

## Nunavut Learning Outcomes and Rubrics for Grades 7 and 8

<b>EL2 - GRADE 7 and 8</b>
<b>CPC 1 Students use language to build community and to participate in and support social interactions.</b>
<b>1.1 NEGOTIATE AND MANAGE INTERACTION</b> SPC 1.1.2 maintaining conversations: c) contributing to the conversation SPC 1.1.3 exchanging information: b) answering questions c) explaining how and why something happens d) retelling e) providing details SPC 1.1.4 making a personal contribution c) expressing an opinion e) agreeing/disagreeing
<b>1.2 GIVE INSTRUCTIONS AND FOLLOW PROCEDURES</b> SPC 1.2.1 follow directions and instructions a) identifying key words SPC 1.2.3 using strategies to complete a task d) using resources in the class
<b>1.3 USE ENGLISH TO BUILD COMMUNITY</b> SPC 1.3.1 respecting, supporting, and collaborating with others a) appreciating diversity of expression, opinion and perspective SPC 1.3.2 working within a group a) cooperating with others b) contributing to group processes
<b>CPC 2 Students use language to negotiate and manage information.</b>
<b>2.1 EXPLORE THOUGHTS, IDEAS, AND EXPERIENCES IN ENGLISH</b> SPC 2.1.1 forming tentative understandings, interpretations, and positions SPC 2.1.3 considering new perspectives
<b>2.2 GATHER AND USE INFORMATION</b> SPC 2.2.2 using references a) selecting appropriate information b) finding required information in oral and written texts SPC 2.2.3 recording information b) taking notes c) choosing relevant information SPC 2.2.4 completing a task or research a) analyzing data b) synthesizing information d) explaining how and why something happens f) presenting information
<b>CPC 3 Students will demonstrate an understanding of texts.</b>
<b>3.1 DEVELOP LITERACY SKILLS</b> SPC 3.1.1 developing basic literacy skills
<b>3.3 UNDERSTANDING INFORMATIVE TEXTS</b> SPC 3.3.2 locating specific information SPC 3.3.3 discovering possibilities a) formulating tentative understandings, interpretations, and opinions
<b>3.4 DEMONSTRATE A CRITICAL APPRECIATION OF MEDIA</b> SPC 3.4.1 recognizing the different purposes of media messages SPC 3.4.2 analyzing the messages of different media
<b>CPC 4 Students refine the language as they create oral, print, visual and multimedia texts.</b>

## EL2 - GRADE 7 AND 8 continued

### 4.1 UNDERSTAND AND USE THE MECHANICS OF ENGLISH

SPC 4.1.4 using appropriate grammar in speaking and writing

SPC 4.1.5 linking sentences to form texts

## CPC 5 Students respond personally, critically and creatively to texts and experiences.

### 5.1 RESPOND PERSONALLY TO LITERARY, INFORMATIVE AND MULTIMEDIA TEXTS

SPC 5.1.2 expressing an opinion

### 5.2 RESPOND CRITICALLY TO LITERARY, INFORMATIVE AND MEDIA TEXTS

SPC 5.2.1 considering new perspectives

SPC 5.2.2 considering interconnectedness/ interdependence

SPC 5.2.3 considering issues of gender, race equity, health, peace, conflict, resolution, rights and responsibilities, and economic and political development

## THE ARTS – GRADE 7

### VISUAL ART

- reflect on how the elements of art, principles of design, images, and techniques can be ordered to convey meaning in art works
- understand how a single idea can be developed in many ways and directions
- generate and manipulate ideas from a variety of sources that are of interest or significance to them
- continue to explore and determine appropriate media, technology, forms, and methods for visual expression
- develop an understanding of how they can use symbols and other images to convey meaning
- reflect on and discuss the intentions, development, and interpretations of their own and others' art works
- understand that art is a means of communication and appreciate the importance of visual communication
- understand that visual art has different purposes and is produced in different contexts (e.g., commercial, cultural, functional, expressive)
- become aware of how visual art can transmit or question values, ideas, and beliefs relevant to their own lives
- realize that people have differing responses to works of art depending on their personal and cultural experiences

#### Common essential learnings objectives

- explore and express the purposes for and meaning of what they are doing (COM)
- use the language and concepts of visual art to present information in public modes (COM)

### MUSIC

- Become aware that sounds can function symbolically, conveying a variety of meanings (e.g., the many different meanings of water sounds)
- Reflect on and discuss the intentions, development, and interpretations of their own and others' music expressions
- Understand that music has many purposes and is produced in different contexts (e.g., commercial, cultural, functional, expressive)
- Become aware of how music can transmit or question values, ideas, and beliefs relevant to their own lives
- Realize that people have differing responses to a piece of music depending on their personal and cultural experiences

#### Common essential learnings objectives

- Discuss or write about ideas presented using their own language (COM)
- Listen for various purposes (COM)
- Respect and try to understand the language, thoughts, artistic expressions, and viewpoints of others (COM)
- Understand the needs of all people through the study of music (PSVS)

<b>THE ARTS – GRADE 8</b>
<b>VISUAL ART</b>
<ul style="list-style-type: none"> <li>▪ understand relationships between the elements of art, principles of design, images, techniques, and meaning in their own and others' art works</li> <li>▪ recognize the importance of exploring and expanding upon an idea to achieve more depth of meaning and expression</li> <li>▪ generate and manipulate ideas from a variety of sources that are of interest or significance to them</li> <li>▪ determine appropriate media, technology, forms, and methods for visual expression</li> <li>▪ refine their ability to use skillfully the tools, technology, materials, and techniques needed to express their ideas</li> <li>▪ use symbols and other images to develop and convey meaning</li> <li>▪ examine the intentions, development, and interpretations of their own and others' art works in relation to their lives and society</li> <li>▪ become aware of how visual art can transmit or question values, ideas, and beliefs relevant to their own lives</li> <li>▪ recognize that cultural background and experiences affect their responses to art works and their understanding of meaning and symbol within the work</li> </ul>
<b>Common essential learnings objectives</b>
<ul style="list-style-type: none"> <li>▪ explore and express the purposes for and meaning of what they are doing (COM)</li> <li>▪ use the language and concepts of visual art to present information in public modes (COM)</li> <li>▪ explore the technical, social, and cultural aspects of various media in visual art (TL)</li> <li>▪ recognize how the study of visual art contributes to understanding of human needs and human rights (PSVS)</li> </ul>
<b>MUSIC</b>
<ul style="list-style-type: none"> <li>▪ Discuss and interpret the role and influence of sounds in their daily lives, including mass media and popular culture</li> <li>▪ Examine the intentions, development, and interpretations of their own and others' music expressions in relation to their lives and society</li> <li>▪ Become aware of how music can transmit or question values, ideas, and beliefs relevant to their own lives</li> <li>▪ Recognize that their background and experiences affect their responses and understanding of the music</li> </ul>

<b>SOCIAL STUDIES – GRADES 7 AND 8</b>
<b>THE CIRCUMPOLAR WORLD</b>
RATIONALE: Students will study the circumpolar world so they can develop an understanding and appreciation of their unique and challenging northern environment, and so they can recognize shared interests and concerns with other circumpolar peoples and see opportunity for common action and cooperative solutions.
<b>ATTITUDES - Students will be encouraged to develop:</b> <ul style="list-style-type: none"> <li>▪ tolerance and respect for differences in cultures, traditions and beliefs</li> <li>▪ a willingness to consider opinions and interpretations different from their own</li> <li>▪ a willingness to participate in groups and to accept legitimate group decisions</li> <li>▪ respect for the rights, needs, and concern of others</li> <li>▪ an appreciation for the consequences of people's interactions with their physical and social environments</li> </ul>
<b>SKILLS – Students will be able to do the following:</b> <ul style="list-style-type: none"> <li>▪ acquire information to find answers through listening, observing, reading and utilizing community resources</li> <li>▪ make notes (jottings, point form, webbing) that outline the main and related ideas from reading, listening and observing</li> <li>▪ categorize information</li> <li>▪ identify assumptions underlying various positions taken on an issue</li> <li>▪ distinguish between well founded and ill founded opinions</li> <li>▪ work productively and co-operatively with others</li> <li>▪ converse with others in a variety of settings, including informal small group, and whole class discussions</li> </ul>
<b>THE CHANGING WORLD</b>
RATIONALE: In case studies selected from ancient, middle and modern societies, study will study key elements of social change from an historical perspective to learn about the circumstances that have helped to produce the modern age, as well as to better understand today's rapid rate of change and the effects this change has on their lives.
<b>COMMON LEARNING EXPERIENCES – Students should do the following:</b> <ul style="list-style-type: none"> <li>▪ use several sources to acquire and analyze information about ancient, middle and modern societies</li> <li>▪ examine and analyze how a social change has impacted upon a group of people</li> <li>▪ develop and pursue a problem-solving strategy to answer a question with regard to an ancient, middle or modern society</li> </ul>
<b>ATTITUDES – Students will be encouraged to develop:</b> <ul style="list-style-type: none"> <li>▪ an empathy for people who have been significantly impacted upon by change</li> <li>▪ an appreciation of the contributions made by past generations to the wellbeing of today's people</li> <li>▪ open-mindedness, delaying judgment until evidence is considered</li> <li>▪ a habit of making tentative judgments, then remaining open to new evidence</li> <li>▪ a sensitivity to other points of view, combined with an ability to identify and reject irrational and unethical positions</li> </ul>
<b>SKILLS – Students will be able to do the following:</b> <ul style="list-style-type: none"> <li>▪ identify values underlying various positions taken on an issue</li> <li>▪ identify fact, opinion, bias and propaganda</li> <li>▪ contribute to a group discussion as a member, recorder or leader</li> <li>▪ present information and explain ideas to others orally</li> </ul>
<b>ESSENTIAL KNOWLEDGE – Students will demonstrate knowledge of the following:</b> <ul style="list-style-type: none"> <li>▪ the main social and ethical issues of the modern age</li> </ul>
<b>THE GROWTH OF CANADA</b>
RATIONALE: Students will study the growth and development of Canada so they can come to understand and appreciate their country: its geography, its history, its social diversity, its commitment to democracy, and its challenges and opportunities.
<b>COMMON LEARNING EXPERIENCES – Students should do the following:</b> <ul style="list-style-type: none"> <li>▪ make meaningful contributions to discussions, supporting the ideas presented with facts and reasons</li> </ul>
<b>ATTITUDES – Students will be encouraged to develop:</b> <ul style="list-style-type: none"> <li>▪ confidence in expressing their own ideas</li> <li>▪ an appreciation of interdependence as a feature of life</li> <li>▪ an appreciation of Canada's cultural diversity</li> <li>▪ an appreciation of, and respect for, the contributions of cultural groups to Canada</li> </ul>

### Nunavut

## “BURSTING” THE VOICES OF STEREOTYPING

### Student Instructions

Write a story about a time in your own life when you were stereotyped or when you witness stereotyping. Include details about the event and describe how you felt and how you think the other person or people felt. Explain, using the example of your story, why you think stereotyping is wrong. (Note to Teachers: the criteria/general expectation reflects grades 7 & 8)

**Student Name:**

**Date:**

CRITERIA (Grades 7, 8)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>EL2 – CPC5 - Students will respond personally, critically and creatively to texts and experiences.</b> SPC 5.1.2 expressing an opinion SPC 5.2.2 considering interconnectedness/ interdependence SPC 5.2.3 considering issues of gender, race equity, health, peace, conflict, resolution, rights and responsibilities, and economic and political development	Responds personally, critically and creatively to texts and experiences with much prompting and assistance.	Responds personally, critically and creatively to texts and experiences with some success	Responds personally, critically and creatively to texts and experiences with success	Responds personally, critically and creatively to texts and experiences with great success.
<b>EL2 – CPC 4 Students refine the language as they create oral, print, visual and multimedia texts.</b> SPC 4.1.4 using appropriate grammar in speaking and writing SPC 4.1.5 linking sentences to form texts	Uses appropriate grammar and speaking and writing with much assistance.	Uses appropriate grammar in speaking and writing with some assistance. Demonstrates some ability to link sentences to form texts.	Uses appropriate grammar in speaking and writing and successfully demonstrates ability to link sentences to form texts.	Uses appropriate grammar in speaking and writing and links sentences to form texts consistently and accurately.
<b>Social Studies - The Circumpolar World.</b> Students will be encouraged to develop respect for the rights, needs, and concern of others.	Emerging sense of respect for the rights, needs, and concern of others.	Usually demonstrates respect for the rights, needs, and concern of others.	Demonstrates respect for the rights, needs, and concern of others.	Consistently demonstrates respect for the rights, needs, and concern of others – with a high level of empathy and conviction.
<b>Social Studies – The Changing World</b> Students will be able to do the following: <ul style="list-style-type: none"> <li>▪ identify fact, opinion, bias and propaganda</li> <li>▪ contribute to a group discussion as a member, recorder or leader</li> </ul>	With some assistance is able to demonstrate limited ability to differentiate among fact, opinion and bias through participation in group discussion.	Demonstrates some ability to independently differentiate among fact, opinion and bias through participation in group discussion.	Consistently differentiates among fact, opinion and bias through participation in group discussion.	Differentiates among fact, opinion and bias through participation in group discussion with a high level of empathy and conviction.

**Comments:**

### Nunavut

## VOICES FROM THE PAST

### Student Instructions

Your group is a news team. You will present a news story about the incident that you have researched. Make sure that your broadcast includes a reporter, victim(s) and witnesses. Your broadcast should teach your audience about what happened and why it is a sad part of Canada's history.

**Student Name:**

**Date:**

<b>CRITERIA (Grades 7, 8)</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Social Studies – The Circumpolar World</b> <b>SKILLS:</b> Students will be able to work productively and co-operatively with others.	Beginning to work productively and co-operatively with others	Works productively and co-operatively with others at times	Works productively and co-operatively with others	Works productively and co-operatively with others at all times
<b>EL2 – Respond Critically to Literary, Informative and Media Texts</b> SPC 5.2.1 considering new perspectives SPC 5.2.3 considering issues of gender, race equity, health, peace, conflict, resolution, rights and responsibilities, and economic and political development	Beginning to respond critically to literary, informative and media texts while considering new perspectives and issues of race equity, rights and responsibilities.	Responds critically to some literary, informative and media text while considering new perspectives and issues of race equity, rights and responsibilities.	Consistently responds critically to literary, informative and media texts considering new perspectives and issues of race equity, rights and responsibilities.	Offers high level critical responses to literary, informative and media texts while considering new perspectives and issues of race equity, rights and responsibilities.
<b>EL2 – CPC 1 Students use language to build community and to participate in and support social interactions.</b> SPC 1.1.3 exchanging information: b) answering questions c) explaining how and why something happens d) retelling e) providing details	Demonstrates an emerging ability to negotiate and manage (social) interaction through answering question, offering explanations, retelling and providing details.	Occasionally demonstrates the ability to negotiate and manage (social) interaction through answering question, offering explanations, retelling and providing details.	Demonstrates an ability to negotiate and manage (social) interaction through answering question, offering explanations, retelling and providing details.	Consistently and thoroughly demonstrates an ability to negotiate and manage (social) interaction through answering question, offering explanations, retelling and providing details.

**Comments:**

Nunavut

## VOICES FROM THE PRESENT

Rubric

### Student Instructions

Write a journal entry about what you learned from this lesson and how it applies to your own life. You can write your entry as prose, poetry or song lyrics. Think about incidents that you've witnessed or in which you were the victim, and communicate what you have learned about the need to respect **diversity** and support **multiculturalism**.

Student Name:

Date:

CRITERIA (Grades 7, 8)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>EL2 – CPC 2 Students use language to negotiate and manage information.</b> SPC 2.1.1 forming tentative understandings, interpretations, and positions SPC 2.1.3 considering new perspectives	Beginning to use language to negotiate and manage information with much assistance	Beginning to use language to negotiate and manage information with some success	Uses language to negotiate and manage information with success	Uses language to negotiate and manage information independently and with great success
<b>EL2 - CPC 5 Students respond personally, critically and creatively to texts and experiences.</b> SPC 5.1.2 expressing an opinion SPC 5.2.3 considering issues of gender, race equity, health, peace, conflict, resolution, rights and responsibilities, and economic and political development	Demonstrates limited ability to respond personally, critically and creatively to texts and experiences with some additional support.	Beginning to respond personally, critically and creatively to texts and experiences with minimal support.	Independently responds personally, critically and creatively to texts and experiences.	Responds personally, critically and creatively to texts and experiences and demonstrates ability to generalize from those responses to other situations.
<b>Social Studies – The Changing World: Essential Knowledge</b> Students will demonstrate knowledge of the main social and ethical issues of the modern age	Demonstrates limited knowledge	Demonstrates some knowledge	Effectively demonstrates knowledge	Consistently demonstrates knowledge, while offering a critical and/or personal perspective
<b>The Arts - Music</b> Become aware of how music can transmit or question values, ideas, and beliefs relevant to their own lives	Demonstrates an emerging awareness with some support	Demonstrates some awareness independently	Consistently demonstrates awareness independently	Consistently demonstrates awareness with sensitivity and respect

Comments:

Nunavut

## CHOOSE YOUR VOICE

Rubric

### Student Instructions

Create a poster that can be displayed in the school. Your poster should illustrate an opportunity – in your family, at school, with friends or in your community – to choose to be a real-life hero. Your poster should include a “word or speech bubble” with a statement that reflects what you have learned about being a real-life hero. Try to inspire other students to be real-life heroes with your poster!

Student Name:

Date:

CRITERIA (Grades 7, 8)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>EL2 – CPC 1 Students use language to build community and to participate in and support social interactions.</b> SPC 1.1.3 exchanging information: b) answering questions c) explaining how and why something happens d) retelling e) providing details	Demonstrates an emerging ability to negotiate and manage (social) interaction through answering question, offering explanations, retelling and providing details.	Occasionally demonstrates the ability to negotiate and manage (social) interaction through answering question, offering explanations, retelling and providing details.	Demonstrates an ability to negotiate and manage (social) interaction through answering question, offering explanations, retelling and providing details.	Consistently and thoroughly demonstrates an ability to negotiate and manage (social) interaction through answering question, offering explanations, retelling and providing details.
<b>The Arts - Visual Art</b> <b>Gr. 7:</b> develop an understanding of how they can use symbols and other images to convey meaning <b>Gr. 8:</b> recognize how the study of visual art contributes to understanding of human needs and human rights	Demonstrates an emerging understanding	Demonstrates some understanding	Demonstrates a clear understanding	Demonstrates an effective and clear understanding, while offering a critical and/or personal perspective
<b>Social Studies – The Growth of Canada</b> ATTITUDES: Students will be encouraged to develop an appreciation of Canada’s cultural diversity	Emerging sense of appreciation for Canada’s cultural diversity	Demonstrates some appreciation of Canada’s cultural diversity	Demonstrates an appreciation of Canada’s cultural diversity	Demonstrates a high appreciation of Canada’s cultural diversity

Comments: