

CHOOSE YOUR VOICE

Antisemitism in Canada

**QUEBEC EDUCATION PROGRAM
CURRICULUM CONNECTIONS
RUBRICS**

“BURSTING” THE VOICES OF STEREOTYPING: Rubric

ACTIVITY

Elementary, Cycle 3

The sample rubric below demonstrates how teachers may draw on the Curriculum Connections to the Quebec Education Program in order to evaluate the work produced in each of the activities.

Student Instructions

Write an account for someone your own age to read about a time in your own life when you were stereotyped or when you witnessed stereotyping. Include details about the event and describe how you felt and how you think the other person or people felt. Explain, using examples of what happened, why you think stereotyping is wrong. OR, research examples of stereotyping that you find in television commercials and/or magazine ads. Write a summary for someone your own age of TWO (2) commercials and/or ads that feature stereotypes. Using these examples, explain to someone your own age why you think that promoting stereotypes is wrong.

Student Name:

Date:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Clarity, appropriateness and precision of the purpose of the communication	With complete teacher support and guidance	Some understanding of the purpose. Requires guidance and support	Understands the purpose. Asks focused questions of teacher and seeks feedback	Understands the purpose and text is clear, with precise examples. Asks focused questions of teacher and seeks feedback
Coherence of the message	Difficult to follow	Demonstrates some capacity to shape the message	Demonstrates control over most features of the text and shapes message with reader in mind	Controls most features of the text and shapes message with reader in mind
Explanation, using examples, of relationships between people and between people and their environment	With complete teacher guidance and support	Uses some examples to good effect	Connects examples to explanations	Connects examples to explanations. Characterizes relationships between people and between people and their environment
Explanation, using examples, of requirements related to these relationships	Difficulty in expressing own view of stereotyping	Expresses own view of stereotyping with some success	Expresses own view of stereotyping and judges its impact on others	Expresses own view of stereotyping, judging its impact on others and on life in society
Recognition of the needs of others	Difficulty in recognizing others' needs	Recognizes others' needs but not always successful in communicating this	Recognizes others' needs and clearly communicates this understanding	Recognizes others' needs and uses this understanding to suggest alternatives and/or show support

Comments:

“BURSTING” THE VOICES OF STEREOTYPING

Elementary: Curriculum Connections

PROGRAM	COMPETENCY	KEY FEATURES	RELATED CONTENT	EVALUATION CRITERIA
Cross-curricular competency	Competency 9: To communicate appropriately	<ul style="list-style-type: none"> – To establish the purpose of the communication – To select the mode of communication – To carry out the communication 	<ul style="list-style-type: none"> • Writing a story <p style="text-align: center;">OR</p>	<ul style="list-style-type: none"> – Clarity, appropriateness and precision of the purpose of the communication – Coherence of the message – Critical, dynamic reception of communications from others
Moral Education	Competency 1: To analyze, in own environment, life situations and related guidelines for action	<ul style="list-style-type: none"> – To compare the life situations and guidelines for action in own environment with those of other cultures or historical periods – To clarify own definition of values on the basis of personal experience – To justify the guidelines for action that will be applied to own life 	<ul style="list-style-type: none"> • Summary of own research • Class and group discussions • Examining stereotyping, prejudice and faulty generalizations • Connecting acts of stereotyping to own values, beliefs, experiences 	<ul style="list-style-type: none"> – Explanation, using examples, of relationships between people and between people and their environment – Explanation, using examples, of requirements related to these relationships – Identification of guidelines for action present in the examples (prohibitions, rules, rights, norms, values, ways of viewing living organisms, etc.)
Cross-curricular competency	Competency 8: To cooperate with others	<ul style="list-style-type: none"> – To interact with an open mind in various contexts – To contribute to team efforts – To use teamwork effectively 	<ul style="list-style-type: none"> • Contributing to the working group 	<ul style="list-style-type: none"> – Recognition of the needs of others – Appropriate attitudes and behaviours

VOICES FROM THE PAST: Rubric

ACTIVITY 2

Elementary, Cycle 3

The sample rubric below demonstrates how teachers may draw on the Curriculum Connections to the Quebec Education Program in order to evaluate the work produced in each of the activities.

Student Instructions

Your group is a news team. You will present your news story based on your research topic. Your target audience will include individuals from different cultures and ethnicities. You want to report what happened, *but you also want to take a position about what happened (e.g., a sad part of Canada's history, conflicts with values of democratic life, etc.)*. Remember that your news report must include a reporter, (a) victim(s) and bystanders/witnesses.

Student Name:

Date:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Commitment to the work of the team	Limited sense of commitment	Some sense of commitment	Demonstrates commitment on a fairly consistent basis	Demonstrates commitment on a consistent basis
Contribution to improving the way the team works together	Makes little or no contribution, although able to follow some instructions	Makes a contribution by showing willingness to take on different activities	Demonstrates many of the qualities of an active and responsible partner	Demonstrates most of the qualities of an active and responsible partner
Explanation of the moral problem and its repercussions on people	Grasps some aspects of the moral problem, with consistent teacher support	Grasps some aspects of the moral problem and its impact on people, with teacher guidance	Grasps key aspects of the moral problem and its impact on people. Seeks feedback to extend own understanding	Elaborates upon key aspects of the moral problem and its impact on people. Seeks feedback to extend own understanding
Description of the viewpoint of the persons concerned by the problem	Difficulty in grasping viewpoint	Understands viewpoint and describes it with teacher guidance and support	Understands viewpoint and describes it with detail, seeking occasional guidance and support from teacher	Understands and articulates viewpoint, seeking feedback from teacher and peers to make revisions
Observance of codes and conventions	Beginning to recognize some codes and conventions	Recognizes some codes and conventions and uses in limited fashion, with teacher guidance and support	Recognizes many codes and conventions and takes risks in order to learn to use them with effect	Recognizes most codes and conventions and takes risks in order to learn to use them with effect
Critical, dynamic reception of communications from others	Experiences difficulty. With constant teacher guidance and support, demonstrates some understanding of others' communication	Demonstrates understanding of others' communication and beginning to formulate own response	Responses are animated and indicate critical listening skills	Grasps key elements of others' communication and integrates these into an animated response that indicates some critical listening skills
Coherence of the message	Difficult to follow	Demonstrates some capacity to shape the message	Demonstrates control over most features of the text and shapes message with reader in mind	Controls most features of the text and shapes message with reader in mind

Comments:

VOICES FROM THE PAST

Elementary: Curriculum Connections

PROGRAM	COMPETENCY	KEY FEATURES	RELATED CONTENT	EVALUATION CRITERIA
Cross-curricular competency	Competency 8: To cooperate with others	<ul style="list-style-type: none"> - To interact with an open mind in various contexts - To contribute to team efforts - To use teamwork effectively 	<ul style="list-style-type: none"> • Adopting the language, codes and conventions of the media • Participating as member of news team to present a news story involving victims, bystanders, reporters and perpetrators • Shaping news story to reflect a moral issue and its repercussions on people • Identifying and expressing different viewpoints on an issue in news story • Shaping message to target audience 	<ul style="list-style-type: none"> - Commitment to the work of the team - Contribution to improving the way the team works together
Moral Education	Competency 2: To take an enlightened position on situations involving a moral issue	<ul style="list-style-type: none"> - To explain the moral problem - To analyze the situation from different viewpoints - To envisage possible choices and their consequences - To justify the choice in terms of a better individual and collective way of living 		<ul style="list-style-type: none"> - Explanation of the moral problem and its repercussions on people - Description of the viewpoint of the persons concerned by the problem - Description of how personal understanding of the situation has changed in seeking to develop an enlightened position
Cross-curricular competency	Competency 9: To communicate appropriately	<ul style="list-style-type: none"> - To establish the purpose of the communication - To select the mode of communication - To carry out the communication 		<ul style="list-style-type: none"> - Coherence of the message - Use of appropriate symbols or vocabulary - Observance of codes and conventions - Critical, dynamic reception of communications from others

VOICES FROM THE PRESENT: Rubric

ACTIVITY

3

Elementary, Cycle 3

The sample rubric below demonstrates how teachers may draw on the Curriculum Connections to the Quebec Education Program in order to evaluate the work produced in each of the activities.

Student Instructions

Write a journal entry for a reader your own age about how what you learned in this activity might apply to your own life. You may, for example, consider incidents you have seen or in which you yourself were a victim. Or you might choose to focus on the need to respect individuals and cultures. You may choose to write your journal entry in prose, poetry or as lyrics to a song, but make sure that the genre you pick suits your purpose. Be creative!

Student Name:

Date:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Clarity, appropriateness and precision of the purpose of the communication	With complete teacher support and guidance	Some understanding of the purpose and needs of the reader. Requires guidance and support	Understands the purpose and needs of the reader. Asks focused questions of teacher and seeks feedback	Understands the purpose and text is clear, with precise examples, aimed at the reader. Asks focused questions of teacher and seeks feedback
Coherence of the message	Difficult to follow	Demonstrates some capacity to shape the message	Demonstrates control over most features of the text and shapes message with reader in mind	Controls most features of the text and shapes message with reader in mind
Critical, dynamic reception of communications from others	With teacher guidance, begins to think of ways to engage and interest the reader	Text indicates some thought about ways to engage and interest the reader	Text explicitly seeks to engage and interest the reader	Text explicitly seeks to engage and interest the reader. Evidence of creativity in decisions made
Explanation, using examples, of relationships between people and between people and their environment	With complete teacher guidance and support	Uses some examples/images to good effect in an attempt to situate learning within own life	Connects examples/images to explanations of how learning has influenced own life. Characterizes relationships between people and between people and their environment	Connects examples/images to explanations of how learning has influenced own life. Relationships depicted between people and between people and their environment shows creativity
Identification of guidelines for action present in the examples (prohibitions, rules, rights, norms, values, etc.)	No clear sense of this aspect in text. With teacher support and guidance, may express a belief and/or right and/or value	Clear effort to identify and articulate important values and/or beliefs and/or rights. Connection to rest of text not always perceptible	Articulates values and/or beliefs and/or rights with a sense of their implications for action, including those actions that have to do with changing values, realizations, etc.	Values and/or beliefs and/or rights articulated and integrated with the action(s) necessary, including those actions that have to do with changing values, realizations, etc.

Comments:

VOICES FROM THE PRESENT

Elementary: Curriculum Connections

PROGRAM	COMPETENCY	KEY FEATURES	RELATED CONTENT	EVALUATION CRITERIA
Cross-curricular competency	Competency 9: To communicate appropriately	<ul style="list-style-type: none"> - To establish the purpose of the communication - To select the mode of communication - To carry out the communication 	<ul style="list-style-type: none"> • Writing a journal entry that communicates own viewpoint on an issue as well as a self-evaluation of own experiences, values and beliefs • Reading Fact Sheets with a focus on the systemic nature of prejudice and hate crimes • Taking notes of incident depicted in Fact Sheets with a focus on stereotyping and/or prejudice and/or racism and/or antisemitism • Working in expert groups to both develop and share expertise 	<ul style="list-style-type: none"> - Clarity, appropriateness and precision of the purpose of the communication - Coherence of the message - Critical, dynamic reception of communications from others
Moral Education	Competency 1: To analyze, in own environment, life situations and related guidelines for action	<ul style="list-style-type: none"> - To compare the life situations and guidelines for action in own environment with those of other cultures or historical periods - To clarify own definition of values on the basis of personal experience - To justify the guidelines for action that will be applied to own life 		<ul style="list-style-type: none"> - Explanation, using examples, of relationships between people, and between people and their environment - Explanation, using examples of requirements related to these relationships - Identification of guidelines for action present in the examples (prohibitions, rules, rights, norms, values, ways of viewing living organisms, etc.)
Cross-curricular competency	Competency 8: To cooperate with others	<ul style="list-style-type: none"> - To interact with an open mind in various contexts - To contribute to team efforts - To use teamwork effectively 		<ul style="list-style-type: none"> - Recognition of the needs of others - Appropriate attitudes and behaviours

CHOOSE YOUR VOICE: Rubric

ACTIVITY 4

Elementary, Cycle 3

The sample rubric below demonstrates how teachers may draw on the Curriculum Connections to the Quebec Education Program in order to evaluate the work produced in each of the activities.

Student Instructions

Create a poster to be displayed in the school that will inspire other students to make the world a better place. Your poster should illustrate an opportunity – in the community, at school, with friends or in a family – to choose to be a real-life hero.

Student Name:

Date:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Use of appropriate symbols or vocabulary	Little connection between symbol(s), print and message	Connection between symbol(s), print and message present although not entirely clear	Connection between symbol(s), print and message is clear and pertinent	Connection between symbol(s), print and message is pertinent and fully integrated into purpose
Observance of codes and conventions	Composition and organization neither respects function(s) that posters serve in our society nor purpose	Composition and organization respects some function(s) that posters serve in our society and can be associated with purpose	Composition and organization represents function(s) of poster, purpose and message	Composition and organization takes account of function(s) of poster, purpose and message in an integrated fashion
Coherence of the message	Not entirely perceptible, largely due to a lack of coherence between message and the features of a poster	Some coherence between message and the features of a poster	Message draws on knowledge of function(s) and features of posters with evident success	Message incorporates knowledge of function(s) and features of posters to advantage
Critical, dynamic reception of communications from others	Connection between own poster and those examined in preproduction unclear	Connection between own poster and those examined in preproduction is somewhat clear	Connection between own poster and those examined in preproduction is evident	Connection between own poster and those examined in preproduction is evident. The former shows some innovation
Identification of guidelines for action present in the examples (prohibitions, rules, norms, values etc.)	Poster does not inspire connections between making the world a better place and taking action	Poster attempts to make connections between making the world a better place and taking action but message somewhat unclear and/or buried in other features	Poster makes connections between making the world a better place and taking action in a manner that calls upon values and/or rights and/or some other positive characteristic of human behaviour	Poster represents the connections between making the world a better place and taking action in a manner that inspires the viewer to take an active role; i.e., promotes an enlightened position on an important social issue

Comments:

CHOOSE YOUR VOICE

Elementary: Curriculum Connections

PROGRAM	COMPETENCY	KEY FEATURES	RELATED CONTENT	EVALUATION CRITERIA
Cross-curricular competency	Competency 9: To communicate appropriately	<ul style="list-style-type: none"> - To establish the purpose of the communication - To select the mode of communication - To carry out the communication 	<ul style="list-style-type: none"> • Examining the concept of superhero and how it applies in the context of prejudice, racism and/or other social issues fought by real-life heroes • Taking a position/formulating a solution regarding an issue 	<ul style="list-style-type: none"> - Coherence of the message - Use of appropriate symbols or vocabulary - Observance of codes and conventions - Critical, dynamic reception of communications from others
Moral Education	Competency 1: To analyze, in own environment, life situations and related guidelines for action	<ul style="list-style-type: none"> - To compare the life situations and guidelines for action in own environment with those of other cultures or historical periods - To clarify own definition of values on the basis of personal experience - To justify the guidelines for action that will be applied to own life 	<ul style="list-style-type: none"> • Promoting an enlightened position regarding a social issue by creating a poster • Applying the codes and conventions of a poster • Formulating a message to reach a target audience of peers 	<ul style="list-style-type: none"> - Explanation, using examples of relationships between people, and between people and their environment - Explanation, using examples of requirements related to these relationships - Identification of guidelines for action present in the examples (prohibitions, rules, rights, norms, values, ways of viewing living organisms, etc.)
Cross-curricular competency	Competency 8: To cooperate with others	<ul style="list-style-type: none"> - To interact with an open mind in various contexts - To contribute to team efforts - To use teamwork effectively 	<ul style="list-style-type: none"> • Working as a member of a team to create the poster 	<ul style="list-style-type: none"> - Recognition of the needs of others - Appropriate attitudes and behaviours

“BURSTING” THE VOICES OF STEREOTYPING: Rubric

ACTIVITY

Secondary, Cycle 1

The sample rubric below demonstrates how teachers may draw on the Curriculum Connections to the Quebec Education Program in order to evaluate the work produced in each of the activities.

Student Instructions

Write an account for someone your own age to read about a time in your own life when you were stereotyped or when you witnessed stereotyping. Include details about the event and describe how you felt and how you think the other person or people felt. Explain, using examples of what happened, why you think stereotyping is wrong.

OR

Research examples of stereotyping that you find in television commercials and/or magazine ads. Write a summary for someone your own age of TWO (2) commercials and/or ads that feature stereotypes. Using these examples, explain to someone your own age why you think that promoting stereotypes is wrong.

Student Name:

Date:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Coherence of the message	With complete teacher support and guidance	Some understanding of the purpose. Requires guidance and support	Understands the purpose. Asks focused questions of teacher and seeks feedback	Understands the purpose and text is clear, with precise examples. Asks focused questions of teacher and seeks feedback
Appropriateness of the message for the context and audience	Difficult to follow	Demonstrates some capacity to shape the message	Demonstrates control over most features of the text and shapes message with reader in mind	Controls most features of the text and shapes message with reader in mind
Identification of an ethical issue	With complete teacher guidance and support	Choice of topic for account OR research indicates some awareness of ethical issue(s)	Choice of topic for account OR research, together with supporting details demonstrates awareness of ethical issue(s)	Choice of topic for account OR research, together with supporting details demonstrates awareness of ethical issue(s) and possible consequences
Use of criteria to evaluate choices	Difficulty in expressing own view of stereotyping	Expresses own view of stereotyping with some success	Expresses own view of stereotyping and judges its impact on others	Expresses own view of stereotyping, judging its impact on others and/or its undesirable manifestations, i.e., as in certain kinds of advertising, for example
Recognition of the needs of others	Difficulty in recognizing others' needs	Recognizes others' needs but not always successful in communicating this	Recognizes others' needs and clearly communicates this understanding	Recognizes others' needs and uses this understanding to suggest alternatives and/or show support

Comments:

“BURSTING” THE VOICES OF STEREOTYPING

Secondary: Curriculum Connections

PROGRAM	COMPETENCY	KEY FEATURES	RELATED CONTENT	EVALUATION CRITERIA
Cross-curricular competency	Competency 9: To communicate appropriately	<ul style="list-style-type: none"> – Becomes familiar with various modes of communication – Uses various modes of communication – Manages the communication process 	<ul style="list-style-type: none"> • Writing a story <p style="text-align: center;">OR</p>	<ul style="list-style-type: none"> – Coherence of the message – Observance of practices, codes and conventions – Appropriateness of the message for the context and audience – Self-analysis and evaluation
Moral Education	Competency 2: Takes a reflective position on ethical issues	<ul style="list-style-type: none"> – Identifies the ethical issues of a situation – Analyzes the tensions that exist among different viewpoints, opinions, visions of human beings, values and social precepts – Imagines possible options and their consequences – Translates his/her choices into action 	<ul style="list-style-type: none"> • Summary of own research • Class and group discussions Examining stereotyping, prejudice and faulty generalizations • Connecting acts of stereotyping to own values, beliefs, experiences 	<ul style="list-style-type: none"> – Identification of an ethical issue – Description of possible options and their consequences – Use of criteria to evaluate choices
Cross-curricular competency	Competency 8: To cooperate with others	<ul style="list-style-type: none"> – To interact with an open mind in various contexts – To contribute to team efforts – To use teamwork effectively 	<ul style="list-style-type: none"> • Contributing to the working group 	<ul style="list-style-type: none"> – Recognition of the needs of others – Appropriate attitudes and behaviours

VOICES FROM THE PAST: Rubric

ACTIVITY 2

Secondary, Cycle 1

The sample rubric below demonstrates how teachers may draw on the Curriculum Connections to the Quebec Education Program in order to evaluate the work produced in each of the activities.

Student Instructions

Your group is a news team. You will present your news story to a target audience during prime time (i.e., usually 6 p.m.). Your target audience will include individuals from different cultures and ethnicities. You want to report what happened, *but you also want to take a position about what happened (e.g. a sad part of Canada's history, conflicts with values of democratic life, etc.)*. Remember that your news report must include a reporter, (a) victim(s) and bystanders/witnesses.

Student Name:

Date:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Commitment to the work of the team	Limited sense of commitment	Some sense of commitment	Demonstrates commitment on a fairly consistent basis	Demonstrates commitment on a consistent basis
Contribution to improving the way the team works together	Makes little or no contribution, although able to follow some instructions	Makes a contribution by showing willingness to take on different activities	Demonstrates many of the qualities of an active and responsible partner	Demonstrates most of the qualities of an active and responsible partner
Relation of meaningful situations to values or corresponding social precepts	Grasps some aspects of the news story having to do with values or social precepts, with consistent teacher support	Grasps some aspects of the news story having to do with values or social precepts with some teacher guidance and support	Grasps key aspects of the news story having to do with values and social precepts. Seeks feedback to extend own understanding	Elaborates upon key aspects of the news story as concerns possible connections between values, actions and social precepts. Seeks feedback to extend own understanding.
Explanation of different viewpoints and opinions on a life situation	Difficulty in grasping the concept of viewpoint and opinion	Understands viewpoint and opinion; communicates these with teacher guidance and support	Understands viewpoint and opinion. Communicates them with detail, seeking occasional guidance and support from teacher	Understands and articulates viewpoints and opinions, seeking feedback from teacher and peers to present a coherent message
Observance of practices, codes and conventions	Beginning to recognize some codes and conventions	Recognizes some codes and conventions and uses in limited fashion, with teacher guidance and support	Recognizes many codes and conventions and takes risks in order to learn to use them with effect	Recognizes most codes and conventions and takes risks in order to learn to use them with effect
Coherence of the message	Difficult to understand since purpose of news story remains unclear	Overcomes some barriers to communication by connecting news story to purpose	Integrates the genre (news story) and purpose with success. Uses some persuasive techniques to influence viewers	Integrates the genre (news story) and purpose with success. Uses some persuasive techniques to good effect in order to drive the message home for viewers
Appropriateness of the message for the context and audience	Difficult to follow	Demonstrates some capacity to shape the message	Demonstrates control over most features of the text and shapes message with reader in mind	Controls most features of the text and shapes message with reader in mind

Comments:

VOICES FROM THE PAST

Secondary: Curriculum Connections

PROGRAM	COMPETENCY	KEY FEATURES	RELATED CONTENT	EVALUATION CRITERIA
Cross-curricular competency	Competency 8: To cooperate with others	<ul style="list-style-type: none"> - To interact with an open mind in various contexts - To contribute to team efforts - To use teamwork effectively 	<ul style="list-style-type: none"> • Using the language, codes and conventions of the media • Participating as member of news team to present a news story involving victims, bystanders, reporters and perpetrators 	<ul style="list-style-type: none"> - Commitment to the work of the team - Contribution to improving the way the team works together
Moral Education	Competency 1: Constructs a moral frame of reference	<ul style="list-style-type: none"> - Puts life situations and moral references into perspective - Deliberates on the elements of a moral frame of reference 	<ul style="list-style-type: none"> • Shaping news story to reflect a moral issue and its repercussions on people • Identifying and expressing different viewpoints on an issue 	<ul style="list-style-type: none"> - Relation of meaningful situations to values or corresponding social precepts - Explanation of different viewpoints and opinions on a life situation - Definition of the moral references involved in a situation - Demonstration of the effects on community life of the diverse visions of human beings
Cross-curricular competency	Competency 9: To communicate appropriately	<ul style="list-style-type: none"> - Becomes familiar with various modes of communication - Uses various modes of communication - Manages the communication process 	<ul style="list-style-type: none"> • Shaping message to target audience • Reflecting about what's/he learned and how this affects her/his values 	<ul style="list-style-type: none"> - Coherence of the message - Observance of practices, codes and conventions - Appropriateness of the message for the context and audience - Self-analysis and evaluation

VOICES FROM THE PRESENT: Rubric

ACTIVITY 3

Secondary, Cycle 1

The sample rubric below demonstrates how teachers may draw on the Curriculum Connections to the Quebec Education Program in order to evaluate the work produced in each of the activities.

Student Instructions

Write a journal entry for a reader your own age about how what you learned in this activity might apply to your own life. You may, for example, consider incidents you have seen or in which you yourself were a victim.

OR

You might choose to focus on the need to respect individuals and cultures. You may choose to write your journal entry in prose, poetry or as lyrics to a song, but make sure that the genre you pick suits your purpose. Be creative!

Student Name:

Date:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Appropriateness of the message for the context and audience	With complete teacher support and guidance	Some understanding of the purpose and needs of the reader. Requires guidance and support	Understands the purpose and needs of the reader. Asks focused questions of teacher and seeks feedback	Understands the purpose and text is clear, with precise examples, aimed at the reader. Asks focused questions of teacher and seeks feedback
Coherence of the message	Difficult to follow	Demonstrates some capacity to shape the message	Demonstrates control over most features of the text and shapes message with reader in mind	Controls most features of the text and shapes message with reader in mind
Demonstration of critical and creative thinking	With teacher guidance, begins to think of ways to engage and interest the reader. With teacher support, able to describe what s/he learned	Text indicates some thought about ways to engage and interest the reader. Able to describe something important that s/he learned	Text explicitly seeks to engage and interest the reader. Reflects about what s/he learned and how this affects her/his values	Text explicitly seeks to engage and interest the reader. Seeks to influence reader by reflecting about what s/he learned and the effect on her/his values
Demonstration of sensitivity to oneself and to others	With complete teacher guidance and support	Uses some examples/images to good effect in an attempt to situate learning within own life	Connects examples/images to own life and the lives of others. Relationships between people, and between people and their environment shows sensitivity	Connects examples/images to own life and the lives of others. Relationships depicted between people, and between people and their environment shows great sensitivity
Active participation in the dialogue	No clear sense of this aspect in text. With teacher support and guidance, may express a belief and/or right and/or value	Clear effort to identify and articulate important values and/or beliefs and/or rights. Connection to rest of text not always perceptible	Articulates values and/or beliefs and/or rights with a sense of their implications for action, including those actions that have to do with changing values, realizations, etc.	Values and/or beliefs and/or rights articulated and integrated with the action(s) necessary, including those actions that have to do with changing values, realizations, etc.

Comments:

VOICES FROM THE PRESENT

Secondary: Curriculum Connections

PROGRAM	COMPETENCY	KEY FEATURES	RELATED CONTENT	EVALUATION CRITERIA
Cross-curricular competency	Competency 9: To cooperate appropriately	<ul style="list-style-type: none"> - Become familiar with various modes of communication - Uses various modes of communication - Manages the communication process 	<ul style="list-style-type: none"> • Writing a journal entry that communicates own viewpoint on an issue as well as a self-evaluation of own experiences, values and beliefs 	<ul style="list-style-type: none"> - Observance of practices, codes and conventions - Appropriateness of the message for the context and audience - Self-analysis and evaluation
Moral Education	Competency 3: Engages in moral dialogue	<ul style="list-style-type: none"> - Shows consideration for himself/herself and for others - Uses questioning - Participates in dialogue - Envisages possible ways of using new learning in other contexts 	<ul style="list-style-type: none"> • Reading Fact Sheets with a focus on the systemic nature of prejudice and hate crimes • Taking notes of incident depicted in Fact Sheet with a focus on stereotyping and/or prejudice and/or racism and/or antisemitism 	<ul style="list-style-type: none"> - Active participation in the dialogue - Demonstration of sensitivity to oneself and to others - Demonstration of critical and creative thinking - Participation in feedback on the moral dialogue
Cross-curricular competency	Competency 8: To cooperate with others	<ul style="list-style-type: none"> - To interact with an open mind in various contexts - To contribute to team efforts - To use teamwork effectively 	<ul style="list-style-type: none"> • Working in expert groups to both develop and share expertise 	<ul style="list-style-type: none"> - Commitment to the work of the team - Contribution to improving the way the team works together

CHOOSE YOUR VOICE: Rubric

ACTIVITY 4

Secondary, Cycle 1

The sample rubric below demonstrates how teachers may draw on the Curriculum Connections to the Quebec Education Program in order to evaluate the work produced in each of the activities.

Student Instructions

Create a poster to be displayed in the school that will inspire other students to make the world a better place. Your poster should illustrate an opportunity – in the community, at school, with friends or in a family – to choose to be a real-life hero.

Student Name:

Date:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Identification of actions likely to improve community life	Poster does not inspire connections between making the community a better place and taking action	Poster attempts to make connections between making the community a better place and taking action but message somewhat unclear and/or buried in other features	Poster makes connections between making the community a better place and taking action	Poster makes connections between making the community a better place and taking action by promoting an enlightened position on an important social issue
Appropriateness of the message for the context and audience	Composition and organization neither respects function(s) that posters serve in our society nor purpose	Composition and organization respects some function(s) that posters serve in our society and can be associated with purpose	Composition and organization represents function(s) of poster, purpose and message	Composition and organization takes account of function(s) of poster, purpose and message in an integrated fashion
Coherence of the message	Not entirely perceptible, largely due to a lack of coherence between message and the features of a poster	Some coherence between message and the features of a poster	Message draws on knowledge of function(s) and features of posters with evident success	Message incorporates knowledge of function(s) and features of posters to advantage
Observance of practices, codes and conventions	Connection between own poster and those examined in preproduction unclear	Connection between own poster and those examined in preproduction is somewhat clear	Connection between own poster and those examined in preproduction is evident	Connection between own poster and those examined in preproduction is evident. The former shows some innovation
Recognition of the needs of others	Little connection between image(s)/symbol(s), message and target audience	Connection between symbol(s)/image(s), message and target audience present although not entirely clear	Connection between symbol(s)/image(s), message and target audience indicates capacity to recognize needs of students for whom the poster is intended; i.e., attempts with some success to persuade other students to take action	Connection between symbol(s)/image(s), message and target audience indicates capacity to characterize the needs of students for whom the poster is intended, i.e., persuades other students to take action

Comments:

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Secondary: Curriculum Connections

PROGRAM	COMPETENCY	KEY FEATURES	RELATED CONTENT	EVALUATION CRITERIA
Moral Education	<p>Competency 2:</p> <p>Takes a reflective position on ethical issues</p>	<ul style="list-style-type: none"> - Identifies the ethical issues of a situation - Analyzes the tensions that exist among different viewpoints, opinions, visions of human beings, values and social precepts - Imagines possible options and their consequences - Translates his/her choices into action 	<ul style="list-style-type: none"> • Examining the concept of superhero and how it applies in the context of prejudice, racism and/or other social issues fought by real-life heroes • Taking a position formulating a solution regarding an issue 	<ul style="list-style-type: none"> - Identification of an ethical issue - Examination of different viewpoints and opinions on the situation - Description of possible options and their consequences - Use of criteria to evaluate choices - Identification of actions likely to improve community life
Cross-curricular competency	<p>Competency 9:</p> <p>To communicate appropriately</p>	<ul style="list-style-type: none"> - Becomes familiar with various modes of communication - Uses various modes of communication - Manages the communication process 	<ul style="list-style-type: none"> • Promoting an enlightened position regarding a social issue by creating a poster • Applying the codes and conventions of a poster 	<ul style="list-style-type: none"> - Coherence of the message - Observance of practices, codes and conventions - Appropriateness of the message for the context and audience - Self-analysis and evaluation
Cross-curricular competency	<p>Competency 8:</p> <p>To cooperate with others</p>	<ul style="list-style-type: none"> - To interact with an open mind in various contexts - To contribute to team efforts - To use teamwork effectively 	<ul style="list-style-type: none"> • Formulating a message to reach a target audience of peers • Working as a member of a team to create the poster 	<ul style="list-style-type: none"> - Recognition of the needs of others - Appropriate attitudes and behaviors - Commitment to the work of the team - Contribution to improving the way the team works together

