

# YUKON CURRICULUM LINKS

## GRADE 6

### LANGUAGE ARTS

#### ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to interact effectively with others in cooperative learning activities, orally present ideas or information, and demonstrate increased capacity to listen purposefully and respond critically to a range of oral texts.

Students select and apply a variety of strategies to increase success at interacting orally in a range of situations, preparing and delivering short formal and informal oral presentations (e.g., use logical or sequential organizers, incorporate nonverbal elements), and listening effectively (e.g., look for cues from speaker).

- use oral language to interact appropriately with others to discuss and compare ideas and opinions, complete a variety of tasks, and continue to group success.
- use oral language effectively to express a range of information and ideas in formal and informal situations (e.g., presenting a simple oral report based on research, a demonstration, a short dramatization).
- listen purposefully to understand and analyze oral information and ideas from a range of texts (e.g., instructions, straightforward oral explanations and reports, opinions or editorials)
- select from a range of strategies to interact effectively with others in pairs, small-group, and large-group situations (e.g., organizing thoughts, preparing for specific oral language tasks, asking questions to explore others' ideas and viewpoints)
- select from a range of strategies to prepare formal and informal oral presentations including identifying and making connections among relevant experiences and knowledge; identifying and planning for specific audiences and explicit purposes; organizing ideas and information around key questions, in logical categories or in sequence; making adjustments in response to feedback

#### WRITING AND REPRESENTING

Students create a variety of impromptu personal texts, persuasive information texts, and creative literary texts that include some originality.

- use their own experiences to create personal or impromptu communications with some insight and development; create a variety of writing and representations that communicate ideas and information to inform or persuade an audience

Students apply conventions of usage (e.g., appropriate and correct use of subordination, modification, and prepositions) in their writing.

- consistently apply conventions of written language including complete sentences with appropriate subordination and modification; use of prepositions; correct punctuation (e.g., colon, dash, and hyphen), capitalization, and Canadian spelling; legible cursive handwriting

Students purposefully use criteria and the tools of text analysis to assess their own writing, pursue goals for improvement, express themselves in varied media, and use writing and representing to explain familiar concepts and to critique or defend positions.

- use writing and representing to respond to experience or texts (e.g., a staged dramatic scene, a television episode, a significant personal event)

#### READING AND VIEWING

Students independently read and view to comprehend a variety of literary texts, information texts with specialized language, and visual texts with specialized features.

Students justify their reactions to texts, analyze and evaluate texts, and modify ideas from texts to extend and develop their own thinking about a range of subjects.

- independently read, and demonstrate comprehension of, a variety of information texts with some specialized language
- explain and justify their reactions and personal connections to selections they read or view including making explicit and deliberate connections with previous knowledge and experiences; giving opinions and making judgments supported by reasons, explanations and evidence

### THE ARTS – VISUAL ART

#### CONTEXT – Creating / Communicating

- create images that: express beliefs and values

### THE ARTS - DRAMA

#### EXPLORATION AND IMAGINATION – Expression and Trust

- express ideas and emotions using verbal and non-verbal communication

<b>DRAMA SKILLS – Elements and Structures</b>
▪ identify attitudes and beliefs of characters for application in dramatic work
<b>THE ARTS - MUSIC</b>
<b>CONTEXT – Historical and Cultural</b>
▪ identify a variety of purposes for creating music
<b>SOCIAL STUDIES</b>
<b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>
<p><b>Students will apply critical thinking skills- including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions- to a range of problems and issues.</b></p> <ul style="list-style-type: none"> <li>▪ compare a range of points of view on an issue or problem.</li> <li>▪ use comparing, classifying, inferring, imagining, verifying,</li> <li>▪ identifying relationships, and summarizing to clarify and</li> <li>▪ define an issue or problem</li> <li>▪ draw conclusions about an issue or problem</li> </ul> <p><b>Students will implement a plan of action to address a selected local or global problem or issue</b></p> <ul style="list-style-type: none"> <li>▪ give examples to demonstrate awareness that their actions may have consequences for others locally or globally (e.g., consumer choices)</li> </ul> <p><b>Students will deliver a formal presentation</b></p> <ul style="list-style-type: none"> <li>▪ plan, prepare, and deliver a presentation on a selected topic (e.g., a country of their choice)</li> </ul>

## GRADE 7

<b>LANGUAGE ARTS</b>
<b>ORAL LANGUAGE - SPEAKING AND LISTENING</b>
<p><b>Students use oral language to interact effectively with others in cooperative learning activities, orally present grade-appropriate complex ideas or information, and demonstrate increased capacity to listen and respond critically to a wide range of oral texts.</b></p> <ul style="list-style-type: none"> <li>▪ listen critically to understand and analyze oral information and ideas from a wide range of <b>texts</b> (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the _____ media)</li> </ul> <p><b>Students select and apply a range of strategies to increase success at interacting orally in a range of situations, preparing and delivering short formal and informal oral presentations (e.g., use logical or sequential organizers, incorporate nonverbal elements), and to listen effectively (e.g., look for cues from speaker).</b></p> <ul style="list-style-type: none"> <li>▪ use oral language to interact purposefully and appropriately with others to discuss and analyze ideas and opinions, complete a variety of tasks, and continue to group consensus building.</li> <li>▪ use oral language to effectively express information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization)</li> <li>▪ select and apply a range of strategies to interact effectively with others in pairs, small-group, and large-group situations (e.g., organizing thoughts, expressing support for others and their viewpoints, contributing to sustaining dialogue)</li> <li>▪ select and apply a range of strategies to prepare formal and informal oral presentations</li> </ul>
<b>WRITING AND REPRESENTING</b>
<p><b>Students create a variety of impromptu personal texts, persuasive information texts, and creative literary texts in various genres that show evidence of some originality.</b></p> <ul style="list-style-type: none"> <li>▪ Use their own experiences to create personal or impromptu communications characterized by some insight and development, including autobiographies, opinion pieces, and responses to texts.</li> <li>▪ create a variety of writing and representations that communicate ideas and information to inform or persuade an audience</li> </ul> <p><b>Students consistently apply conventions of usage (e.g., correct use of subordination and modification; correct use of varied modifiers, pronouns, verb forms; correct source citation) in their writing.</b></p> <ul style="list-style-type: none"> <li>▪ consistently apply conventions of written language including vocabulary development; complete sentences with appropriate subordination and modification; use of varied modifiers, pronouns, and verb forms; use of prepositions; correct punctuation (e.g., semi-colon, colon, dash, and hyphen), capitalization, and Canadian spelling; legible cursive handwriting; source citation</li> </ul> <p><b>Students purposefully use criteria and the tools of text analysis to assess their own writing, pursue goals for improvement, express themselves in varied media, and use writing and representing to extend their thinking by drawing analogies, comparing, analyzing,</b></p>

<p><b>generalizing, and speculating.</b></p> <ul style="list-style-type: none"> <li>▪ use writing and representing to formulate thoughtful responses to experience and texts.</li> </ul>
<p><b>READING AND VIEWING</b></p>
<p><b>Students independently read and view to comprehend a variety of increasingly complex literary texts, information texts, and visual texts.</b></p> <ul style="list-style-type: none"> <li>▪ independently read, and demonstrate comprehension of, a variety of information texts with specialized language and complex ideas</li> </ul> <p><b>Students justify their reactions to texts, analyze and evaluate texts, and modify ideas from texts (e.g., through synthesis, juxtaposition) to extend and develop their own thinking about a range of subjects.</b></p> <ul style="list-style-type: none"> <li>▪ explain and justify their reactions and personal connections to selections they read or view including making explicit and deliberate connections with previous knowledge and experiences; giving opinions and making judgments supported by reasons, explanations and evidence</li> <li>▪ analyze and evaluate ideas and information from a wide range of <b>texts</b></li> </ul>
<p><b>THE ARTS – VISUAL ART</b></p>
<p><b>CONTEXT – Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>▪ create images that convey beliefs and values</li> </ul>
<p><b>THE ARTS - DRAMA</b></p>
<p><b>EXPLORATION AND IMAGINATION</b></p> <ul style="list-style-type: none"> <li>▪ select a means of communication to express ideas and emotions in dramatic work</li> </ul>
<p><b>THE ARTS - MUSIC</b></p>
<p><b>CONTEXT – Historical and Cultural</b></p> <ul style="list-style-type: none"> <li>▪ compare music created for a variety of purposes</li> </ul>
<p><b>SOCIAL STUDIES</b></p>
<p><b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b></p> <p><b>It is expected that students will: defend a position on a contemporary or historical issue, deliver a formal presentation on a selected issue or inquiry using two or more forms of representation, defend a position on a contemporary or historical issue</b></p> <ul style="list-style-type: none"> <li>▪ justify their position in terms of factors such as geography, gender, historical perspective, culture, and religion.</li> <li>▪ plan, prepare, and deliver a presentation on a selected topic</li> </ul> <p><b>It is expected that students will apply critical thinking skills— including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions—to a range of problems and issues</b></p> <ul style="list-style-type: none"> <li>▪ draw conclusions about an issue or problem</li> <li>▪ use comparison, classifying, inferring, imagining, verifying, using analogies, identifying relationships, to clarify and define an issue or problem</li> </ul>

**GRADE 8**

<p><b>LANGUAGE ARTS</b></p>
<p><b>COMPREHEND AND RESPOND – Engagement and Personal Response</b></p>
<p><b>It is expected that students will demonstrate their understanding of written, oral, and visual communications.</b></p> <ul style="list-style-type: none"> <li>▪ explain the motivation of the characters in works of communication, providing evidence from the text of each work</li> <li>▪ It is expected that students will: organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms.</li> <li>▪ locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks</li> <li>▪ demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media</li> </ul> <p><b>It is expected that students will draw respond conclusions from information found in various written, spoken, or visual communications and defend their conclusions rationally.</b></p> <ul style="list-style-type: none"> <li>▪ It is expected that students will: identify bias and false reasoning in communications as these relate to their contexts.</li> </ul> <p><b>It is expected that students will apply their knowledge of the conventions of language and use appropriate vocabulary to talk about them.</b></p> <p>It is expected that students will: use grammatically correct language when writing and speaking.</p> <p><b>It is expected that students will use language to interact and collaborate with others to explore ideas and to accomplish goals.</b></p>

It is expected that students will identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

#### **COMMUNICATE IDEAS AND INFORMATION – Composing and Creating**

It is expected that students will employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

- compose or create works of communication for specific audiences and purposes, including to entertain, persuade, or inform

#### **COMMUNICATE IDEAS AND INFORMATION – Presenting and Valuing**

It is expected that students will demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

- create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations

#### **SELF AND SOCIETY**

**Personal Awareness:** It is expected that students will use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

**Working Together:** It is expected that students will use language to interact and collaborate with others to explore ideas and to accomplish goals.

**Community Building: Communicate Ideas and Information (Presenting and Valuing)**

It is expected that students will demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

- interact purposefully, confidently, and respectfully in a variety of situations

#### **THE ARTS – VISUAL ART**

##### **CONTEXT: Creating / Communicating**

Students will create images: that reflect a sense of personal and social responsibility

#### **THE ARTS - DRAMA**

##### **EXPLORATION AND IMAGINATION – Expression and Trust**

It is expected that students will trust themselves and others in order to express and reflect on thoughts, feelings, and beliefs; to take risks within a dramatic context; and to express themselves through active engagement in drama.

- demonstrate an appreciation for the diversity of others and their various perspectives

##### **DRAMA SKILLS – Elements and Structures**

It is expected that students will understand and apply the elements of drama and theatre.

##### **CONTEXT – Social and Cultural Context**

It is expected that students will experience, understand, and develop sensitivity to the diversity of cultures through drama. Students will also interpret how drama celebrates, comments on, and questions the values, issues, and events of societies past and present.

#### **THE ARTS - MUSIC**

##### **CONTEXT – Historical and Cultural**

Students will compare music created for a variety of purposes

##### **THOUGHTS, IMAGES AND FEELINGS**

Students will demonstrate a willingness to share personal insights arising from experiences with music

#### **SOCIAL STUDIES**

##### **APPLICATION OF SOCIAL STUDIES**

It is expected that students will: identify and clarify a problem, an issue, or an inquiry.

- plan, revise, and deliver written and oral presentations
- co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified

**YUKON**

**“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 witnesses 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><b>LANGUAGE ARTS - ORAL LANGUAGE (SPEAKING AND LISTENING)</b>  <b>Gr. 6 &amp; 7:</b> Students use oral language to interact effectively with others in cooperative learning activities, orally present ideas or information (Gr 7 - grade-appropriate complex ideas or information), and demonstrate increased capacity to listen (Gr 6. – purposefully) and respond critically to a (Gr. 7 – wide) range of oral texts.  <b>Gr. 8:</b> It is expected that students will use language to interact and collaborate with others to explore ideas and to accomplish goals.</p>	Reaching toward effective interacting, presenting, and listening	Interacting, presenting, and listening with some success	Interacting, presenting, and listening with success	Interacting, presenting, and listening with great success
<p><b>LANGUAGE ARTS - WRITING AND REPRESENTING</b>  <b>Gr. 6:</b> Students purposefully use criteria and the tools of text analysis to assess their own writing, pursue goals for improvement, express themselves in varied media, and use writing and representing to explain familiar concepts and to critique or defend positions.  <b>Gr. 7:</b> Representing and Thinking - Students purposefully use criteria and the tools of text analysis to assess their own writing, pursue goals for improvement, express themselves in varied media, and use writing and representing to extend their thinking by drawing analogies, comparing, analyzing, generalizing, and speculating.  <b>Gr. 8:</b> Presenting and Valuing - It is expected that students will demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.</p>	Emerging use of the criteria and tools of text analysis	Using the criteria and tools of text analysis when prompted or with assistance	Using the criteria and tools of text analysis	Excellent use of the criteria and tools of text analysis
<p><b>SOCIAL STUDIES: - SKILLS AND PROCESSES</b>  <b>Gr. 6:</b> It is expected that students will: apply critical thinking skills- including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions- to a range of problems and issues.  <b>Gr. 7:</b> defending a position on a contemporary or historical issue  <b>Gr. 8:</b> identifying and clarifying a problem, an issue, or an inquiry.</p>	Emerging application of these skills	Occasionally demonstrates the application of these skills	Demonstrates an understanding and application of these skills	Consistently and effectively demonstrates an understanding and application of these skills

**Comments:**

YUKON

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
<p><b>LANGUAGE ARTS - ORAL LANGUAGE – Speaking and Listening</b>  <b>Using Oral Language (Interacting, Presenting, and Listening)</b>  <b>Gr. 6:</b> Students use oral language to interact effectively with others in cooperative learning activities, orally present ideas or information, and demonstrate increased capacity to listen purposefully and respond critically to a range of oral texts.  <b>Gr. 7:</b> Students use oral language to interact effectively with others in cooperative learning activities, orally present grade-appropriate complex ideas or information, and demonstrate increased capacity to listen and respond critically to a wide range of oral texts.  <b>Gr. 8:</b> It is expected that students will use language to interact and collaborate with others to explore ideas and to accomplish goals.</p>	Reaching toward success	With some success	With success	Confidently and with great success
<p><b>THE ARTS - DRAMA - Exploration and Imagination</b>  <b>Gr. 6:</b> express ideas and emotions using verbal and non-verbal communication  <b>Gr. 7:</b> select a means of communication to express ideas and emotions in dramatic work  <b>Gr. 8:</b> demonstrate an appreciation for the diversity of others and their various perspectives</p>	Emerging exploration of ideas and demonstrated use of imagination	Some exploration of ideas and demonstrated use of imagination	Exploration of ideas and demonstrated use of imagination	Successful and insightful exploration of ideas and demonstrated use of imagination
<p><b>SOCIAL STUDIES - SKILLS AND PROCESSES</b>  <b>Gr. 6:</b> deliver a formal presentation  <b>Gr. 7:</b> deliver a formal presentation on a selected issue or inquiry using two or more forms of representation  <b>Gr. 8:</b> plan, revise, and deliver written and oral presentations</p>	Emerging skills and processes related to delivering an effective presentation	Demonstrates some skills and processes related to delivering an effective presentation	Demonstrates skills and processes related to delivering an effective presentation	Consistently and thoroughly demonstrates skills and processes related to delivering an effective presentation

**Comments:**

# LESSON 3

YUKON

## 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>LANGUAGE ARTS - WRITING AND REPRESENTING:</b> <b>Composing and Creating</b> <b>Gr. 6:</b> Students create a variety of impromptu personal texts, persuasive information texts, and creative literary texts that include some originality <b>Gr. 7:</b> Students create a variety of impromptu personal texts, persuasive information texts, and creative literary texts in various genres that show evidence of some originality. <b>Gr. 8:</b> Self and Society (Personal Awareness) It is expected that students will use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.	Reaching toward success	With some success	With success	Independently and with great success
<b>THE ARTS - MUSIC:</b> <b>Gr. 6:</b> Context (Historical and Cultural) - identify a variety of purposes for creating music <b>Gr. 7:</b> compare music created for a variety of purposes <b>Gr. 8:</b> demonstrate a willingness to share personal insights arising from experiences with music	Limited	Occasional	Effective and clear communication and/or comparison	Very effective and clear communication, while offering a critical and/or personal perspective
<b>SOCIAL STUDIES - SKILLS AND PROCESSES</b> <b>Gr. 6 &amp; 7:</b> apply critical thinking skills - including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions—to a range of problems and issues <b>Gr. 8:</b> Application of Social Studies - interpret and evaluate a variety of primary and secondary sources	Emerging sense of sensitivity and respect, considering the situation, audience, and purpose – while interacting.	Usually interacts with sensitivity and respect, considering the situation, audience, and purpose.	Interacts with sensitivity and respect, considering the situation, audience, and purpose.	Consistently interacts with sensitivity and respect, considering the situation, audience, and purpose.

Comments:

# LESSON 4

YUKON

## 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>LANGUAGE ARTS - WRITING AND REPRESENTING - Composing and Creating</b> <b>(Gr. 6 &amp; 7):</b> Students create a variety of impromptu personal texts, persuasive information texts, and creative literary texts in various genres that show evidence of some originality. <b>Gr. 8:</b> Communicate Ideas and Information (Presenting and Valuing) It is expected that students will demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.	Reaching toward success	With some success	With success	Independently and with great success
<b>THE ARTS - VISUAL ART</b> <b>Gr. 6 &amp; 7: Context (Creating/Communicating)</b> - create images that: express beliefs and values <b>Gr. 8:</b> create images that reflect a sense of personal and social responsibility.	Demonstrates an emerging sense of communication and critical thinking through visual art	Occasionally demonstrates a sense of communication and critical thinking through visual art	Demonstrates a sense of communication and critical thinking through visual art	Consistently demonstrates a sense of effective communication and critical thinking through visual art
<b>SOCIAL STUDIES - SKILLS AND PROCESSES</b> <b>Gr. 6:</b> Students will implement a plan of action to address a selected local or global problem or issue <b>Gr. 7:</b> Students will apply critical thinking skills—including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions—to a range of problems and issues; <b>Gr. 8:</b> Students will co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified	Beginning to understand how best to demonstrate these skills and processes of Social Studies	Demonstrates these skills and process with some success	Often demonstrates these skills and processes	Demonstrates these skills and processes with confidence and ease

Comments: