

Nova Scotia

	Grade 6	Grade 7	Grade 8
Social Studies	Unit One: An Introduction to Culture 6.1.3 Analyse the importance of cross-cultural understanding <ul style="list-style-type: none"> • explain the concept of a stereotype 		
Language Arts	1.1 Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others 2.1 Contribute to and respond constructively in conversation, small-group and whole-group discussion 3.2 Detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language 8.1 Use a range of strategies in writing and other ways of representing to <ul style="list-style-type: none"> - record, develop, and reflect on ideas - describe feelings, reactions, values, and attitudes - record and reflect on experiences and their responses to them 	<u>Speaking and Listening Overview</u> Express clearly and with conviction, a personal point of view, and be able to support that position Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate <u>Writing and Other Ways of Representing Overview</u> Understand that note-making is purposeful, and has many purposes (e.g., personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms, (e.g., lists, summaries, observations, and descriptions) Produce a range of writing forms, for example, stories, cartoons, journals, business and personal letters, speeches, reports, interviews, messages, poems, and advertisements	<u>Speaking and Listening</u> State a point of view in a convincing manner, offering relevant information to support that viewpoint Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate <u>Writing and Other Ways of Representing Overview</u> Begin to use various forms of note-making appropriate to various purposes and situations Continue to develop writing forms previously introduced and expand this range to produce, for example, autobiographies, drama, surveys, graphs, literary responses, biographies, illustrations, and reviews

Nova Scotia

	Grade 6	Grade 7	Grade 8
Social Studies	<p>Unit One: An Introduction to Culture</p> <p>6.1.3 Analyse the importance of cross-cultural understanding</p> <ul style="list-style-type: none"> • give examples that illustrate the impact of cross-cultural understanding or a lack of cross-cultural understanding • explain the concept of a stereotype • examine the extent to which the mass media stereotype different cultural groups 	<p>Unit Four: Cultural Empowerment</p> <p>7.4.4 Analyse the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914</p> <ul style="list-style-type: none"> • identify the various cultural groups who came to Canada between 1870 and 1914 • describe the conditions these groups faced in Canada • compare Canada's immigration policies during the 20th century to identify examples of prejudice <p>Unit Seven: Reflection</p> <p>7.7.1 Portray an understanding of the extent of empowerment of individuals, groups and the nation up to 1920</p>	<p>Geographic Influences</p> <p>8.2.3 Demonstrate an understanding of the nature of migration and its impact on post-1920 Canada</p> <ul style="list-style-type: none"> • explain why people migrate and provide examples of push and pull factors • demonstrate an understanding of the debate surrounding immigration <p>Decades of Change</p> <p>8.3.3 Analyse the effect of WWII on Canada and her people</p> <ul style="list-style-type: none"> • examine Canada's reaction and response to the moral and ethical issues raised by events such as the Holocaust and the use of the first atomic bombs
Language Arts	<p>1.1 Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others</p> <p>2.1 Contribute to and respond constructively in conversation, small-group and whole group discussion</p> <p>3.1 Listen attentively and demonstrate awareness of the needs, rights, and feelings of others</p> <p>3.2 Detect example of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language</p>	<p><u>Speaking and Listening Overview</u></p> <p>Participate in small-group conversation and whole-class discussion recognizing that there are a range of strategies that contribute to effective talk</p> <p>Demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language</p> <p>Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate</p> <p><u>Reading and Viewing Overview</u></p>	<p><u>Speaking and Listening Overview</u></p> <p>Contribute to small-group conversation and whole-class discussion, choosing appropriate strategies that contribute to effective talk</p> <p>Demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others including differences in culture and language</p> <p>Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate</p> <p><u>Reading and Viewing Overview</u></p> <p>Elaborate personal reactions to what is</p>

	<p>4.3 Use a wider range of pictorial, typographical, and organizational features of written text to obtain, verify, and reinforce their understanding of information</p> <p>7.1 Recognize that facts can be presented to suit an author’s purpose and point of view - consider information from alternative perspectives</p> <p>7.2 Identify the conventions and structures of a variety of print and media texts and genres</p> <p>7.4 Respond critically to texts by - applying a growing range of strategies to analyze and evaluate a text - demonstrate growing awareness that all texts reflect a purpose and a perspective - recognizing when language is being used to manipulate, persuade, or control them - detecting prejudice, stereotyping, and bias</p> <p>8.1 Use a range of strategies in writing and other ways of representing to - record, develop, and reflect on ideas - describe feelings, reactions, values, and attitudes - record and reflect on experiences and their responses to them</p> <p>9.1 create written and media texts using an increasing variety of forms - demonstrate understanding that particular forms require the use of</p>	<p>Demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purposes in their writing, and use those devices more regularly to construct meaning and enhance understanding</p> <p>Recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view</p> <p>Recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors</p> <p>Develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding</p> <ul style="list-style-type: none"> • recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts • become aware of how and when personal background influences meaning construction, understanding, and textual response • recognize that there are values inherent in a text, and begin to identify those values • explore how various cultures and realities are portrayed in media texts 	<p>read and viewed by providing some extended explanations, examples, and supporting arguments</p> <p>Recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries</p> <p>Identify the various features and elements writers use when writing for specific readers for specific purposes; describe how texts are organized to accommodate particular readers’ needs and to contribute to meaning and effect</p> <p>Expand on earlier abilities to respond critically to a range of texts in various ways</p> <ul style="list-style-type: none"> • understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts • recognize how and when personal background influences meaning construction, understanding, and textual response • describe how cultures and reality are portrayed in media texts <p><u>Writing and Other Ways of Representing Overview</u> Begin to use various forms of note-making appropriate to various purposes and situations</p>
--	---	--	--

	specific features, structures, and patterns	<u>Writing and Other Ways of Representing Overview</u> Understand that note-making is purposeful, and has many purposes (e.g. personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms (e.g., lists, summaries, observations, and descriptions)	
The Arts	<u>Critical/Responsive–Reflecting</u> 6.2 Examine the role of the media and discuss its effects on their lives and the lives of others		

ACTIVITY 3

Nova Scotia

	Grade 6	Grade 7	Grade 8
Language Arts	<p>1.1 Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others</p> <p>2.1 Contribute to and respond constructively in conversation, small-group and whole-group discussion</p> <p>3.3 Make a conscious attempt to consider the needs and expectations of their audience</p> <p>4.3 Use a wider range of pictorial, typographical, and organizational features of written text to obtain, verify, and reinforce their understanding of information</p> <p>7.2 Identify the conventions and structures of a variety of print and media texts and genres</p>	<p><u>Speaking and Listening Overview</u> Participate in small-group conversation and whole-class discussion recognizing that there are a range of strategies that contribute to effective talk</p> <p><u>Reading and Viewing Overview</u> Demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purposes in their writing, and use those devices more regularly to construct meaning and enhance understanding</p> <p>Recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors</p> <p><u>Writing and Other Ways of</u></p>	<p><u>Speaking and Listening Overview</u> Contribute to small-group conversation and whole-class discussion, choosing appropriate strategies that contribute to effective talk</p> <p><u>Reading and Viewing Overview</u> Identify the various features and elements writers use when writing for specific readers for specific purposes; describe how texts are organized to accommodate particular readers' needs and to contribute to meaning and effect</p> <p><u>Writing and Other Ways of Representing Overview</u> Begin to use various forms of note-making appropriate to various purposes and situations</p>

	<p>8.1 Use a range of strategies in writing and other ways of representing to</p> <ul style="list-style-type: none"> - record, develop, and reflect on ideas - describe feelings, reactions, values, and attitudes - record and reflect on experiences and their responses to them <p>8.2 Select appropriate note-making strategies from a growing repertoire</p> <p>9.2 Address the demands of an increasing variety of purposes and audiences</p> <ul style="list-style-type: none"> - make informed choices of form, style, and content for specific audiences and purposes 	<p><u>Representing Overview</u></p> <p>Understand that note-making is purposeful, and has many purposes (e.g., personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms (e.g., lists, summaries, observations, and descriptions)</p> <p>Recognize that a writer’s choice of form is influenced by both the writing purpose (to entertain, inform, request, record, describe) and the reader for whom the text is intended (e.g., understand how and why a note to a friend differs from a letter requesting information)</p>	
The Arts	5.1.2 Identify and describe connections between music and other curricular areas		

ACTIVITY 4

Nova Scotia

	Grade 6	Grade 7	Grade 8
Social Studies	<p>6.5.3 Take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens</p> <ul style="list-style-type: none"> • plan and take age-appropriate actions to address local/national/international problems or issues 		<p>8.4 Take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)</p> <ul style="list-style-type: none"> • plan and carry out age-appropriate actions that demonstrate responsible citizenship
Language Arts	<p>1.1 Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others</p> <p>2.1 Contribute to and respond constructively in conversation, small-group and whole-group discussion</p> <p>7.2 Identify the conventions and</p>	<p><u>Speaking and Listening Overview</u></p> <p>Participate in small-group conversation and whole-class discussion recognizing that there are a range of strategies that contribute to effective talk</p> <p><u>Reading and Viewing Overview</u></p> <p>Demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos,</p>	<p><u>Speaking and Listening Overview</u></p> <p>Contribute to small-group conversation and whole-class discussion, choosing appropriate strategies that contribute to effective talk</p> <p><u>Reading and Viewing Overview</u></p> <p>Explain with some regularity how authors use pictorial, typographical, and other organizational devices such as</p>

	<p>structure of a variety of print and media texts and genres</p> <p>9.1 Create written and media texts using an increasing variety of forms - demonstrate understanding that particular forms require the use of specific features, structures, and patterns</p>	<p>titles, headings, and bold print to achieve certain purposes in their writing, and use those devices more regularly to construct meaning and enhance understanding</p> <p>Writing and Other Ways of Representing Overview Understand that note-making is purposeful, and has many purposes (e.g., personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms (e.g., lists, summaries, observations, and descriptions)</p> <p>Produce a range of writing forms, for example, stories, cartoons, journals, business and personal letters, speeches, reports, interviews, messages, poems, and advertisements</p>	<p>tables and graphs to achieve certain purposes in their writing, and rely on those devices to construct meaning and enhance understanding</p> <p>Writing and Other Ways of Representing Overview Begin to use various forms of note-making appropriate to various purposes and situations</p> <p>Continue to develop writing forms previously introduced and expand this range to produce, for example, autobiographies, drama, surveys, graphs, literary responses, biographies, illustrations, and reviews</p>
The Arts	<p>Creative/Productive–Making 1.1 Express through art-making an awareness of the complexities of the world and their role in it</p>		