

YouthMADE Resource Package: Animating Matters Lessons

TUNE IN to the feelings of others
PASS IT ON: Random acts of kindness
BREAK IT DOWN: Who am I?

GRADES K-7 PRESCRIBED LEARNING OUTCOMES

SUBJECTS	KINDERGARTEN PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening when engaging in exploratory and imaginative play to express themselves, ask for assistance, exchange ideas, experiment with new ideas or materials <input type="checkbox"/> engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences <input type="checkbox"/> demonstrate use of social language to interact co-operatively with others and to solve problems <input type="checkbox"/> use strategies before viewing to enhance comprehension, including accessing prior knowledge, predicting, making connections, asking questions <input type="checkbox"/> use strategies during viewing to monitor comprehension, including predicting and confirming unknown words and events by using language patterns and pictures making pictures in their heads (visualizing) asking the question, "Does that make sense?" <input type="checkbox"/> engage in discussions and create representations after viewing to reflect on the text to confirm meaning
Health and Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an understanding of appropriate ways to express feelings <input type="checkbox"/> differentiate between positive and negative behaviours in relationships
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> participate co-operatively in groups <input type="checkbox"/> gather information from personal experiences, oral sources, and visual representations <input type="checkbox"/> present information using oral or visual representations <input type="checkbox"/> demonstrate an awareness of the concept of change <input type="checkbox"/> identify groups and places that are part of their lives <input type="checkbox"/> describe their roles and responsibilities as members of the classroom and school community <input type="checkbox"/> identify the purpose of classroom and school expectation

SUBJECTS	KINDERGARTEN PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates willingly in all class activities; may try to initiate new activities <input type="checkbox"/> willing to contribute ideas when appropriate follows basic rules for working with others <input type="checkbox"/> frequently encourages and compliments others, sometimes on own initiative <input type="checkbox"/> able to change roles in a group, sometimes taking on leadership; often initiates activities <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows empathy and can describe others' feelings in an increasing range of situations <input type="checkbox"/> often tries to solve problems independently; shows increasingly good judgment about when to get help <input type="checkbox"/> usually expresses feelings honestly and appropriately in simple situations; uses "I" statements; may need occasional support <input type="checkbox"/> manages anger appropriately; tries to take a non-judgmental tone, but often lapses <input type="checkbox"/> tries to present reasons and arguments that will appeal to those listening <input type="checkbox"/> listens actively; if prompted, considers and can explain another's point of view <input type="checkbox"/> can identify and explain simple problems or issues beginning to choose ideas to fit a specific situation <input type="checkbox"/> predicts consequences of own and others' behaviour <input type="checkbox"/> can use criteria to evaluate own role and behaviour in simple, concrete situation <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> treats others fairly and respectfully, including those who are different in some way <input type="checkbox"/> respects variations in language, accent, dialect; may try to help or learn from others <input type="checkbox"/> shows appreciation for cultures encountered; often seeks to learn more <input type="checkbox"/> may "stick up" for others when she or he perceives injustice; can describe some basic rights within the school community <input type="checkbox"/> recognizes some forms of stereotyping and can describe negative effects <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> suggests ways to deal with school or community issues; identifies ways to help and may try to initiate action shows an emerging sense of idealism—of wanting to make the world a better place

SUBJECTS	GRADE 1 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on a topic, making connections, completing tasks, engaging in play <input type="checkbox"/> use speaking to explore, express, and present ideas, information, and feelings, by telling or retelling stories and experiences in a logical sequence, sharing connections made <input type="checkbox"/> listen for a variety of purposes and demonstrate comprehension, by retelling or restating, asking questions for clarification and understanding, sharing connections made <input type="checkbox"/> use strategies when interacting with others, including making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener <input type="checkbox"/> use strategies when expressing and presenting ideas, information, and feelings, including accessing prior knowledge, organizing thinking by following a simple framework, predicting some things the audience needs to know <input type="checkbox"/> use strategies when listening to make and clarify meaning, including preparing for listening, focusing on the speaker, asking questions, recalling ideas engage in speaking and listening activities to develop a deeper understanding <input type="checkbox"/> use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas <input type="checkbox"/> respond to selections they view by expressing an opinion supported with a reason, making text-to-self, text-to-text, and text-to-world connections <input type="checkbox"/> view to expand knowledge, by predicting and connecting, comparing and inferring, inquiring and explaining <input type="checkbox"/> reflect on their viewing to identify their strengths and to discuss attributes of good viewers <input type="checkbox"/> create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes <input type="checkbox"/> use writing and representing to express personal responses and likes or dislikes about experiences or texts <input type="checkbox"/> use writing and representing to extend their thinking
Health and Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting) <input type="checkbox"/> differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding) <input type="checkbox"/> describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)

SUBJECTS	GRADE 1 PRESCRIBED LEARNING OUTCOMES
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> participate co-operatively and productively in groups <input type="checkbox"/> gather information from personal experiences, oral sources, and visual representations <input type="checkbox"/> present information using oral, written, or visual representations <input type="checkbox"/> identify strategies to address relevant school-based problems <input type="checkbox"/> describe changes that occur in their lives <input type="checkbox"/> explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members <input type="checkbox"/> identify a variety of social structures in which they live, learn, work, and play together <input type="checkbox"/> describe their roles, rights, and responsibilities at home and at school <input type="checkbox"/> explain the purpose of classroom and school expectations
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates willingly in all class activities; may try to initiate new activities <input type="checkbox"/> willing to contribute ideas when appropriate follows basic rules for working with others <input type="checkbox"/> frequently encourages and compliments others, sometimes on own initiative <input type="checkbox"/> able to change roles in a group, sometimes taking on leadership; often initiates activities <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows empathy and can describe others' feelings in an increasing range of situations <input type="checkbox"/> often tries to solve problems independently; shows increasingly good judgment about when to get help <input type="checkbox"/> usually expresses feelings honestly and appropriately in simple situations; uses "I" statements; may need occasional support <input type="checkbox"/> manages anger appropriately; tries to take a non-judgmental tone, but often lapses <input type="checkbox"/> tries to present reasons and arguments that will appeal to those listening <input type="checkbox"/> listens actively; if prompted, considers and can explain another's point of view <input type="checkbox"/> can identify and explain simple problems or issues beginning to choose ideas to fit a specific situation <input type="checkbox"/> predicts consequences of own and others' behaviour <input type="checkbox"/> can use criteria to evaluate own role and behaviour in simple, concrete situation <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> treats others fairly and respectfully, including those who are different in some way <input type="checkbox"/> respects variations in language, accent, dialect; may try to help or learn from others <input type="checkbox"/> shows appreciation for cultures encountered; often seeks to learn more <input type="checkbox"/> may "stick up" for others when she or he perceives injustice; can describe some basic rights within the school community <input type="checkbox"/> recognizes some forms of stereotyping and can describe negative effects

SUBJECTS	GRADE 1 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations) cont.	<p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> suggests ways to deal with school or community issues; identifies ways to help and may try to initiate action shows an emerging sense of idealism—of wanting to make the world a better place
SUBJECTS	GRADE 2 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on a topic, making connections, completing tasks, engaging in play <input type="checkbox"/> use speaking to explore, express, and present ideas, information, and feelings, by staying on topic in a focused discussion, recounting experiences in a logical sequence, retelling stories, sharing connections made <input type="checkbox"/> listen attentively for a variety of purposes and demonstrate comprehension, by retelling or paraphrasing information shared orally, asking for clarification and explanation, sharing connections made <input type="checkbox"/> use strategies when interacting with others, including accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener <input type="checkbox"/> use strategies when expressing and presenting ideas, information, and feelings, including accessing prior knowledge, organizing thinking by following a framework or rehearsing, clarifying and confirming meaning, predicting what the audience needs to know for understanding, adjusting volume and tone to the needs of the audience <input type="checkbox"/> use strategies when listening to make and clarify meaning, including making a prediction, focusing on the speaker, asking questions, recalling main idea <input type="checkbox"/> use strategies before reading and viewing, including accessing prior knowledge to make connections, making predictions, asking questions, setting a purpose <input type="checkbox"/> use strategies during viewing to construct, monitor, and confirm meaning, including predicting and making connections, visualizing, figuring out unknown words, self-monitoring and self-correcting, retelling and beginning to summarize <input type="checkbox"/> use strategies after viewing to confirm and extend meaning, including rereading or “re-viewing”, discussing with others, retelling and beginning to summarize, sketching, writing a response <input type="checkbox"/> create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes <input type="checkbox"/> use writing and representing to express personal responses and opinions about experiences or texts <input type="checkbox"/> use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer)

SUBJECTS	GRADE 2 PRESCRIBED LEARNING OUTCOMES
Health and Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings) <input type="checkbox"/> identify positive ways to initiate and maintain healthy friendships
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> select a solution to a classroom or school problem <input type="checkbox"/> identify changes that occur in the school and community throughout the year <input type="checkbox"/> describe ways individuals contribute to a community <input type="checkbox"/> identify factors that influence who they are <input type="checkbox"/> distinguish their roles, rights, and responsibilities within the classroom and school <input type="checkbox"/> describe how decisions are made in groups, the classroom, and the school
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates willingly in all class activities; may try to initiate new activities <input type="checkbox"/> willing to contribute ideas when appropriate follows basic rules for working with others <input type="checkbox"/> frequently encourages and compliments others, sometimes on own initiative <input type="checkbox"/> able to change roles in a group, sometimes taking on leadership; often initiates activities <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows empathy and can describe others' feelings in an increasing range of situations <input type="checkbox"/> often tries to solve problems independently; shows increasingly good judgment about when to get help <input type="checkbox"/> usually expresses feelings honestly and appropriately in simple situations; uses "I" statements; may need occasional support <input type="checkbox"/> manages anger appropriately; tries to take a non-judgmental tone, but often lapses <input type="checkbox"/> tries to present reasons and arguments that will appeal to those listening <input type="checkbox"/> listens actively; if prompted, considers and can explain another's point of view <input type="checkbox"/> can identify and explain simple problems or issues beginning to choose ideas to fit a specific situation <input type="checkbox"/> predicts consequences of own and others' behaviour <input type="checkbox"/> can use criteria to evaluate own role and behaviour in simple, concrete situation

SUBJECTS	GRADE 2 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations) cont.	<p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> treats others fairly and respectfully, including those who are different in some way <input type="checkbox"/> respects variations in language, accent, dialect; may try to help or learn from others <input type="checkbox"/> shows appreciation for cultures encountered; often seeks to learn more <input type="checkbox"/> may “stick up” for others when she or he perceives injustice; can describe some basic rights within the school community <input type="checkbox"/> recognizes some forms of stereotyping and can describe negative effects <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> suggests ways to deal with school or community issues; identifies ways to help and may try to initiate action shows an emerging sense of idealism—of wanting to make the world a better place
SUBJECTS	GRADE 3 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of contributing to a class goal sharing ideas and opinions, making connections, solving problems, completing tasks <input type="checkbox"/> use speaking to explore, express, and present ideas, information, and feelings for different purposes by sharing connections made <input type="checkbox"/> listen purposefully to understand ideas and information, by visualizing and sharing <input type="checkbox"/> use a variety of strategies when interacting with others, including accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener <input type="checkbox"/> use a variety of strategies when expressing and presenting ideas, information, and feelings <input type="checkbox"/> use a variety of strategies when listening to make and clarify meaning, including, accessing prior knowledge, making predictions about content before listening, focusing on speaker, listening for specifics, asking questions, recalling and summarizing, visualizing, monitoring comprehension <input type="checkbox"/> engage in speaking and listening activities to develop a deeper understanding <input type="checkbox"/> use speaking and listening to extend thinking, by acquiring new ideas, making connections, inquiring, comparing and contrasting, summarizing <input type="checkbox"/> use a variety of strategies before viewing, including accessing prior knowledge to make connections, setting a purpose, making predictions, asking questions <input type="checkbox"/> use a variety of strategies during viewing to construct, monitor, and confirm meaning, including predicting, making connections, visualizing, asking and answering questions,

SUBJECTS	GRADE 3 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006) cont.	<ul style="list-style-type: none"> <input type="checkbox"/> use a variety of strategies after viewing to confirm and extend meaning, including visualizing, retelling and summarizing using 'text features' to locate information, using graphic organizers to record information <input type="checkbox"/> create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring ideas supported by related details <input type="checkbox"/> use writing and representing to express personal responses and opinions about experiences and texts <input type="checkbox"/> use writing and representing to extend thinking, by developing explanations, expressing an alternative viewpoint, demonstrating new understandings
Health and Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills) <input type="checkbox"/> describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues <input type="checkbox"/> identify changes that can occur in communities over time <input type="checkbox"/> describe the importance of communities <input type="checkbox"/> identify cultural similarities and differences <input type="checkbox"/> describe how an understanding of personal roles, rights, and responsibilities can affect the well being of the school and community
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates willingly in all class activities; may try to initiate new activities <input type="checkbox"/> willing to contribute ideas when appropriate follows basic rules for working with others <input type="checkbox"/> frequently encourages and compliments others, sometimes on own initiative <input type="checkbox"/> able to change roles in a group, sometimes taking on leadership; often initiates activities <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows empathy and can describe others' feelings in an increasing range of situations <input type="checkbox"/> often tries to solve problems independently; shows increasingly good judgment about when to get help <input type="checkbox"/> usually expresses feelings honestly and appropriately in simple situations; uses "I" statements; may need occasional support <input type="checkbox"/> manages anger appropriately; tries to take a non-judgmental tone, but often lapses

SUBJECTS	GRADE 3 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Solving Problems in Peaceful Ways cont.:</p> <ul style="list-style-type: none"> <input type="checkbox"/> tries to present reasons and arguments that will appeal to those listening <input type="checkbox"/> listens actively; if prompted, considers and can explain another’s point of view <input type="checkbox"/> can identify and explain simple problems or issues beginning to choose ideas to fit a specific situation <input type="checkbox"/> predicts consequences of own and others’ behaviour <input type="checkbox"/> can use criteria to evaluate own role and behaviour in simple, concrete situation <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> treats others fairly and respectfully, including those who are different in some way <input type="checkbox"/> respects variations in language, accent, dialect; may try to help or learn from others <input type="checkbox"/> shows appreciation for cultures encountered; often seeks to learn more <input type="checkbox"/> may “stick up” for others when she or he perceives injustice; can describe some basic rights within the school community <input type="checkbox"/> recognizes some forms of stereotyping and can describe negative effects <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> suggests ways to deal with school or community issues; identifies ways to help and may try to initiate action shows an emerging sense of idealism—of wanting to make the world a better place
SUBJECTS	GRADE 4 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of: contributing to a class goal, sharing ideas and opinions, improving and deepening comprehension, solving problems, completing tasks <input type="checkbox"/> use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by: staying on topic in a focused discussion, using details or examples to enhance meaning, explaining and supporting a viewpoint <input type="checkbox"/> listen purposefully to understand ideas and information, by: generating questions, visualizing and sharing, identifying opinions or viewpoints <input type="checkbox"/> use speaking and listening to improve and extend thinking, by: acquiring new ideas, making connections and asking questions, comparing and analyzing ideas, developing explanations, considering alternative viewpoints, investigating problems and creating solutions <input type="checkbox"/> write clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions

SUBJECTS	GRADE 4 PRESCRIBED LEARNING OUTCOMES
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills including comparing, inferring, identifying patterns, and summarizing to selected problems and issues <input type="checkbox"/> identify alternative perspectives on a selected event or issue <input type="checkbox"/> formulate strategies to address problems or issues
Health & Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results) <input type="checkbox"/> describe the choices an individual can make to attain and maintain physical and emotional health (e.g., developing healthy interpersonal relationships) <input type="checkbox"/> describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour) <input type="checkbox"/> demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> friendly; sensitive and responsive to others' needs; finds opportunities to help and include others <input type="checkbox"/> can describe effects of own and others' words and actions <input type="checkbox"/> takes an active part in discussions and activities <input type="checkbox"/> self-assesses social or group skills accurately; identifies specific behaviours that are effective and ineffective <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> feels responsible for resolving minor conflicts; shows good judgment about when to get help <input type="checkbox"/> can empathize and describe others' feelings in unfamiliar situations <input type="checkbox"/> makes "I" statements; avoids blaming; tries to sound non-judgmental <input type="checkbox"/> selects logical reasons that are likely to appeal to the listener <input type="checkbox"/> listens carefully; in structured situations, can explain a point of view that is different from own <input type="checkbox"/> reports own behaviour accurately; takes responsibility; can set goals for future conflict situations <input type="checkbox"/> can identify and explain a variety of problems or issues <input type="checkbox"/> generates a variety of appropriate strategies for specific problems <input type="checkbox"/> may consider both positive and negative effects in choosing among courses of action

GRADE 4 PRESCRIBED LEARNING OUTCOMES

**Social
Responsibility
Performance
Standards
(Exceeds
Expectations)
cont.**

Valuing Diversity & Defending Human Rights

- consistently fair and respectful; recognizes and comments on unfairness
- can describe basic human rights and give examples; often wants actions taken against injustice

Exercising Democratic Rights & Responsibilities

- draws attention to situations where action is needed and tries to initiate action; increasingly committed to acting on own beliefs beginning to show a sense of idealism; can describe some ways to make the world a better place

SUBJECTS

GRADE 5 PRESCRIBED LEARNING OUTCOMES

**English
Language Arts
(2006)**

- use speaking and listening to interact with others for the purposes of: contributing to a class goal, sharing and explaining ideas, viewpoints, and opinions, improving and deepening comprehension, solving problems, completing tasks
- use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences
- listen purposefully to understand ideas and information, by: summarizing and synthesizing main ideas and supporting details, generating questions, visualizing and sharing, making inferences and drawing conclusions, interpreting the speaker's verbal and nonverbal messages, ignoring distractions
- select and use strategies when expressing and presenting ideas, information, and feelings, including: setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practicing delivery, self-monitoring and self-correcting in response to feedback
- use speaking and listening to improve and extend thinking, by: questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative viewpoints, problem solving
- write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions
- use writing and representing to express personal responses and opinions about experiences
- use writing and representing to extend thinking by developing explanations, expressing alternative opinions or perspectives, exploring new ideas

SUBJECTS	GRADE 5 PRESCRIBED LEARNING OUTCOMES
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills to a range of problems and issues: to clarify and define an issue or problem, compare a range of points of view on an issue, summarize information and viewpoints about an issue or problem <input type="checkbox"/> defend a position on a selected topic <input type="checkbox"/> implement a plan of action to address a selected school, community, or national problem or issue
Health & Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making <input type="checkbox"/> assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends <input type="checkbox"/> analyze behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> friendly; sensitive and responsive to others' needs; finds opportunities to help and include others <input type="checkbox"/> can describe effects of own and others' words and actions <input type="checkbox"/> takes an active part in discussions and activities <input type="checkbox"/> often shows leadership; may initiate and help to organize activities <input type="checkbox"/> self-assesses social or group skills accurately; identifies specific behaviours that were effective and ineffective <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> feels responsible for resolving minor conflicts; shows good judgment about when to get help <input type="checkbox"/> can empathize and describe others' feelings in unfamiliar situations <input type="checkbox"/> makes "I" statements; avoids blaming; tries to sound non-judgmental <input type="checkbox"/> selects logical reasons that are likely to appeal to the listener <input type="checkbox"/> listens carefully; in structured situations, can explain a point of view that is different from own <input type="checkbox"/> reports own behaviour accurately; takes responsibility; can set goals for future conflict situations <input type="checkbox"/> can identify and explain a variety of problems or issues <input type="checkbox"/> generates a variety of appropriate strategies for specific problems <input type="checkbox"/> may consider both positive and negative effects in choosing among courses of action

SUBJECTS	GRADE 5 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations) cont.	<p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently fair and respectful; recognizes and comments on unfairness <input type="checkbox"/> can describe basic human rights and give examples; often wants actions taken against injustice <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> draws attention to situations where action is needed and tries to initiate action; increasingly committed to acting on own beliefs <input type="checkbox"/> beginning to show a sense of idealism; can describe some ways to make the world a better place
SUBJECTS	GRADE 6 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of: contributing to group success, discussing and comparing ideas and opinions, improving and deepening comprehension, discussing concerns and resolving problems, completing a variety of tasks <input type="checkbox"/> use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by: using prior knowledge and/or other sources of evidence, staying on topic in focused discussions, presenting in a clear, focused, organized, and effective manner, explaining and effectively supporting a viewpoint <input type="checkbox"/> listen purposefully to understand and analyze ideas and information, by summarizing and synthesizing, generating questions, visualizing and sharing, making inferences and drawing conclusions <input type="checkbox"/> select and use strategies when interacting with others, including: accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener, paraphrasing to clarify meaning <input type="checkbox"/> select and use strategies when expressing and presenting ideas, information, and feelings, including: setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practicing delivery, self-monitoring and self-correcting in response to feedback, synthesizing, and problem solving <input type="checkbox"/> use writing and representing to extend thinking, by: developing explanations, analyzing the relationships in ideas and information, exploring new ideas (e.g., examining alternative viewpoints)
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills to a range of problems and issues <input type="checkbox"/> implement a plan of action to address a selected local or global problem or issue

SUBJECTS	GRADE 6 PRESCRIBED LEARNING OUTCOMES
Health & Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> identify influences on goal setting and decision making, including family, peer and media influences, demonstrate informed reasoning in describing how consideration of potential consequences can have an effect on goal setting and decision making <input type="checkbox"/> assess the influence that peers have on individuals' attitudes and behaviour <input type="checkbox"/> demonstrate an understanding of the harmful effects of stereotyping and discrimination <input type="checkbox"/> identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying <input type="checkbox"/> apply appropriate strategies for responding to discrimination, stereotyping, and bullying
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> kind, friendly, and inclusive without prompting; finds opportunities to help and include others <input type="checkbox"/> shows a sense of community <input type="checkbox"/> works cooperatively and effectively with a variety of classmates and in a variety of roles and situations <input type="checkbox"/> encouraging and supportive; makes others feel good about their contributions <input type="checkbox"/> listens responsively; ensures that everyone has a chance to contribute <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> can identify and clarify problems or issues that have some complexity and ambiguity <input type="checkbox"/> takes responsibility for solving interpersonal problems independent of adults; may show some persistence in difficult situations; shows good judgment about when to get help <input type="checkbox"/> often shows sensitivity and tries to consider others' feelings and needs <input type="checkbox"/> makes "I" statements; maintains an objective, non-judgmental tone <input type="checkbox"/> open-minded; nonjudgmental <input type="checkbox"/> able to explain other perspectives, values, and choices fairly <input type="checkbox"/> has a repertoire of strategies for solving problems; may use these to help others <input type="checkbox"/> anticipates consequences; may include long-term consequences <input type="checkbox"/> reflections show honesty and insight <p>Valuing Diversity & Defending Human Rights:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently fair and respectful; may try to help others modify behaviour <input type="checkbox"/> accepts differences; works and interacts easily with those who are different in some way <input type="checkbox"/> describes the positive contributions and effects of diversity; shows pride in the multicultural nature of Canada <input type="checkbox"/> can identify and explain the negative consequences of some forms of stereotyping (e.g., gender, culture, age, region, language, socioeconomic)

SUBJECTS	GRADE 6 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations) cont.	<p>Valuing Diversity & Defending Human Rights cont.:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognizes and can describe basic human rights <input type="checkbox"/> often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows a strong sense of community; often suggests positive actions to be taken shows a sense of altruism; can elaborate some ways to make the world a better place
SUBJECTS	GRADE 7 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of: contributing to group success, discussing and analyzing ideas and opinions, improving and deepening comprehension, discussing concerns and resolving problems, negotiating consensus or agreeing to differ <input type="checkbox"/> use speaking to explore, express, a range of ideas, information, and feelings for different purposes and audiences, by: using prior knowledge and/or other sources of evidence, staying on topic in focused discussions, presenting in a clear, organized, and effective manner, explaining and supporting viewpoints <input type="checkbox"/> listen critically to understand and analyze ideas and information, by: summarizing and synthesizing, generating questions, visualizing and sharing, making inferences and drawing conclusions, interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives, analyzing and evaluating <input type="checkbox"/> select and use various strategies when interacting with others, including: accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener, paraphrasing to clarify meaning <input type="checkbox"/> select and use various strategies when expressing and presenting ideas, information, and feelings, including: setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practicing delivery, self-monitoring and self-correcting in response to feedback <input type="checkbox"/> select and use various strategies when listening to make and clarify meaning, including: accessing prior knowledge, making predictions about content before listening, focusing on the speaker, listening for specifics, generating questions, recalling, summarizing, and synthesizing, drawing inferences and conclusions, distinguishing between fact and opinion, visualizing, monitoring comprehension <input type="checkbox"/> use speaking and listening to improve and extend thinking, by: questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative viewpoints, summarizing and synthesizing, problem solving

SUBJECTS	GRADE 7 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006) cont.	<ul style="list-style-type: none"> <input type="checkbox"/> use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts <input type="checkbox"/> use writing and representing to extend thinking, by: developing explanations, analyzing the relationships in ideas and information, exploring new ideas
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills to a range of problems and issues <input type="checkbox"/> defend a position on a contemporary or historical issue
Health & Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> analyze factors (including media and peer) that influence personal health decisions <input type="checkbox"/> identify characteristics of healthy relationships and unhealthy relationships <input type="checkbox"/> describe a variety of influences on relationships (e.g., peers, family, media) <input type="checkbox"/> demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying in classroom and school-based situations
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> kind, friendly, and inclusive without prompting; finds opportunities to help and include others <input type="checkbox"/> shows a sense of community <input type="checkbox"/> works cooperatively and effectively with a variety of classmates and in a variety of roles and situations <input type="checkbox"/> encouraging and supportive; makes others feel good about their contributions <input type="checkbox"/> listens responsively; ensures that everyone has a chance to contribute <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> can identify and clarify problems or issues that have some complexity and ambiguity <input type="checkbox"/> takes responsibility for solving interpersonal problems independent of adults; may show some persistence in difficult situations; shows good judgment about when to get help <input type="checkbox"/> often shows sensitivity and tries to consider others' feelings and needs <input type="checkbox"/> makes "I" statements; maintains an objective, non-judgmental tone <input type="checkbox"/> open-minded; nonjudgmental <input type="checkbox"/> able to explain other perspectives, values, and choices fairly <input type="checkbox"/> has a repertoire of strategies for solving problems; may use these to help others <input type="checkbox"/> anticipates consequences; may include long-term consequences <input type="checkbox"/> reflections show honesty and insight

SUBJECTS	GRADE 7 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations) cont.	<p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently fair and respectful; may try to help others modify behaviour <input type="checkbox"/> accepts differences; works and interacts easily with those who are different in some way <input type="checkbox"/> describes the positive contributions and effects of diversity; shows pride in the multicultural nature of Canada <input type="checkbox"/> can identify and explain the negative consequences of some forms of stereotyping (e.g., gender, culture, age, region, language, socioeconomic) <input type="checkbox"/> recognizes and can describe basic human rights <input type="checkbox"/> often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows a strong sense of community; often suggests positive actions to be taken <input type="checkbox"/> shows a sense of altruism; can elaborate some ways to make the world a better place