

## **GRADE 8: HUMANE LIVING**

### **GOALS**

*The overall purpose of this lesson is to*

1. challenge students to consider the disparity between how society encourages us to think and act and how we actually think and act;
2. encourage students to put their values into practice more consistently and recognize the link between healthy human, animal and ecological communities;
3. prove that cruelty and kindness extend far beyond the obvious, common definition of each term; and
4. motivate students to actively enhance their emotional intelligence (EI) and critical inquiry aptitude.

### **STUDENT OBJECTIVES**

*After this lesson students will be able to*

1. acknowledge, examine and communicate appropriately on the inconsistencies, complexities, and confusing aspects of human behavior, morals and ethics (i.e. *Why do we admit to certain values but do not always act accordingly?*);
2. appreciate the elemental significance of the word humane and specifically identify associated positive human qualities;
3. be introspective regarding how seemingly meaningless daily decisions and actions greatly impact individual lives of people and animals and the overall health of our planet;
4. recognize that animal cruelty is a regrettable reality in their own community, but that they have the ability to be active in helping animals in need;
5. reflect on their personal attitudes toward, and awareness of, many of the issues faced by humans, animals and the natural world; and
6. be more contemplative, mature and responsible when evaluating their role as agents of change in their world.

## **Curriculum Connections**

### **LANGUAGE**

#### **ORAL COMMUNICATION**

##### ***SPECIFIC EXPECTATIONS:***

- 1.1** identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks
- 1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- 2.1** identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies
- 2.2** demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience
- 2.3** communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

## **READING**

### ***SPECIFIC EXPECTATIONS:***

- 1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts
- 1.6** extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them
- 3.1** automatically read and understand most words in a wide range of reading contexts
- 3.2** predict the meaning of and rapidly solve unfamiliar words using different types of cues
- 3.3** read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose