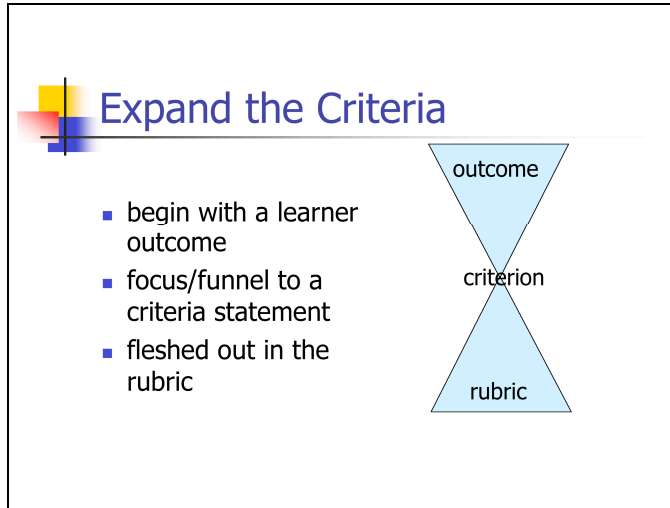


Expand the Criteria:

What would a quality piece of student work 'look like'?



- go back to the outcome to make sure you have not left important details behind
- also check back to the specific outcome from which it came
- create the description for a high quality piece of student work

Kindergarten

Learner Outcome	Criteria Statement What will the students do to show they understand?	Description of the Criteria What would a high quality piece of student work 'look like'?
K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> • Can we belong to several groups at one time? (I, GC) 	Students will: <ul style="list-style-type: none"> • illustrate some of their groups (K.2.4.3) 	<ul style="list-style-type: none"> • represents themselves in more than one group
K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I) <ul style="list-style-type: none"> • appreciate the impact that group members have on each other (C, CC) 	Students will: <ul style="list-style-type: none"> • tell how they feel when they help someone in their group (K.2.3.2) OR <ul style="list-style-type: none"> • tell how they feel when someone helps them (K.2.3.2) 	<ul style="list-style-type: none"> • shares specific feelings about helping/being helped

Expand the Criteria (continued)

Grade One

Learner Outcome	Criteria Statement What will the students do to show they understand?	Description of the Criteria What would a high quality piece of student work 'look like'?
1.1.5. Distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> • What are some familiar landmarks and places in my community? 	Students will: <ul style="list-style-type: none"> • identify a landmark (1.1.5.1) 	<ul style="list-style-type: none"> • represents an appropriate landmark in the community
<ul style="list-style-type: none"> • Why are these landmarks and places significant features of the community? 	<ul style="list-style-type: none"> • explain importance to community (1.1.5.2) 	<ul style="list-style-type: none"> • creates a caption that specifically explains why the landmark is important

Grade Two

Learner Outcome	Criteria Statement What will the students do to show they understand?	Description of the Criteria What would a high quality piece of student work 'look like'?
2.2.7 Students will examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> • In what ways has our community changed over time (e.g., changes in transportation, land use)? 	Students will: <ul style="list-style-type: none"> • identify changes in the community (2.2.7.1) 	<ul style="list-style-type: none"> • accurately represents and describes changes in the community over time
<ul style="list-style-type: none"> • What has caused changes in their community? 	<ul style="list-style-type: none"> • explain causes of changes (2.2.7.2; 2.S.8.1) 	<ul style="list-style-type: none"> • provides a logical reason for the change
2.S.8 Students will demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> • prepare and present information in their own words, using respectful language 		

Expand the Criteria (continued)
Grade Three

Learner Outcome	Criteria Statement What will the students do to show they understand?	Description of the Criteria What would a high quality piece of student work 'look like'?
3.1.2 Students will examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> How is identity reflected in traditions, celebrations, stories and customs in the communities? 	Students will: <ul style="list-style-type: none"> link celebration/tradition to identity (3.1.2.5) 	<ul style="list-style-type: none"> links celebration/ tradition to identity in an insightful manner by providing in-depth reasons why this event is important to the people today.
3.S.8 Students will demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration 	<ul style="list-style-type: none"> present orally (3.S.8.1) 	<ul style="list-style-type: none"> presents orally in a manner that engages the audience.

Grade Four

Learner Outcome	Criteria Statement What will the students do to show they understand?	Description of the Criteria What would a high quality piece of student work 'look like'?
4.S.4 Students will demonstrate skills of decision making and problem solving: <ul style="list-style-type: none"> identify situations where a decision needs to be made and a problem requires attention 	Students will: <ul style="list-style-type: none"> explain problem (4.S.4.2) 	<ul style="list-style-type: none"> demonstrates an insightful understanding of how competing demands on land use can create problems.
4.1.1 Students will value Alberta's physical geography and natural environment: <ul style="list-style-type: none"> demonstrate care and concern for the environment through their choices and actions 	Students will: <ul style="list-style-type: none"> recommend solution (4.1.1.6, 4.1.4.3) 	<ul style="list-style-type: none"> recommends an innovative solution that balances the desire to both value and enjoy the land.
4.1.4 Students will analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> How do Albertans deal with competing demands on land use in Alberta (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? 		

Expand the Criteria (continued)

Grade Five

Learner Outcome	Criteria Statement What will the students do to show they understand?	Description of the Criteria What would a high quality piece of student work 'look like'?
5.2.2 critically examine the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada? (I, CC, TCC) 	Students will: <ul style="list-style-type: none"> identify unique elements of Aboriginal cultures (5.2.2.2) 	<ul style="list-style-type: none"> identifies unique elements of the Aboriginal cultures in Canada in a comprehensive manner
5.2.1 appreciate the complexity of identity in the Canadian context: <ul style="list-style-type: none"> acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC) 	Students will: <ul style="list-style-type: none"> identify research sources, including oral traditions, narratives and/or stories (5.2.1.2) 	<ul style="list-style-type: none"> identifies a range of pertinent research sources, including oral traditions, narratives and/or stories

Grade Six

Learner Outcome	Criteria Statement What will the students do to show they understand?	Description of the Criteria What would a high quality piece of student work 'look like'?
6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> What are rights and responsibilities of citizens living in a representative democracy? (C, PADM) 	Students will: <ul style="list-style-type: none"> identify rights and responsibilities (6.1.2.3) 	<ul style="list-style-type: none"> identifies comprehensive list of rights and responsibilities of citizens in a representative democracy
6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities: <ul style="list-style-type: none"> value citizens' participation in a democratic society (C) 	Students will: <ul style="list-style-type: none"> express personal opinion about the importance of citizen participation in a democratic society (6.1.1.4) 	<ul style="list-style-type: none"> expresses personal opinion about citizen participation in a democratic society in a convincing and passionate manner

Expand the Criteria (continued)
Grade Seven

Learner Outcome	Criteria Statement What will the students do to show they understand?	Description of the Criteria What would a high quality piece of student work 'look like'?
<p>7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What were the social and economic structures of Aboriginal societies? 	<p>Students will:</p> <ul style="list-style-type: none"> • analyze imperialism (7.1.3.3, 7.1.3.4, 7.S.2.3) 	<ul style="list-style-type: none"> • provides insightful analysis of imperialism.
<ul style="list-style-type: none"> • In what ways did European imperialism impact the social and economic structures of Aboriginal societies? 		
<p>7.S.2.3 Students will develop skills of historical thinking:</p> <ul style="list-style-type: none"> • explain the historical contexts of key events of a given time period 		