

GRADE 6

LANGUAGE ARTS
<p>1 Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences</p> <p>1.1 Discover and Explore [1.1.1 <i>Express Ideas</i>: Engage in exploratory communication to share personal responses, make predictions, and discover own interpretations; 1.1.2 <i>Consider Others' Ideas</i> : Select from others' ideas and observations to develop thinking and understanding.]</p> <p>1.2 Clarify and Extend [1.2.2 <i>Explain Opinions</i>: Explain personal viewpoints in clear and meaningful ways and revise personal understanding; 1.2.4 <i>Extend Understanding</i>: Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.]</p> <p>2 Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.</p> <p>2.1 Use Strategies and Cues [2.1.1 <i>Prior Knowledge</i>: Seek connections between previous experiences, prior knowledge, and a variety of texts.]</p> <p>2.3 Understand Forms and Techniques [2.3.5 <i>Create Original Texts</i>: Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, readers' theater...] to communicate and demonstrate understanding of forms and techniques.]</p> <p>3 Students will listen, speak, read, write, view, and represent to manage ideas and information.</p> <p>3.1 Plan and Focus [3.1.3 <i>Contribute to Group Inquiry</i>: Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.]</p> <p>3.2 Select and Process [3.2.1 <i>Identify Personal and Peer Knowledge</i>: Recall, record and organize personal and peer knowledge of a topic for inquiry or research.]</p> <p>3.3 Organize, Record, and Assess [3.3.1 <i>Organize Information</i>: Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance; 3.3.2 <i>Record Information</i>: Make notes on a topic, combining information from more than one source; reference sources appropriately; 3.3.4 <i>Develop New Understanding</i>: Relate gathered information to prior knowledge to reach conclusions or develop points of view; establish goals for developing further inquiry or research skills.]</p> <p>4 Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.</p> <p>4.1 Generate and Focus [4.1.1 <i>Generate Ideas</i>: Focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources.]</p> <p>4.2 Enhance and Improve [4.2.4 <i>Enhance Artistry</i>: Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.]</p> <p>4.3 Attend to Conventions [4.3.3 <i>Punctuation and Capitalization</i>: Know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations, and addresses when editing and proofreading.]</p> <p>4.4 Present and Share [4.4.1 <i>Share Ideas and Information</i>: Share information on a topic with class members in a planned and focused group session using a variety of strategies (such as interactive dialogues, demonstrations, dramatizations, audio-visual and artistic representations); 4.4.2 <i>Effective Oral Communication</i>: Use appropriate volume, phrasing, intonation, non-verbal cues (such as body language, facial expression...), and presentation space to enhance communication.]</p> <p>5 Students will listen, speak, read, write, view, and represent to celebrate and to build community.</p> <p>5.1 Develop and Celebrate Community [5.1.1 <i>Compare Responses</i>: Compare personal ways of responding and thinking with those of others; 5.1.3 <i>Appreciate Diversity</i>: Observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts; recognize personal participation and responsibility in communities.]</p> <p>5.2 Encourage, Support, and Work with Others [5.2.1 <i>Cooperate with Others</i>: Assist group members to maintain focus and complete tasks; identify and solve group process issues.]</p>
SOCIAL STUDIES
<p>Identity, Culture, and Community: Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.</p> <p>Historical Connections: Students will explore how people, events, and ideas of the past shape the present and influence the future.</p> <p>Global Interdependence: Students will explore the global interdependence of people, communities, societies, nations, and environments.</p>

SKILLS
<p>Active Democratic Citizenship [6-S-105 Recognize bias and discrimination and propose solutions.]</p> <p>Managing Information and Ideas [6-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>]</p> <p>Critical and Creative Thinking [6-S-302 Draw conclusions based on research and evidence; 6-S-303 Evaluate personal assumptions based on new information and ideas.]</p> <p>Communication [6-S-403 Present information and ideas orally, visually, concretely, or electronically; 6-S-405 Articulate their beliefs and perspectives on issues.]</p>
CANADA TODAY- DEMOCRACY, DIVERSITY, AND THE INFLUENCE OF THE PAST
<p>Knowledge [6-KI-017 Describe characteristics that define Canada as a country. <i>Examples: multicultural, bilingual, northern...</i>; 6-KP-054 Identify factors that contribute to inequities in Canada and propose solutions. <i>Examples: poverty, racism, sexism...</i>]</p> <p>Values [6-VC-003 Appreciate the struggles and achievements of past generations in shaping Canada; 6-VP-017 Be willing to support solutions to address inequities.]</p>

GRADE 7

LANGUAGE ARTS
<p>1 Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.</p> <p>1.1 Discover and Explore [1.1.1 <i>Express Ideas</i> : Use exploratory language to discuss and record a variety of predictions, opinions, and conclusions; 1.1.2 <i>Consider Others' Ideas</i> : Compare own and others' insights and viewpoints; 1.1.3 <i>Experiment with Language and Form</i>: Expand self-expression in oral, written, and visual forms.]</p> <p>1.2 Clarify and Extend [1.2.1 <i>Develop Understanding</i>: Recognize and articulate the value of connecting prior and new knowledge and experiences to shape and extend understanding; 1.2.2 <i>Explain Opinions</i>: Summarize and represent personal viewpoints in clear and meaningful ways; 1.2.4 <i>Extend Understanding</i>: Ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding.]</p> <p>2 Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.</p> <p>2.1 Use Strategies and Cues [2.1.1 <i>Prior Knowledge</i>: Explain connections between previous experiences, prior knowledge, and a variety of texts.]</p> <p>2.3 Understand Forms and Techniques [2.3.5 <i>Create Original Texts</i>: Create original texts [such as cartoon sequences, dialogues, short stories, letters, video presentations...] to communicate and demonstrate understanding of forms and techniques.]</p> <p>3 Students will listen, speak, read, write, view, and represent to manage ideas and information.</p> <p>3.1 Plan and Focus [3.1.3 <i>Contribute to Group Inquiry</i>: Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes]</p> <p>3.2 Select and Process [3.2.1 <i>Identify Personal and Peer Knowledge</i>: Select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research.]</p> <p>3.3 Organize, Record, and Assess [3.3.1 <i>Organize Information</i>: Organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose; 3.3.2 <i>Record Information</i>: Make notes using headings and sub-headings or graphic organizers appropriate to a topic; reference sources; 3.3.4 <i>Develop New Understanding</i>: Organize new information and connect it to prior knowledge; reflect on the impact of new information on the inquiry or research process.]</p> <p>4 Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.</p> <p>4.3 Attend to Conventions [4.3.1 <i>Grammar and Usage</i>: Edit for consistent verb tense and to eliminate unnecessary repetition of words and ideas; 4.3.2 <i>Spelling (see Strategies)</i>: Know spelling conventions and apply them to familiar and unfamiliar words [such as technical and scientific terminology, words with foreign derivations...]; use appropriate resources when editing and proofreading; 4.3.3 <i>Punctuation and Capitalization</i>: Know and apply capitalization and punctuation conventions in simple, compound, and complex sentences when editing and proofreading.]</p> <p>4.4 Present and Share [4.4.1 <i>Share Ideas and Information</i>: Facilitate small-group activities and short, whole-class sessions to share information on a topic using pre-established active learning strategies (such as role-plays, language games, simulations...); 4.4.2 <i>Effective Oral Communication</i>: Deliver short oral presentations and reports using verbal and non-verbal cues [such as diction, pacing, presence, facial expression, gestures...] to focus audience attention; project emotion appropriate to the subject and point of view; 4.4.3 <i>Attentive Listening and Viewing</i>: Demonstrate critical listening and viewing skills and strategies (such as evaluating content, quality, presentation delivery...) and show respect for presenter(s) through appropriate audience behaviours (such as showing attentiveness, participating in audience activities...)]</p>

<p>5 Students will listen, speak, read, write, view, and represent to celebrate and to build community.</p> <p>5.1 Develop and Celebrate Community [5.1.1 <i>Compare Responses</i>: Demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings; 5.1.3 <i>Appreciate Diversity</i>: Compare the choices and behaviours of individuals presented in oral, literary and media texts with personal choices, values, and behaviours; discuss personal participation in communities in relation to past, present and future.]</p> <p>5.2 Encourage, Support, and Work with Others [5.2.1 <i>Cooperate with Others</i>: Contribute to group efforts to reach consensus or conclusions; 5.2.2 <i>Work in Groups</i>: Present group conclusions or findings to classmates.]</p>
<p>SOCIAL STUDIES</p>
<p>Identity, Culture, and Community: <i>Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.</i></p> <p>Historical Connections: <i>Students will explore how people, events, and ideas of the past shape the present and influence the future.</i></p> <p>Global Interdependence: <i>Students will explore the global interdependence of people, communities, societies, nations, and environments.</i></p>
<p>SKILLS</p>
<p>Active Democratic Citizenship [7-S-105 Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>]</p> <p>Managing Information and Ideas [7-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>]</p> <p>Critical and Creative Thinking [7-S-302 Draw conclusions based on research and evidence; 7-S-303 Evaluate personal assumptions based on new information and ideas.]</p> <p>Communication [7-S-403 Present information and ideas orally, visually, concretely, or electronically; 7-S-405 Articulate their beliefs and perspectives on issues.]</p>
<p>CLUSTER 2: GLOBAL QUALITY OF LIFE</p>
<p>Knowledge [7-KC-004 Describe ways in which their personal actions may affect quality of life for people elsewhere in the world. <i>Examples: consumer choices, conservation actions, sharing of resources, letters and petitions...</i>; 7-KI-007 Describe the impact of discriminatory attitudes and practices on quality of life. <i>Include: racism, prejudice, stereotyping</i>; 7-KI-008 Describe the influence of various factors on personal identity. <i>Examples: gender and gender images, sexual orientation, physical characteristics, socioeconomic situation, peer pressure, media portrayals...</i>; 7-KP-039 Give examples of government decisions that affect quality of life; 7-KP-042 Identify various individuals who influence world affairs.]</p> <p>Values [7-VC-001 Respect the inherent dignity of all people; 7-VC-003 Be willing to contribute to their groups and communities; 7-VC-004 Be willing to take action to support quality of life for people around the world; 7-VP-013 Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power; 7-VP-014 Appreciate the positive contributions of various individuals to world affairs.]</p>
<p>CLUSTER 4: HUMAN IMPACT IN EUROPE OR THE AMERICAS</p>
<p>Knowledge [7-KH-031 Identify historical events that continue to affect a society of Europe or the Americas. <i>Examples: colonization, slavery, wars, disasters, agricultural or technological change...</i>]</p>

GRADE 8

LANGUAGE ARTS

1 Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore [1.1.1 *Express Ideas*: Explore diverse ideas to develop predictions, opinions, conclusions, and understanding; 1.1.2 *Consider Others' Ideas*: Integrate new understanding with previous viewpoints and interpretations.]

1.2 Clarify and Extend [1.2.1 *Develop Understanding*: Discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understandings; 1.2.2 *Explain Opinions*: Articulate, represent, and explain personal viewpoints clearly; 1.2.4 *Extend Understanding*: Reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity.]

2 Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

2.1 Use Strategies and Cues [2.1.1 *Prior Knowledge*: Make connections between previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts.]

2.3 Understand Forms and Techniques [2.3.5 *Create Original Texts*: Create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries...] to communicate and demonstrate understanding of forms and techniques.]

3 Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Plan and Focus [3.1.3 *Contribute to Group Inquiry*: Contribute ideas, knowledge and strategies to help identify group information needs and sources.]

3.2 Select and Process [3.2.1 *Identify Personal and Peer Knowledge*: Access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research.]

3.3 Organize, Record, and Assess [3.3.1 *Organize Information*: Organize information and ideas in order of priority according to topic and task requirements; 3.3.2 *Record Information*: Make notes in point form, summarizing major ideas and supporting details; reference sources; 3.3.4 *Develop New Understanding*: Incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information.]

4 Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.3 Attend to Conventions [4.3.1 *Grammar and Usage*: Edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers; 4.3.2 *Spelling (see Strategies)*: Know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading; 4.3.3 *Punctuation and Capitalization*: Know and apply capitalization and punctuation conventions consistently in a variety of sentence structures and written forms when editing and proofreading.]

4.4 Present and Share [4.4.1 *Share Ideas and Information*: Plan and facilitate small-group activities and short, whole-class sessions to share information on a topic using a variety of engaging methods (such as mini-lessons, role-plays, visual aids); 4.4.2 *Effective Oral Communication*: Explain, share, and present orally using appropriate conventions of public speaking in a variety of settings [such as small-group and whole-class presentations...]; use visual aids to enhance the effectiveness of oral presentations; 4.4.3 *Attentive Listening and Viewing*: Demonstrate critical listening and viewing skills and strategies [such as activating prior knowledge, integrating new information, evaluating the effectiveness of the introduction and conclusion...] and show respect for presenter(s).]

5 Students will listen, speak, read, write, view, and represent to celebrate and to build community.

5.1 Develop and Celebrate Community [5.1.1 *Compare Responses*: Express personal reactions to a variety of experiences and texts and compare them with the reactions of others; 5.1.3 *Appreciate Diversity*: Interpret the choices and motives of individuals encountered in oral, literary and media texts and examine how they relate to self and others; discuss personal participation and responsibility in communities.]

5.2 Encourage, Support, and Work with Others [5.2.1 *Cooperate with Others*: Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony; 5.2.2 *Work in Groups*: Organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency.]

SOCIAL STUDIES

Identity, Culture, and Community: Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Historical Connections: Students will explore how people, events, and ideas of the past shape the present and influence the future.

Global Interdependence: Students will explore the global interdependence of people, communities, societies, nations, and environments.

Grade 8 SOCIAL STUDIES (continued)

SKILLS

Active Democratic Citizenship [7-S-105 Recognize bias and discrimination and propose solutions. *Examples: racism, ageism, heterosexism ...*]

Managing Information and Ideas [7-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*]

Critical and Creative Thinking [7-S-302 Draw conclusions based on research and evidence; 7-S-303 Evaluate personal assumptions based on new information and ideas.]

Communication [7-S-403 Present information and ideas orally, visually, concretely, or electronically; 7-S-405 Articulate their beliefs and perspectives on issues.]

CLUSTER 2: GLOBAL QUALITY OF LIFE

Knowledge [7-KC-004 Describe ways in which their personal actions may affect quality of life for people elsewhere in the world. *Examples: consumer choices, conservation actions, sharing of resources, letters and petitions...*; 7-KI-007 Describe the impact of discriminatory attitudes and practices on quality of life. *Include: racism, prejudice, stereotyping*; 7-KI-008 Describe the influence of various factors on personal identity. *Examples: gender and gender images, sexual orientation, physical characteristics, socioeconomic situation, peer pressure, media portrayals...*; 7-KP-039 Give examples of government decisions that affect quality of life; 7-KP-042 Identify various individuals who influence world affairs.]

Values [7-VC-001 Respect the inherent dignity of all people; 7-VC-003 Be willing to contribute to their groups and communities; 7-VC-004 Be willing to take action to support quality of life for people around the world; 7-VP-013 Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power; 7-VP-014 Appreciate the positive contributions of various individuals to world affairs.]

CLUSTER 4: HUMAN IMPACT IN EUROPE OR THE AMERICAS

Knowledge [7-KH-031 Identify historical events that continue to affect a society of Europe or the Americas. *Examples: colonization, slavery, wars, disasters, agricultural or technological change...*]

LESSON 1

Rubric

Manitoba

“BURSTING” THE VOICES OF STEREOTYPING

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 (Grades 6, 7 8)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Language Arts - Writing: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences	Beginning to explore thoughts, ideas, feelings and experiences with much assistance	Explores thoughts, ideas, feelings and experiences with some assistance	Successfully explores thoughts, ideas, feelings and experiences	Demonstrates a higher level of achievement and success in exploring thoughts, ideas, feelings and experiences
Language Arts – Writing: Students will listen, speak, read, write, view, and represent to celebrate and to build community	Beginning to demonstrate this aspect of personal writing and reflection - with much assistance	Demonstrates this aspect of personal writing and reflection with some assistance	Successfully demonstrates this aspect of personal writing and reflection	Demonstrates this aspect of personal writing and reflection with tremendous success
Language Arts – Writing: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.	Beginning, with much assistance, to demonstrate the ability to communicate effectively through writing	Demonstrates the ability to communicate effectively through writing with some assistance	Successfully demonstrates the ability to communicate effectively through writing	Demonstrates significant ability to communicate effectively through writing and uses personal writing to enhance clarity
Social Studies - Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations (Active Democratic Citizenship)	Beginning to recognize bias and discrimination with teacher guidance	Recognizes some bias and discrimination	Recognizes bias and discrimination and proposes solutions.	Recognizes various forms of bias and discrimination and proposes mature solutions.

Comments:

LESSON 2

Manitoba

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 (Grades 6, 7 8)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Language Arts: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication	Able to speak fluently when prompted or guided	Speaks fluently at times	Speaks fluently	Speaks fluently and effectively, while exuding confidence
Language Arts: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.	Participating in the creation of original texts with some support	Participating more independently in the creation of original texts	Participating independently in the creation of original texts	Demonstrates leadership skills in the creation of original texts
Language Arts: Students will listen, speak, read, write, view, and represent to celebrate and to build community.	Beginning to work effectively and collaboratively	Developing more effective ways of working effectively and collaboratively	Works effectively and collaboratively and assists group members in completing tasks	Demonstrates leadership skills in working effectively and collaboratively in the organization and completion of group tasks
Social Studies: Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations	Participates in explorations of identity and culture with some support	Participates in explorations of identity and culture	Contributes effectively to explorations of identity and culture	Demonstrates leadership skills in contributing effectively to explorations of identity and culture
Social Studies: Students will explore how people, events, and ideas of the past shape the present and influence the future.	Able to make historical connections with much support	Able to make historical connections with little support	Makes historical connections independently	Confidently makes historical connections and connects events of the past with current conditions and possible future developments

Comments:

LESSON 3

Manitoba

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: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences	Reaching toward success	With some success	With success	Independently and with great success
Language Arts: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.	Beginning to use the skills necessary to enhance the clarity and artistry of communication – with assistance.	Occasionally uses the skills necessary to enhance the clarity and artistry of communication.	Uses the skills necessary to enhance the clarity and artistry of communication.	Uses the skills necessary to enhance the clarity and artistry of communication- to a high degree of success.
Language Arts: Students will listen, speak, read, write, view, and represent to celebrate and to build community.	Beginning to identify aspects of human nature revealed in personal experiences	Identifies aspects of human nature revealed in personal experiences and beginning to connect them to personal responsibility	Connects aspects of human nature and personal responsibility	Connects aspects of human nature, personal responsibility and community responsibility
Social Studies: Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations	Limited recognition of inequities in society	Some recognition of inequities in society	Recognition of inequities in society	Insightful and mature recognition of societal inequities
Social Studies: Students will explore how people, events, and ideas of the past shape the present and influence the future.	Beginning to recognize bias and discrimination	Recognizing bias and discrimination	Recognizing bias and discrimination and their impact on personal perceptions	Connecting bias and discrimination to personal perceptions and identifying possible solutions

Comments:

LESSON 4

Manitoba

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
Language Arts: Students will listen, speak, read, write, view, and represent to celebrate and to build community.	Beginning to represent fluently with much assistance	Extends the ability to represent fluently with assistance	Extends the ability to represent fluently	Extends the ability to represent fluently – independently and with great confidence
Language Arts: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences	Beginning, with assistance, to choose language and images to enhance meaning and emphasis	Chooses language and images to enhance meaning and emphasis with minimal assistance	Chooses language and images to enhance meaning and emphasis with expanding self-expression and independence	Chooses language and images that effectively articulate and represent personal viewpoints
Language Arts: Students will listen, speak, read, write, view, and represent to manage ideas and information.	Demonstrates some understanding of a topic	Demonstrates understanding of a topic	Demonstrates understanding of a topic and its implications	Very effectively demonstrates understanding of a topic and its implications
Social Studies: Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.	Beginning to address inequities reflected in discrimination with much assistance	Addresses inequities reflected in discrimination and presents possible solutions	Demonstrates concern for people who are affected by discrimination by addressing inequities and presenting possible solutions	Effectively and confidently communicates understanding of inequity and possible solutions

Comments: