information to get current perspectives.
- Evaluate the source's purpose: Understand if the source aims to inform, persuade, or entertain.

Remember, not all information found, especially on the internet, is accurate or trustworthy. Always cross-check facts and data from multiple sources.

PREVIEW

Good Searches	Bad Searches
Photosynthesis process steps	What are the newest things found by the rover on Mars?
Causes of World War I	What are the main ideas in Shakespeare's Hamlet
Mount Everest climbing history	How and Why did the French Revolution happen

Organizing Your Findings

Once you gather information, organize it systematically. Create notes and summaries of what you've learned. This will help you understand the topic better and make it easier to refer back to the information later. Good organization also makes it easier to present your findings clearly, whether in a written report or a presentation.



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Curriculum Connection
D1.3

Think

Is the search good or bad?

1) Please give me information on the Roman Empire history	Good	Bad
2) World's fastest animals	Good	Bad
3) What are some healthy foods to give me more energy in the morning?	Good	Bad
4) Elements in the periodic table	Good	Bad
5) I need t out how the water cycle operates	Good	Bad
6) Tecton arthquakes	Good	Bad
7) I'm erican Civil War battles	Good	Bad
8) Renewable s	Good	Bad
9) What's the proce makin	Good	Bad
10) Great Wall of China hi	Good	Bad

PREVIEW

Questions

Answer the que elow

1) Why is research important according to the r

2) What are some examples of reliable sources mentioned in the re

3) Is the description of the website below trustworthy? Yes, or no?

1) An established news organization's website for current events.	Yes	No
2) Social media posts from unverified and non-expert accounts.	Yes	No
3) The official website of a reputable NGO, providing reports and research on global issues.	Yes	No
4) A website selling health supplements with exaggerated health claims.	Yes	No
5) A YouTube video from an unqualified individual promoting pseudoscience.	Yes	No

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Curriculum Connection
A1, D1.3

How To Research: Online Treasure Hunt

Objective — What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

Materials — What is needed to complete the activity?

- ❑ C[illegible]ter or [illegible] internet access
- ❑ Pre-writt[illegible]pr[illegible]d)
- ❑ Paper and [illegible]



Instructions — How do we [illegible]

1) Introduction: Explain to students t[illegible] they a[illegible]ng [illegible]online treasure hunt to find answers to exciting questions. Th[illegible]need [illegible]the source of the website they found the answer on. So, you[illegible]ld [illegible]determine the name of the website.

2) Divide Students: Split the class into pairs or small gr[illegible]s an[illegible] group with access to a computer or tablet.

3) Distribute Questions: Hand out a list of pre-written questions to e[illegible]group (on back page)

4) Research Time: Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.

5) Record Answers: Students should write down their answers on paper, along with the websites where they found the information.

6) Review and Discuss: Once the activity is complete, review the answers with the class and discuss the sources they used.

PREVIEW

Name: _____ 165

Curriculum Connection
A1, D1.3

How To Research: Online Treasure Hunt

Research Find answers to the questions below.

Question	Answer	Source – Website Name
1. Who was the first woman to win a Nobel Prize?		
2. What m[illegible] fluid thickn[illegible]		
3. Where [illegible]as a c[illegible] confederation [illegible]eld?		
4. Who discovered pe[illegible]lli[illegible]		
5. What is the phobia of spiders known as?		
6. What is the currency of Japan?		
7. Who is known as the father of geometry?		
8. What galaxy is Earth located in?		
9. What is the chemical symbol for gold?		
10. What year was the telephone invented?		
11. What is the largest internal human organ?		
12. What is the hardest natural substance?		

PREVIEW

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Name: _____ 171

Curriculum Connection
D1.5

Report Writing – Introductions

A good introduction makes people want to read more. Here's how you can make your introduction better:

- Start with a fun fact
- Start with a question
- Has a thesis statement that explains what the report will be about
- Keep it short and interesting!



Analyze e introductions below and use a checkmark if it meets the criteria.

PREVIEW

Did y[illegible] have three hearts? Why do these sea creatures need so many? [illegible]essay [illegible]o the extraordinary anatomy of the octopus, uncovering the secrets behind [illegible]cul[illegible]rvels and how they support its survival in the ocean's depths.			
Starts with fun fact		[illegible]tarts with a question	
Has a thesis statement		[illegible]short and interesting!	

The Golden Gate Bridge deals with a lo[illegible]d each [illegible]is essay will explore the engineering principles behind this iconic structure [illegible]sing [illegible]design and the materials that contribute to its resilience.			
Starts with fun fact		Starts [illegible]on	
Has a thesis statement		Keep it short [illegible]ere[illegible]	

Did you know that honey bees are highly important for our environ[illegible]t? predominantly for their ability to pollinate a wide array of plants and cro[illegible]eir contribution is essential and pivotal in the intricate process of food production, a process upon which the sustenance of the human population and various ecosystems heavily rely. In this extensive essay, we aim to thoroughly examine and discuss in great detail the myriad aspects of honeybee behavior. This includes their social structure within hives, their role in the larger context of the ecosystem, the intricate nature of their interaction with both their immediate environment and the broader natural world. Additionally, we will delve into the multifaceted challenges that honeybees currently face, ranging from environmental threats to man-made issues, and how these challenges impact their population and, by extension, the broader ecological balance.			
Starts with fun fact		Starts with a question	
Has a thesis statement		Keep it short and interesting!	

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Name: _____ 172

Curriculum Connection
D1.5

Report Writing – Introductions

Write Write introductions for the topics below and then check whether you met the criteria.

Topic: How to play hide and seek

Starts with fun fact		Starts [illegible]	
Has a thesis statement		Ke[illegible]ort a[illegible]ting!	

Topic: A day in the life of a student

Starts with fun fact		Starts with a question	
Has a thesis statement		Keep it short and interesting!	

PREVIEW

Name: _____ 175

Curriculum Connection
A2, D1.3, D3.2

Activity – Finding Diagrams/Pictures/Charts

Objective What are we learning more about?

We are learning how to find and select visuals that will help readers understand the information in our reports.

Materials What is needed to complete the activity?

- ❑ [illegible]
- ❑ PowerPoint [illegible]
- ❑ Prompts [illegible] page



Instructions How do [illegible] lete [illegible]ity?

1) Choose a Topic: Select one of the [illegible] provi[illegible] separate section of this activity. Make sure to understand the topic b[illegible] pr[illegible]ng.

2) Research Visuals: Using safe search metho[illegible]d t[illegible]rces, find visuals that are relevant to the chosen topic. Lo[illegible]arts, d[illegible]s, or pictures that help explain or illustrate the subject.

3) Create a Slide Presentation: Open PowerPoint or Google Sli[illegible] new presentation.

4) Write the Prompt: On the first slide, write the topic you have chosen as the prompt.

5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.

6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.

7) Continue this for 5 different prompts.

PREVIEW

Name: _____ 176

Curriculum Connection
A2, D1.3, D3.2

Activity – Finding Diagrams/Pictures/Charts

Prompts Find visuals that go with these topics below.

Question
Buoyancy
Hydrau[illegible]s
Cells
Oil Spills
Desalination
Mitosis
Solar Energy
Water Cycle
Coral Reefs
Fluid Art
Rube Goldberg Machines

PREVIEW

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Name: _____ 187

Curriculum Connection
D1.4

What is a Problem-Solution Report?

The Essence of Problem-Solution Reports
A problem-solution report is a structured approach to identifying and addressing issues. It is a valuable document that details an existing problem and provides clear, actionable solutions for it.

Breaking Down the Problem
The first s in a problem-solution report is to break down the problem. This involves :

- The problem
- W ed
- Th ses a
- Any previ to ress the issue



Developing Soluti
After the problem has b ough analyzed, the next step is op solutions. Each solution shou clu

- A detailed description of the pro ction
- Resources required for implemen ion
- Potential obstacles and how they could b com
- A plan for how the solution will be imple d

Evaluating Solutions
It's important to assess the solutions based on several fa rs:

- Effectiveness in solving the problem
- Cost and resources required
- Time needed to implement
- Potential impact on those affected

Ensuring Success
The final component of a problem-solution report involves setting criteria for success. This should explain how success will be measured, including:

- Short-term and long-term indicators of improvement
- Methods for collecting data and feedback
- Adjustments and follow-up actions for ongoing evaluation

By incorporating these elements, the report provides a comprehensive guide for tackling the identified problem with well-thought-out solutions.

PREVIEW

Name: _____ 188

Curriculum Connection
D1.2

Problem and Solution Report

Think For the problems below, write 2 solutions that could solve the problems

Community Clean-Up: Brainstorm ways to encourage people in your neighborhood to participate in regular community clean-up days to keep parks and streets tidy.

Local Library Usage: Come up with creative ways to increase the number of people visiting and using the local library's resources.

Energy Conservation: Develop ideas for a campaign to help families reduce energy usage in their homes, aiming to save money and protect the environment.

PREVIEW

Name: _____ 189

Curriculum Connection
D1.2

Problem and Solution Report

Brainstorm Write a list of problems related to the themes below

Theme: Parks

Theme: Local Bu

Theme: Social Media

Theme: Electricity Consumption

PREVIEW

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Name: _____ 190

Curriculum Connection
D1.5

Problem/Solution Report – Success Criteria

Understanding Air Pollution
Air pollution is a serious environmental issue that affects both our health and our planet. It occurs when harmful substances, including gases, dust, and chemicals, are released into the air, making it unsafe and unhealthy to breathe. These pollutants can come from various sources, such as cars, factories, and even natural events like wildfires.



Solution 1: Switch to Renewable Energy Sources
One effect[illegible]lution to reduce air pollution is to switch from fossil fuel[illegible]al and oil) to renewable energy sources. Renewa[illegible]s from natural sources that are constantly reple[illegible]as[illegible]ower, wind power, and hydroelectric energy. [illegible]g thes[illegible]eans fewer harmful emissions are released into t[illegible]to [illegible]ner and healthier air quality. This switch can[illegible]y insta[illegible]ar panels on homes, encouraging the us[illegible]ind f[illegible]a[illegible]moting hydroelectric power plants.

The challenges w[illegible]to e[illegible]le energy includes the cost, amount of space required, and lack o[illegible]t av[illegible]rgy. These systems will cost a lot to setup and in the case of solar [illegible]d f[illegible]k up a lot of space. In addition, the Sun doesn't always shine, and the wind [illegible]ys n[illegible]

Solution 2: Planting More Trees
Pros:
- Trees absorb carbon dioxide, a major air pollu[illegible], an[illegible]
- Increasing green spaces can improve overall air q[illegible]
- Trees also provide shade, reduce heat in urban areas, [illegible]ort[illegible]

Cons:
- Requires space and suitable climate conditions for growth.
- Needs regular maintenance and care.
- Might not be feasible in highly urbanized areas with limited space.

PREVIEW

Evaluating The Solutions
Before implementing these solutions, we should test the CO_2 levels in the air. After implementation, we can check CO_2 levels monthly and compare the results to determine how effective our solutions have been on solving the problem.

Conclusion
In conclusion, tackling air pollution is crucial for our health and the health of our planet. By switching to renewable energy sources and planting more trees, we can make significant strides towards cleaner air. It's important for everyone to work together and take action to ensure a healthier environment for generations.

Name: _____ 191

Curriculum Connection
D1.5

Questions Answer the questions below.

1) What is the problem in the report?

2) Why do you think it is important to include the cons or downsides of a solution as well as the pros and benefits?

3) Which soluti… th…st to the problem? Explain.

4) Why is it important to have a plan to …e the s…s?

PREVIEW

Analyze After reading the report, jot down 5-7 things you t… w… discuss with your classmates to make a list of 8 criteria tha… …eat.

1)	
2)	
3)	
4)	
5)	
6)	
7)	

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Name: _____ 192

Curriculum Connection
D1.3, D2.1

Assignment – Writing a Problem/Solution Report

Write Plan your report by filling in the graphic organizer below.

1) What's the problem you want to talk about?

2) What are two or three ways we can fix that problem?

3) How can we evaluate the [illegible] you [illegible]sed?

3) Let's start by talking about the problem. Why is it a [illegible]? How d[illegible]make you feel or affect others? Why do we need to find a solution? How [illegible]ind [illegible]ithout this problem?

PREVIEW

Name: _____ 193

Curriculum Connection
D1.3, D2.1

Write Plan your report by filling in the graphic organizer below.

5) Write down your ideas to fix the problem below. Tell us how your idea would help and how we can make it happen. Make sure to tell us everything – the pros and cons of the solution.

Solution Heading:

Solution Heading:

PREVIEW

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Name: _____ 194

Curriculum Connection
D1.3, D2.1

Solution Heading:

6) Evaluation of S s – H tell if the solutions are working?

7) Conclusion: Wrap it up by stating why the problem ne sol ain and how these solutions will help make the world a better place.

PREVIEW

Name: _____ 195

Curriculum Connection
D1.5, D3.3

Rubric – Problem and Solution Report

Criteria	Great (4)	Good (3)	Okay (2)	Needs Work (1)
Introduction	Clear start with a reason for the report.	Tells us what the report is about.	Brief mention of the topic.	Hard to tell what the report will be about.
Problem	Explains the problem in detail and tells us why it's important.	Describes the problem with some details.	Mentions a problem but lacks details.	Not clear on what the problem is.
Solu	ives strong ideas p problem wi ations.	Has good ideas to help with the problem.	Gives some ways to help, but not much detail.	Ideas to fix the problem are missing or not clear.
Evaluation of Solutions	cura evalua tions	Offers methods to ess solutions, with less il	Mentions evaluation of solutions but lacks specific methods	Does not mention how to evaluate solutions
Conclusion	Wraps report ne reminding us the problem and solutions.	Ends abo	ives a short ending the report.	Doesn't wrap up the report or misses main points.
Flow/ Coherence	Everything is in order and it's easy to follow from start to end.	Mostly smoo with a few ju in the story.	Som ha	Jumbled or hard to understand how it's organized.
Details	Uses lots of examples and reasons to make points clear.	Gives some examples to help us understand.	Has few mpl or reasons.	amples to and eport.

PREVIEW

Teacher Comments

_____

_____

_____

Mark

Student Reflection – How did you do on this assignment? What could you do better?

_____

_____

Name: _____ 198

Curriculum Connection
D1.4

What is a Haiku?

What is a Haiku?

A haiku is a short poem that originated in Japan. It's known for its simplicity and ability to capture a moment or image in just a few words. A traditional haiku has three lines. The first line has five syllables, the second line has seven syllables, and the third line goes back to five syllables. This structure creates a rhythm that is unique to haikus. These poems often focus on nature, the seasons, or moments of beauty or insight.





Mo[illegible] Song

Gentle mo[illegible]

Birds singing in ha[illegible]

Daybreak comes alive.

Falling Leaves

Leaves fall in silence, (5)

[illegible]utumn's crisp, golden blanket, (7)

[illegible]ture's quiet dance. (5)

PREVIEW

Write Finish the Haiku poems be[illegible]

Topic: Winter Night	
Line 1	Snowflakes gently [illegible]ll,
Line 2	
Line 3	Moonlit peace prevails.

Topic: Summer Day	
Line 1	Sun heats the sand dunes,
Line 2	Waves crash with a rhythmic beat,
Line 3	

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Name: _____ 200

Curriculum Connection
D1.4

How to Write a Rhyming Poem

Basics of Rhyming Poetry



Rhyming poetry is a form of writing where words at the end of lines have similar sounds. This type of poem is enjoyable to read and write because the rhymes create a musical rhythm. Using rhymes shows the reader how creative the author is as they have the ability to not only tell a story or share feelings, but also do it with rhyming words.

PREVIEW

Steps to Write a Rhyming Poem

1. Choose a Rhyme Scheme:
   - AABB: Lines 1 and 2 rhyme together, and lines 3 and 4 rhyme together.
   - ABAB: Lines 1 and 3 rhyme, and lines 2 and 4 rhyme.
   - ABCB: Only lines 2 and 4 rhyme.
2. Select Words to Rhyme: Think of words that fit your theme and list their rhyming pairs. For example, if your theme is 'stars', you might list bright, night, cars, far, etc.
3. Plan Your Lines: Start writing your lines, keeping in mind the rhythm. Try to make each line similar in length for a consistent flow.
4. Revise for Meaning and Flow: Once you've written your poem, read it aloud. This can help you hear if the rhythm flows smoothly and if the meaning is clear.

Tips for Writing Rhyming Poems

- Keep the language simple and clear.
- Focus on the rhythm as much as the rhyme.
- Don't force a rhyme; it's okay to change words to make a better rhyme.
- Use a thesaurus or rhyming dictionary for more word ideas.
- Practice makes perfect, so keep writing different types of rhymes.

Sampling Rhyming Poem

In the sky, stars twinkle bright (A)
Their dance enchants the quiet night (A)
Each a story, old and grand (B)
In the vast, mysterious land (B)

Name: _____ 201

Curriculum Connection
D1.4

How to Write a Rhyming Poem

Warm-Up Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Light			
Dream			
Hear			
Ni			
Stars			
Blue			
Cloud			
Mountain			
River			

PREVIEW

Write Finish the poem below using t ymi e

AABB Poem
Beneath the moon so big and bright, (A)
Stars shimmer with a gentle light. (A)
In dreams where adventures blend, (B)

B
The sun sets low in th
As birds fly around, they so
They say high to people, not shy, (A)

ABCB Poem
In a world where dreams take flight, (A)
Adventures wait beyond the moon, (B)
Underneath the wide blue sky, (C)

AABB Poem
Through the fields, the wild winds blow, (A)
Carrying whispers soft and low. (A)

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Name: _____ 214

Curriculum Connection
D1.4

What is a Limerick Poem?

What is a Limerick Poem?
A limerick is a type of poem known for its humour and playful rhythm. Originating in Ireland, these poems have become popular worldwide for their quirky and often nonsensical nature. They are short and easy to remember, making them a favourite among all ages, especially for those who enjoy a good laugh through words.

Limerick Structure

- Lines: ...sts of five lines in total.
- Rhyme ...: The rhyme pattern follows AABBA. This means the first, second, and fifth ... each other, and the third and fourth lines have their own rhyme.
- R... po... specific rhythm or meter. The first, second, and fifth lines typ... have ... syllables, while the third and fourth lines are shorter, with five or six s...
- Content: O... ...ous, w... or nonsensical.
- Tone: Lighthea... d pl... laughter or amusement.



Examples of Limericks

The Dancing Cat of Spain

There once was a cat from Spain,
Who loved to dance in the rain.
With a purr and a twirl,
She'd leap and swirl,
In her world without any pain.

Comedian Frog

...rog ... ...ry loud croak,
...d j... ...bank folk.
... ribbit ... n,
He ... mp
And everyone la... e!

PREVIEW

Write | Finish the Limerick poems below.

Topic: The Bear with a Flair	
Line 1	There once was a bear with a flair,
Line 2	For combing his thick, shaggy hair.
Line 3	With a brush and a bow,
Line 4	He'd steal the show,
Line 5	

Name: _____ 216

Curriculum Connection
D1.4

What is a Limerick Poem?

smug	leap	dance	yummy	slide
stance	hungry	small	pride	tall
tug	peep	chance	all	funny

Write Use the word bank words to fill in the limericks below

Line 1	There once was a goat, always, _____,
Line 2	[illegible] shirts, finding them quite _____,
Line 3	[illegible] a chew _____,
Line 4	He [illegible] _____,
Line 5	In a field, he [illegible] the _____.

Line 1	A penguin who loved to _____,
Line 2	Seized every possible _____,
Line 3	With a flap and a _____,
Line 4	He'd waddle with _____,
Line 5	The star of the ice in his _____.

Line 1	A squirrel, curious and _____,
Line 2	Loved to climb trees, both big and _____,
Line 3	With a scamper and _____,
Line 4	From branch to branch, he'd _____,
Line 5	Watching the world, enthralled by it _____.

PREVIEW

Name: _____ 220

Curriculum Connection
D2.2, D1.4

Writing an Acrostic Poem

Write Write an acrostic poem about dreams. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Sleep	Deep	Keep	Creep	Sheep
Nigl	Flight	Light	Bright	Height
St	Glory	Quarry	Worry	Gory
In	on	Creation	Station	Relation
Thought	ht	Fought	Sought	Ought













PREVIEW

Name: _____ 229

Curriculum Connection
D1.4

The Adventure of Storytelling Structure

Crafting a Story: From First Page to Last

A good story has a clear structure that helps it flow and keep the reader engaged. The path of a story is made up of three main parts: the beginning, the middle, and the end.

- The Beginning: The beginning introduces the characters, setting, and the main problem or situation. It sets the stage for the story.
- The Middle: In the middle, the story develops through a series of events and challe... Characters face obstacles and make important decisions.
- The E... d resolves the story. It's where the main problem is solved, and we see ho... ...t ...ve changed or what they've learned.

Write ... of ...tories below and draw a comic strip for it.

Beginning	...lle	End
Enters local bike race	...ehin...	Sprints to victory
Plans a surprise party	Fr... ...s st...	Successful surprise party
Kitten appears at door	Struggles ... for it	Finds kitten a home
Auditions for school play	Forgets lines during ... ...sal	...rformance on stage
Builds a treehouse	Argues over club r...	...eting in treehouse

PREVIEW

Name: _____ 233

Curriculum Connection
D2.1

Writing Comic Strips – Cake Time

Instructions Use the dialogue below to write a 3-panel comic strip. Read the story so you know how to draw the setting/characters. Then write their dialogue.

Panel 1:
Setting: Kitchen at home. Emma stands in front of an oven, holding a recipe book.
Dialogue: Emma says, "Hmm, how long to bake?"
Onomatopoeia: "Tick tock" from the kitchen clock.



Panel 2:
Setting: [illegible] of the recipe book and oven timer. Emma's hand reach[illegible] knob.
Dialo[illegible]mma ex[illegible]h, 20 minutes it is!"
Onomato[illegible]poeia: "[illegible]e s[illegible] the oven timer.

Panel 3:
Setting: Emma pro[illegible]akes [illegible]y baked cake from the oven.
Dialogue: Emma says, "[illegible] cake
Onomatopoeia: "Ding!" as [illegible]imer

PREVIEW

Name: _____ 242

Curriculum Connection
A3, D1.3

Researching Skills - Plagiarism

What's Plagiarism?
Plagiarism is using someone else's work or ideas and claiming them as your own. It's not allowed in school.



Avoiding Plagiarism:

1. Paraphrasing: After reading something, write it in your own words. It should be about the same length as the original.
2. Summ ing: Write down only the main points in a shorter way.
3. Quoti u use someone's exact words, put them in "quotation marks" and mer e you found them.

PREVIEW

Practic hrase, summarize, and quote the passages below.

Original Passage: ar sy sts of the Sun, eight planets, and their moons, along with comets, a ids tial bodies. It's part of the Milky Way galaxy. The planets orbit the Sun s a star g light and heat to Earth."

Paraphrasing	The solar syst de eight planets and their moons, as well as comets, asteroi s, and objects. It belongs to the Milky Way galaxy. These plane e arou un, a star that offers light and warmth to our planet.
Summarizing	The solar system, part of the Mil contai ight planets, and various celestial bodies, all providi th
Quoting	"Our solar system consists of the Sun, eig and t ons, along with comets, asteroids, and other celestial bodies.

Photosynthesis is a process used by plants and other organisms to e nergy, usually from the Sun, into chemical energy. This process uses sunlight, ca dioxide, and water to produce oxygen and glucose, a type of sugar that plants use for energy.

Paraphrasing	_____ _____ _____
Summarizing	_____ _____
Quoting	_____ _____

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Name: _____ 243

Curriculum Connection
A3, D1.3

Researching Skills - Plagiarism

Practice | Paraphrase, summarize, and quote the passages below

An ecosystem is a community of living organisms in conjunction with the nonliving components of their environment, interacting as a system. Ecosystems can be as large as a desert or as small as a tree.

Paraphr	
Summarizing	
Quoting	

PREVIEW

Earth's lithosphere is divided into several large, sol pl vn s ic plates. These plates float on the semi-fluid asthenosphere bel The ement is responsible for many Earth's features and events, including qua es.

Paraphrasing	
Summarizing	
Quoting	

Name: _____ 244

Curriculum Connection
A3, D1.3

Researching Activity – Note Taking

Instruction	While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling.

Introduction



Tecumseh, a renowned leader of the Shawnee people, stands out in history as a symbol of Indigenous resistance and unity against U.S. expansion. Born in March 1768 in the Ohio Valley, he rose to prominence as a fearless warrior and a persuasive orator, opposing European expansion into Indigenous territories.

Early Life

Tecumseh, whose name translates to "Shooting Star" or "Panther Across The Sky," was born into the Shawnee First Nation during a period of great upheaval and conflict. His father, Puckeshinwa, a respected warrior, was engaged in battle against white settlers when Tecumseh was just a child. This early exposure instilled in him a deep commitment to defending his people and their ancestral lands.

Formation of a Confederacy

Tecumseh grew up during a period of constant displacement and warfare for his nation. As a young warrior, he envisioned a united Indigenous front to effectively resist the encroachment of European settlers on their lands. His extensive travels across the Midwest and the South helped him forge alliances with various tribal groups, and his compelling speeches and charismatic leadership drew many to join the Confederacy.

Struggle Against American Expansion

Tecumseh opposed the Treaty of Fort Wayne in 1809, where Indigenous lands were ceded to the U.S. government. He argued that no single nation had the right to sell land, which was a common resource. He rallied First Nations to resist, leading to increased tensions.

The War of 1812

With the outbreak of the War of 1812, Tecumseh allied with the British against the United States. He played a crucial role in several battles, including the Siege of Detroit. His leadership and strategy significantly aided the British war effort.

Death and Legacy

Tecumseh was killed in the Battle of the Thames on October 5, 1813. His death marked the end of Indigenous resistance in the Ohio Valley. However, his vision, bravery, and quest for justice left an enduring legacy, symbolizing the struggle for Indigenous rights and sovereignty.

PREVIEW

Name: _____ 245

Curriculum Connection
A3, D1.3

Note Taking

While your teaching is reading, write down notes in point form



Pictures

Draw things that will help in your research and note taking

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Name: _____ 246

Curriculum Connection
A2, D1.3

Researching Skills - Bibliography

Exploring Bibliographies

A **bibliography** is a detailed list of references used in preparing written work – in essence, it's a list of all the sources from which you have borrowed words or ideas. When you are working on a project or an essay, it is crucial to acknowledge the sources of the information that you use to support your arguments. This not only gi[illegible] proper credit to the authors but also enables others to [illegible] the information that you found.



Steps [illegible] ph[illegible]phy in MLA Format

Whe[illegible] finish w[illegible] ssay or a project, you'll need a bibliography to list the sources [illegible] here y[illegible] ur information. In the MLA (Modern Language Association) format, here's [illegible] mble [illegible] bibliography:

1) Collect Informa[illegible] Wri[illegible] nt details from each source, such as the author's name, the w[illegible] tle, publ[illegible] nd publication date.

2) Choose MLA Format: This [illegible] is w[illegible] literature and arts papers. Your teacher will tell you if MLA is the [illegible] forma[illegible] e.

3) Organize Sources Alphabetically: Sort the en[illegible] by th[illegible] r's last name. If a source doesn't have an author, alphabetiz[illegible] title.

4) Write the Entries: For MLA, list the author's last [illegible] first nam[illegible] itle of the work, the publisher, and the date.

5) Cite Websites Carefully: For online sources, include the autho[illegible] cle title, the website title, the date of publication, and the URL.

Sample MLA Bibliography Entries:

- "Climate Change Effects." National Geographic. 2022, www.nationalgeographic.com/climatechange.
- Rowling, J.K. Harry Potter and the Philosopher's Stone. Bloomsbury, 1997.
- "Understanding Photosynthesis." Science for Kids, 2023, www.scienceforkids.org/photosynthesis.

Finalizing Your Bibliography:

- Double-check each entry for proper punctuation, capitalization, and italicization.
- Verify that all URLs are accurate and do not include hyperlinks.
- Ensure your list is in alphabetical order and follows the MLA formatting rules.

PREVIEW

Name: _____ 247

Curriculum Connection
A2, D1.3

Researching Skills - Bibliography

Practice Organize the information below in a bibliography.

For a Book
- Author's Name: Brian Cox
- Title of the Book: The Wonders of the Universe
- Publis[illegible]arperCollins
- Public[illegible]te: 2011

For a Book
- Author's Name: Sylvia Earle
- Title of the Book: The World Is Blue: How Our Fate and the Ocean's Are One
- Publisher: National Geographic
- Publication Date: 2009

For a [illegible]ite
- Auth[illegible]s Nam[illegible]de
- Title of th[illegible]p[illegible]he W[illegible]s of the Solar [illegible]
- URL or Web Add[illegible] www.spaceexplore.c[illegible]ar[illegible]ystem
- Date Accessed: 2023-02

For a Website
- Author's Name: Rebecca Princeton
- Title of the Webpage: "The Wonders of the Solar System"
- URL or Web Address: www.spaceexplore.com/solarsystem
- [illegible]te Accessed: February 5, 2023

Bi[illegible]ograph[illegible]

PREVIEW

Name: _____ 248

Curriculum Connection
A2, D1.3

Activity Title: Partner Biography Research

Objective What are we learning more about?



In this activity, you and your partner will work together to research facts about a famous person of your choice. You will focus on collecting information for a future biography and practice organizing your resea[illegible]h and keeping track of your sources for a bibliography

Instructio[illegible] [illegible]do we complete the activity?

PREVIEW

1) Cho[illegible]se a Fa[illegible]n: [illegible]th your partner, choose a famous person that you both find inter[illegible]ld be [illegible]orical figure, a scientist, an artist, or anyone else you'd like to [illegible]ore a[illegible]

2) Divide the Research[illegible] rese[illegible]ks between you and your partner. You will need to find inform[illegible]he [illegible]egories:
   - Early Life: 1 facts
   - Achievements: 3 facts
   - Later Life and Legacy: 1 fact
   - Quote: 1 quote from the person
   - Picture: 1 picture of the person

3) Use Different Sources: Look for information in boo[illegible] web[illegible] encyclopedias, or other resources available in the clas[illegible]n o[illegible]

4) Keep Track of Sources: As you find each fact, quote, or picture, [illegible]te [illegible]here you found it. Include the author's name (if available), title of the boo[illegible] webpage, publisher, and date. If it's a website, include the URL and date of access.

5) Organize Your Research: On a piece of paper, organize your research into the categories mentioned above. Write the facts in complete sentences.

6) Create a Bibliography: With your partner, write down the sources you used in a separate section, without organizing them into the bibliography format. Your teacher will help you learn how to format them later.

7) Share Your Research: Present your organized research and bibliography to the class, explaining why you chose the person and what you found most interesting about their life.

Name: _____ 249

Curriculum Connection
A2, D1.3

Activity Title: Partner Biography Research

Research	Fill in the organizer below to complete your research. You could write your research on the computer as well, in a PowerPoint or Word document.

Who will you research more about?	

Ea[illegible]ife: Fact # 1	Source Information	
	Author	
	Title	
	[illegible]bsite	
	D[illegible]	

Achievements: Fact #1	[illegible]e Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

PREVIEW

Name: _____ 251

Curriculum Connection
D1.5

Success Criteria – Biography

Analyze Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria.

Biography – Sir John A. Macdonald



Preface

Sir John A. Macdonald's pivotal role in the formation of the Dominion of Canada and his enduring legacy as the country's first Prime Minister make him a central figure in Canadian history.

Introduction

Sir John A. Macdonald, a statesman and visionary leader, is celebrated in Canadian history as the founding father of the nation. Born on January 11, 1815, in Glasgow, Scotland, he later immigrated to Canada, where his leadership and determination would shape the course of the country.

Early Life

Macdonald's family moved to Kingston, Upper Canada, when he was just a boy. His early exposure to the complexities of colonial politics during his formative years career laid the foundation for his future political success.

Achievements

Defining Moment: The Confederation of 1867

Sir John A. Macdonald's most significant achievement was his unwavering dedication to the idea of confederation. He played a pivotal role in uniting the provinces of Canada, forming the Dominion of Canada on July 1, 1867. His leadership as the first Prime Minister set the stage for the growth and prosperity of the new nation.

Key Facts

- Date of Confederation: July 1, 1867
- First Prime Minister of Canada
- Leader of the Conservative Party

Legacy

Sir John A. Macdonald's legacy as a visionary leader and the architect of Canada's confederation endures today. His contributions to the nation's development, including the construction of the Canadian Pacific Railway and his dedication to unity, continue to shape the identity of Canada.

Bibliography

Smith, Donald. Sir John A. Macdonald: Father of the Dominion. Toronto: McClelland & Stewart, 2017.

PREVIEW

Name: _____ 252

Curriculum Connection
A2, D1.3

Assignment – Biography

Plan Choose someone famous and learn more about them and their life. On the next page, write down the information you'll need to write your bibliography

1) Who will be the subject of your biography?

2) Tell me [illegible]ts about their early life.– when they were born, where they were born, what the[illegible] were, who their family was, did they live in poverty, etc.

3) Share 3-5 facts about their achievements and why the[illegible]us. [illegible]re they known for? What did they achieve? Why are they remembere[illegible]

PREVIEW

Name: _____ 253

Curriculum Connection
A2, D1.3

4) Describe their later life and what they'll be remembered for. When did they pass away or are they still alive? Where did they live?

5) Provide 1-2 [illegible] refle[illegible] personality.

6) Now that you know more about the person y[illegible] writi[illegible] [illegible]rite a preface that explains why you chose them. Explain why they are [illegible] [illegible]nd wh[illegible] audience will learn if they read the biography.

PREVIEW

Name: _____ 254

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A2, D1.3

Sources of Information – Author, Title, Website, Date Accessed



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Name: _____ 256

Curriculum Connection
D1.3

Biography – Bibliography

Bibliography	
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

PREVIEW

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Edit	Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☑	☒
Interesting Introduction		
At Least 5 Facts/Statistics		
Early Life – Shares when they were a kid and growing up.		
Achievements - Shares the big things they did or made.		
Later Life - Write about what they did when they were older.		
At least 1 quote that reflects their personality		
Picture of the person		
Preface – is informative and grabs attention		
Optional - Bibliography – list of websites/books		

PREVIEW

Edit	Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	
Interesting Introduction	
At Least 5 Facts/Statistics	
Early Life – Shares when they were a kid and growing up.	
Achievements - Shares the big things they did or made.	
Later Life - Write about what they did when they were older.	
At least 1 quote that reflects their personality	
Picture of the person	
Preface – is informative and grabs attention	
Optional - Bibliography – list of websites/books	

Name: _____ 258

Curriculum Connection
D1.5, D3.3

Rubric – Biography Writing

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
Interesting Introduction	It makes me want to read more!	It's a bit interesting.	It doesn't grab my attention much.	It doesn't grab my attention.
At Least 5 Facts/ Statisti	More than 5 facts, really detailed!	Exactly 5 true things shared.	Less than 5 facts, needs more.	Less than 5 facts.
Ea	Great details a when	Tells a bit about them growing up.	Doesn't say much about them being a kid.	Doesn't talk about early life.
Achievements	the big hey di	lks about big	Leaves out big achievements.	Leaves out most achievements.
Later Life	Lots of about whe they were older.	So for abo	Doesn't talk about years much.	Doesn't talk about older years.
At Least 1 Quote	At least one perfect quote that fits.	One quote is there.	te do	No quotes included.
Bibliography	Variety of sources used and cited properly	Multiple sources and cited properly	Some use but not cite erfe	ne source used cited

PREVIEW

Teacher Comments	Mark
_____ _____ _____	

Student Reflection – How did you do on this assignment? What could you do better?

_____

_____

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Cursive Writing Activities

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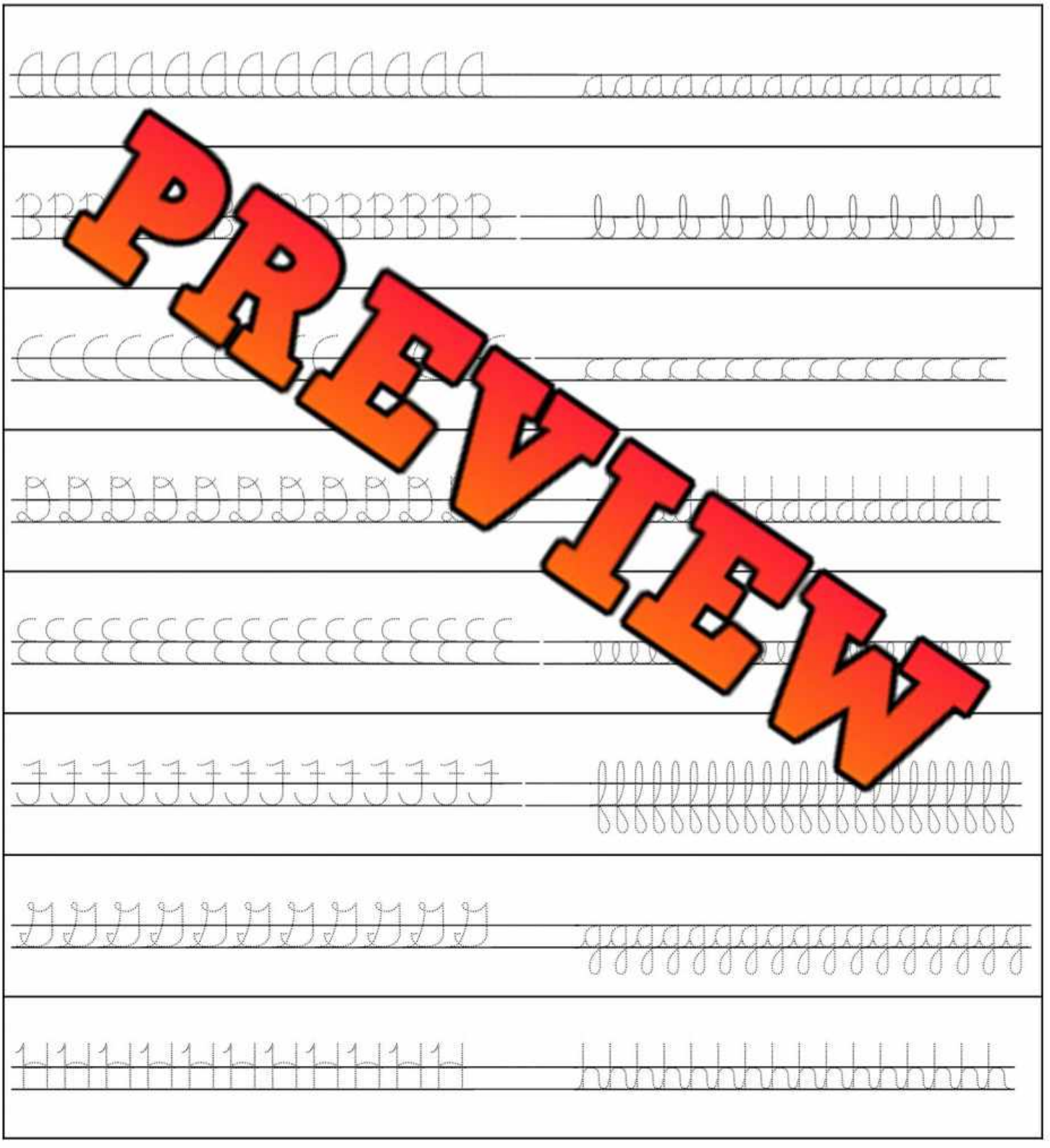
Name: _____ 260

Curriculum Connection
D2.2

Cursive Writing Activities

Practice | Trace the cursive letters below



PREVIEW

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Name: _____ 267

Curriculum Connection
D2.2

Cursive Writing Activities

Practice Write the letters in cursive in each of the boxes

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

PREVIEW

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Name: _____ 268

Curriculum Connection
D2.2

Cursive Writing Activities

Practice Trace the cursive sentences and then write them on your own below

Stars shine brightly.

Flowers bloom beautifully.

Adventures await us.

Patience brings rewards.

Creativity sparks innovation.

PREVIEW

Name: _____ 271

Curriculum Connection
D2.2

Cursive Writing Activities

Practice | Trace the cursive stories below

Reading books allows us to explore distant lands, learn from history, and ignite our imaginations.

Exploring the rainforests reveals a lush world teeming with exotic creatures, from colorful insects to elusive jaguars.

Ancient civilizations left behind awe-inspiring monuments, such as the Pyramids of Egypt, shrouded in mystery.

PREVIEW

Name: _____ 272

Curriculum Connection
D2.2

Cursive Writing Activities

Questions Answer the questions below using cursive writing

What's your full name?

Which co... you like the most?

When were y... or

How's the weather?

What's your school's mascot?

Where's your dream vacation?

What's your all-time favourite movie?

What's your dream career?

PREVIEW