

Prince Edward Island Curriculum Outcomes and Rubrics – Grades 6, 7 and 8

GRADE 6

LANGUAGE ARTS
SPEAKING AND LISTENING
<p>Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</p> <ul style="list-style-type: none"> ▪ contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others ▪ ask and respond to questions and seek clarification or explanation of ideas and concepts ▪ listen critically to others' ideas or opinions and points of view <p>Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.</p> <ul style="list-style-type: none"> ▪ contribute to and respond constructively in conversation, small-group and whole-group discussion ▪ give and follow instructions and respond to a variety of questions and instructions ▪ engage in, respond to, and evaluate a variety of oral presentations and other texts <p>Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</p> <ul style="list-style-type: none"> ▪ listen attentively and demonstrate awareness of the needs, rights, and feelings of others
READING AND VIEWING
<p>Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</p> <p>Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</p> <ul style="list-style-type: none"> ▪ answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts <p>Students will be expected to respond personally to a range of texts.</p> <ul style="list-style-type: none"> ▪ explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
WRITING AND OTHER WAYS OF REPRESENTING
<p>Students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</p> <p>Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity; precision and effectiveness.</p> <ul style="list-style-type: none"> ▪ use the conventions of written language in final products
THE ARTS
DRAMA – CREATING, MAKING, AND PRESENTING
<p>Students will be expected to explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.</p> <ul style="list-style-type: none"> ▪ select and use dramatic elements, skills, techniques, and processes to create a variety of dramatic works <p>Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.</p> <ul style="list-style-type: none"> ▪ create, rehearse, and present drama works to communicate the meaning of poems, stories, art works, myths and other source material drawn from a wide range of cultures ▪ collaborate in developing, planning, and designing of classroom dramatizations
MUSIC – UNDERSTANDING AND CONNECTING CONTEXTS OF TIME, PLACE, AND COMMUNITY
<p>Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.</p>
MUSIC – PERCEIVING AND RESPONDING
<p>Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.</p> <ul style="list-style-type: none"> ▪ use appropriate terminology to describe, analyze, and interpret music, and discuss points of view, opinions, and interpretations
VISUAL ARTS – CREATING, MAKING, AND PRESENTING
<p>Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.</p> <ul style="list-style-type: none"> ▪ construct personal meaning and communicate it through their artwork
SOCIAL STUDIES
CITIZENSHIP, POWER, AND GOVERNANCE

<p>Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.</p> <ul style="list-style-type: none"> ▪ take age-appropriate actions to demonstrate their responsibilities as citizens
CULTURE AND DIVERSITY
<p>Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.</p> <ul style="list-style-type: none"> ▪ discuss why and how stereotyping, discrimination, and pressures to conform can emerge and how they affect an individual
TIME, CONTINUITY, AND CHANGE
<p>Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.</p> <ul style="list-style-type: none"> ▪ identify, evaluate, and use appropriate primary and secondary sources to learn and communicate about the past

GRADE 7

LANGUAGE ARTS
SPEAKING AND LISTENING
<p>Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</p> <ul style="list-style-type: none"> ▪ express clearly and with conviction, a personal point of view, and be able to support that position <p>Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.</p> <ul style="list-style-type: none"> ▪ participate in small-group conversation and whole-class discussion recognizing that there area range of strategies that contribute to effective talk ▪ follow instructions and respond to questions and directions <p>Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</p> <ul style="list-style-type: none"> ▪ demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language
READING AND VIEWING
<p>Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</p> <p>Students will be expected to respond personally to a range of texts.</p> <ul style="list-style-type: none"> ▪ extend personal responses, either orally or in writing, to print and non-print texts by explaining ins some detail initial or basic reactions to those texts ▪ make evaluations or judgments about texts and learn to express personal points of view
WRITING AND OTHER WAYS OF REPRESENTING
<p>Students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</p> <ul style="list-style-type: none"> ▪ understand that note-making is purposeful, and had many purposes (e.g., personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms, (e.g., lists, summaries, observations and descriptions) <p>Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</p> <ul style="list-style-type: none"> ▪ produce a range of writing forms, for example stories, cartoons, journals, business and personal letters, speeches reports, interviews, messages, poems and advertisements <p>Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity; precision and effectiveness.</p> <ul style="list-style-type: none"> ▪ learn to recognize and begin to use more often the specific prewriting, drafting, revising, editing, proofreading, and presentation strategies that most effectively help to produce various texts
THE ARTS
DRAMA – CREATING, MAKING, AND PRESENTING
<p>Students will be expected to explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.</p>
MUSIC – UNDERSTANDING AND CONNECTING CONTEXTS OF TIME, PLACE, AND COMMUNITY
<p>Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.</p>
MUSIC – PERCIEVING AND RESPONDING
<p>Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and</p>

others' expressive works.
VISUAL ARTS – CREATING, MAKING, AND PRESENTING
Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
SOCIAL STUDIES
CITIZENSHIP, POWER, AND GOVERNANCE
Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.
CULTURE AND DIVERSITY
Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.
TIME, CONTINUITY, AND CHANGE
<p>Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.</p> <p>7.3.1 Evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800's, including Aboriginal peoples, African-Canadians and Acadians</p> <p>7.4.1 Explain how the expansion and development of Canada during the 1870's, and early 1880's affected its various peoples and regions</p> <p>7.4.4 Analyze the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914</p> <p>7.5.1 Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century</p> <p>7.7.1 Portray an understanding of the extent of empowerment of individuals, groups, and the nation up to 1920</p>

GRADE 8

LANGUAGE ARTS

SPEAKING AND LISTENING

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- consider and reflect upon the contribution of others' ideas during discussions
- ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions
- state a point of view in a convincing manner, offering relevant information to support that viewpoint

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- contribute to small-group conversation and whole-class discussion, choosing appropriate strategies that contribute to effective talk
- give instructions and respond appropriately to instructions, directions, and questions

Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language

READING AND VIEWING

Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Students will be expected to respond personally to a range of texts.

- elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments
- state personal points of view about what is read and viewed and justify views with increasing regularity

WRITING AND OTHER WAYS OF REPRESENTING

Students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

- begin to use various forms of note-making appropriate to various purposes and situations

Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity; precision and effectiveness.

- choose with increasing regularity the prewriting, revising, drafting, editing, proofreading, and presentation strategies to aid in producing various texts

THE ARTS

DRAMA – CREATING, MAKING, AND PRESENTING

Students will be expected to explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.

MUSIC – UNDERSTANDING AND CONNECTING CONTEXTS OF TIME, PLACE, AND COMMUNITY

Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.

MUSIC – PERCEIVING AND RESPONDING

Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

VISUAL ARTS – CREATING, MAKING, AND PRESENTING

Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

SOCIAL STUDIES

CITIZENSHIP, POWER, AND GOVERNANCE

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

CULTURE AND DIVERSITY

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

TIME, CONTINUITY, AND CHANGE

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

LESSON 1

Prince Edward Island

“BURSTING” THE VOICES OF STEREOTYPING

Rubric

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.

Student Name:

Date:

CRITERIA (Grades 6, 7 8)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Language Arts – Speaking & Listening: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	Emerging ability to speak and listen to refine their own thinking with occasional support	Demonstrates beginning of the ability to independently speak and listen to refine their own thinking	Consistently speaks and listens to refine their own thinking	Speaks and listens effectively to refine their own thinking while synthesizing and building on the thinking of others
Language Arts - Writing: Students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	Reaching toward the use of writing and other forms of representing with much assistance	Demonstrates the use of writing and other forms of representing with some success	Demonstrates the use of writing and other forms of representing with success	Demonstrates the use of writing and other forms of representing - independently and with great success
Language Arts - Writing: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity; precision and effectiveness.	Limited use of strategies to develop effective writing	Occasional use of strategies to develop effective writing	Uses strategies to develop effective writing	Uses strategies to develop effective writing, while offering a critical and/or personal perspective
Social Studies: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.	Emerging sense of the past and how it affects the present and the future.	Some recognition of the past and how it affects the present and the future.	Demonstrates an understanding of the past and how it affects the present and the future.	Demonstrates a great understanding of the past and how it affects the present and the future – while making personal connections.

Comments:

LESSON 2

Prince Edward Island

VOICES FROM THE PAST

Rubric

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:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Language Arts – Speaking and Listening - Gr. 6, 7, 8: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	Beginning to interact with sensitivity and respect	Interacts with some sensitivity and respect	Interacts with sensitivity and respect	Interacts with great sensitivity, maturity, and respect
The Arts - Drama – Creating, Making & Presenting Gr. 6: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes. Gr. 7, 8: Students will be expected to explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.	Reaching toward success	With some success	With success	Confidently and with great success
Social Studies – Time, Continuity & Change - Gr. 6, 7, 8: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.	Emerging understanding of the past and how it affects the present and the future.	Some understanding of the past and how it affects the present and the future.	Demonstrates an understanding of the past and how it affects the present and the future.	Demonstrates a deep understanding of the past and how it affects the present and the future.

Comments:

Prince Edward Island

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 6, 7, 8)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Language Arts - Writing: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	Reaching toward success	With some success	With success	Independently and with great success
Language Arts - Writing: Students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	Beginning to use writing and other forms of representing with much assistance	Uses writing and other forms of representing with some assistance	Uses writing and other forms of representing with success	Uses writing and other forms of representing with great success
Social Studies – Culture & Diversity: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. (example - Gr. 6: discuss why and how stereotyping, discrimination, and pressures to conform can emerge and how they affect an individual)	Demonstrates a limited understanding	Demonstrates some understanding	Effectively and clearly demonstrates an understanding	Effectively and clearly demonstrates an understanding, while offering a critical and/or personal perspective
The Arts – Music – Perceiving & Responding: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.	Beginning to use – with some support - some appropriate musical terminology to discuss points of view, opinions, and interpretations	Beginning to independently use appropriate musical terminology to discuss points of view, opinions, and interpretations	Consistently uses appropriate terminology to describe, analyze, and interpret music, and discuss points of view, opinions, and interpretations	Effectively uses appropriate terminology to describe, analyze, and interpret music, and discuss points of view, opinions, and interpretations

Comments:

LESSON 4

Prince Edward Island

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 6, 7 8)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The Arts - Visual Art – Creating, Making & Presenting:</p> <p>Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.</p>	Reaching toward success	With some success	With success	With great success
<p>Social Studies – Citizenship, Power & Governance:</p> <p>Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance. (Example – Gr. 6: take age-appropriate actions to demonstrate their responsibilities as citizens)</p>	Demonstrate an understanding with much assistance	Demonstrates an understanding with some assistance	Demonstrates an understanding	Demonstrates a high level of understanding
<p>Language Arts - Writing:</p> <p>Students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</p>	Beginning to use writing and other forms of representing with much assistance	Uses writing and other forms of representing with some assistance	Uses writing and other forms of representing with success	Uses writing and other forms of representing with great success

Comments: