APPENDICES

GRADE
6

Skills Assessment Key

1 – Active Listening

Skills

S-400   Listen to others to understand their perspectives.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, note taking, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to observe good models of active listening, and to practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective students. Information on specific active listening strategies is found on page 8 of "Strategies That Make a Difference" (Manitoba Education and Training, 1996a).

Think about…

•   focusing assessment on a manageable number of outcomes/students

•   constructing student-generated assessment criteria (e.g., What does an active listener look/sound like? Why?)

•   recording focused observations to monitor student growth over time as well as determine which students need differentiation

•   guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy

•   orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

•   BLM 1: Reflection-Metacognition

•   BLM 2: Constructing Student-Generated Criteria for Quality Work

•   BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

•   BLM 54: Assessing Active Listening

Success for All Learners

•   P. 6.11: SLANT; HASTE; SWIM

2 – Brainstorming

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Brainstorming may take place individually or as a small-group or large-group strategy. Brainstorming encourages students to focus on a topic and to contribute to a free flow of ideas, exploring what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying/viewing pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize the validity or appropriateness of ideas.

Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, small or large group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. Group brainstorming allows individuals to piggyback on the ideas of others and to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgement, and openness to new ideas. Brainstorming may be carried on over a period of days, weeks, or even months by making additions to the initial brainstorm charts (use a different-colour marker/font) to show growth over time.

Think about…

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine participation, active listening, and acceptance of others' ideas, as well as prior knowledge, gaps or misconceptions, and starting points for instruction and remediation
- orally guiding/facilitating reflection (e.g., What do we/I notice about our/my thinking?; Evidence of our/my thinking is…) using a Y-chart, T-Chart, or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

3 – ORAL COMMUNICATION

3a – Discussion

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary discussions to include both large- and small-group activities in order to encourage participation by all students. (See page 29 of "Strategies That Make a Difference" for suggested discussion strategies, including Inside-Outside Circles, Talking Chips, and Talking Circles/Talking Sticks.) Consider assigning specific roles for students to take during discussions, and provide opportunities for students to experience various roles (e.g., discussion leader, note-taker, timer, questioner…).

In the exchange of information that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, seek clarification, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes, and assists in planning for learning and instruction.

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated criteria (e.g., What does an effective discussion group member look/sound like?)
- recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- guiding peer- and self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

3a – Discussion *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community
- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"
- BLM 37: Group Work Assessment—Form B
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 60: Group Discussion—Observation Checklist

3b – Public Speaking

Skills

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...*
S-302	Draw conclusions based on research and evidence.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Public speaking provides students with opportunities to organize, write, and communicate their ideas to an audience. Students learn that both the way in which they say something and how they physically present themselves are as important as the message itself. As students prepare for oral presentations, they need to consider their audience, the purpose of the presentation (e.g., to share information or perspectives, to persuade…), as well as the format of the presentation, so that they may prepare accordingly.

Components of speeches include

- an introduction to engage the audience and establish the purpose
- a body that outlines the main supporting points
- a conclusion that restates the main ideas and leaves the audience with a lasting impression.

Debriefing and post-presentation feedback from the audience helps students understand how they may improve their oral communication techniques. As students gain experience with writing and presenting speeches, they develop confidence in communicating.

Think about…

- sharing and reflecting on exemplars of oral presentations
- modelling, guiding, and offering time to practise writing and presenting speeches
- focusing assessment on the accuracy and completeness of the information, as well the effective use and application of information, visual aids, and other technical supports
- constructing student-generated assessment criteria (e.g., What does a quality speech look/sound like? Why?)
- offering descriptive feedback

(continued)

3b – Public Speaking *(continued)*

- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- using videotape to record presentations for review and reflection

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

4 – COLLABORATIVE LEARNING

4a – Collaborative Groups

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Collaborative groups provide students with opportunities to work together to accomplish shared goals, and require the establishment of a positive, safe, and inclusive classroom culture. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative structures allows students to gain expertise in various roles and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences. (See pages 21–22 of "Strategies That Make a Difference" for information on Specific Cooperative Learning Strategies, including Community Check, Co-op Co-op, and Corners.)

Middle Years research shows that students learn best when offered a wide range of learning experiences in which they have opportunities to interact with their peers. Due to their physical development at this age, Middle Years students need opportunities for physical movement during their learning. As well, their social and emotional development is such that Middle Years students are seeking their own identity independent from adults, necessitating them to seek approval and a sense of belonging from their fellow students.

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback

4a – Collaborative Groups *(continued)*

- following collaborative learning activities with debriefing activities
- recording focused observations to assess group processes
- guiding peer- and self-assessment through opportunities for group processing and debriefing
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 39: How Was Our Group Work?
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

4b – Using a Continuum of Points of View

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions.
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely or electronically.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Every individual holds personal points of view. Using this strategy, students' attitudes are represented by where they physically place themselves along a line or continuum. Using a physical continuum to elicit the expression and exchange of opinions, beliefs, and values is a means of inviting students to explore their own preconceptions, to learn about the perspectives of others, and to reflect on changes in their points of view. Using a continuum helps students recognize that, for many questions, there are no black-or-white, right-or-wrong answers, but rather a wide range of points of view. It is also a way of encouraging students to make explicit their own points of view and to actively listen to others to understand their position, rather than debating an issue to identify a winning or a losing argument. Encourage students to be spontaneous and frank in this activity, and to not concern themselves with discussion until after they have found their own position on the continuum. Emphasize the idea that in this activity, there are no "right" or "wrong" positions, and all perspectives are equally valid.

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4b – Using a Continuum of Points of View *(continued)*

Think about…

- offering descriptive feedback on how students express themselves and listen to others' perspectives
- recording focused observations to observe student values and group processes
- providing debriefing opportunities for students to reflect on attitudinal changes they undergo as a result of engaging in the activity.

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 5: Focused Observation Form

4c – Consensus Decision Making

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions.
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…*
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability…*
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Consensus decision making is a complex collaborative process that relies on the understanding of certain basic principles, as well as the application of interpersonal skills. As students practise consensus decision making, they come to understand that consensus is the result of negotiating and cannot be reached by more simple means such as majority vote or compromise. Its goal is to bring all participants to a common, shared agreement that reflects the perspectives of each and every team member. For this reason, consensus building requires a supportive, safe, and inclusive classroom culture, active listening, and a high degree of commitment from all team members. Students may assume specific roles within the group (e.g., facilitator, scribe, timekeeper, questioner…) or create variations depending on the nature of the task. The only essential role in a consensus decision-making task is that of facilitator.

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4c – Consensus Decision Making *(continued)*

Basic principles of consensus decision making:

- All members are equal and have a valid perspective to contribute to the group.

- Everyone has the right, but not the obligation, to change his or her mind.

- The decision is reached when all the members decide on a common course of action.

Indispensable elements:

- Willingness of each member to share power

- Respect for assigned roles

- Commitment to follow the established process

- Clear common objective

- Neutral facilitator accepted by the group

Practical considerations:

- Begin with simple issues to allow students to focus on the processes of reaching consensus before engaging in more complex issues.

- Generally, a heterogeneous team of four to six members is the most effective in collective decision making.

- Establish ground rules for the process at the beginning of the year.

- Students should sit in a circle or face one another.

- Give each student the chance to take on a leadership role over the course of the year.

- Teacher intervention should be minimal. Teachers may wish to allocate an initial period of time for *dialogue*, or exchange of ideas, before indicating that it is time to pass on to the *discussion* phase, during which the purpose is to make a decision.

Student Roles within Collaborative Groups

If students have little experience with cooperative learning, it is advisable to assign a specific role to each group member. As they develop the skills and competencies of collaborative decision making, students may select their own roles, or create variations, depending upon the nature of the task at hand. The number and type of roles may vary according to the group task, size, and dynamic. The only essential role in groups of four or more is that of a facilitator. Possible roles include

- *Facilitator*: remains objective, poses questions, ensures that each group member has the chance to speak in turn

- *Task Protector*: presents and supports the central task and reminds group members to focus on the main idea without straying

- *Spokesperson*: reports ideas and decisions to other groups

- *Timer*: monitors time and reminds group members of the time constraints

- *Materials Person*: coordinates space and makes sure that the group has the necessary materials to carry out its task

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4c – Consensus Decision Making *(continued)*

- *Scribe*: records and organizes ideas
- *Researcher* : locates sources, definitions, and helpful information as needed
- *Graphic Artist*: creates charts or illustrated representations of ideas and information
- *Keeper of the Peace*: mediates conflicts and proposes solutions as needed
- *Questioner*: checks that every member of the group is satisfied with the decision

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to assess group process
- guiding peer- and self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

5 – Using Graphic Organizers

Skills

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...

S-201   Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, reviewing, and representing. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information…), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames, and introduce additional types of frames as appropriate. Consider teaching and modelling the use of one graphic organizer at a time, and posting graphic organizers around the classroom for students to use as models and references.

(Note: It takes approximately 6–8 weeks for students to internalize and apply a new strategy independently.)

Think about…

• offering descriptive feedback

• recording focused observations on students' independent choice of, or creation of, graphic organizers to organize thoughts and ideas

• orally guiding/facilitating student reflection (e.g., Graphic organizers help me… because …; Evidence of this is…)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

• BLM 5: Focused Observation Form

6 – INQUIRY PROCESS

6a – Sorting and Classifying

Skills

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...

S-201   Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

Sorting and classifying helps students make sense of information. Sorting and classifying also helps teachers and students identify prior knowledge as students make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about…

• teaching, modelling, guiding, and debriefing the process of sorting and classifying

• recording focused observations to determine sorting skills used to identify unique characteristics within a set

• recording focused observations on students' classifying skills

• recording focused observations on students' development to compare and contrast

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

• BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

• BLM 64: Venn Diagram

Success for All Learners

• Page 6.100: Sort and Predict Frame

• Page 6.103: Compare and Contrast Frame

6b – Generating Questions

Skills

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...*
S-300	Plan topics, goals, and methods for historical inquiry and research.
S-309	Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*
S-404	Elicit and clarify questions and ideas in discussions.

Providing students with opportunities to generate their own questions allows them to focus and plan their inquiry and identify purposes for their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing student research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using "Think-Alouds" ("Strategies That Make a Difference," Manitoba Education and Training, 1996a, page 288).

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What makes a good questions?)
- recording focused observations on students' growing competence in formulating questions

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6c – KWL

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.

The acronym KWL stands for what students **K**now, what they **W**ant to know, and what they **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL may be used for short- or long-term learning, and should be revisited throughout the learning process in order to provide opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use.

Think about…
- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine prior knowledge, gaps, misconceptions, curiosity, and starting points for instruction
- adding a KWL chart to the students' portfolios as evidence of growth in their thinking over time

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"
- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

Success for All Learners
- Page 6.94: KWL Plus
- Page 6.95: Knowledge Chart

6d – Preparing and Conducting Interviews

Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for historical inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*
S-308	Compare diverse perspectives in a variety of information sources.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-404	Elicit and clarify questions and ideas in discussions.

Conducting interviews allows students to collect and record information from a primary source and creates opportunities for students to draw upon first-hand knowledge and experience.

Practical Considerations
After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories) and identifying candidates to interview, students formulate appropriate questions. The questions should be both closed and open-ended, clearly stated, and include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes) and practise both their questioning skills and recording information during mock interviews. Provide students with opportunities to view or listen to examples of interviews (both effective and ineffective) in order to observe and discuss interview techniques.

Working with Potentially Sensitive Issues
It is critical that students who engage in demographic and ethnographic research conduct their studies ethically, respectfully, and without bias—particularly when potentially sensitive issues are addressed. From the beginning stage of question formulation, to the collection, analysis, and presentation of data, students need to be fully aware of the areas of potential concern. Before students embark on surveying a group concerning their culture, heritage, ethnicity, or other potentially sensitive areas, ask the students to consider why and how they will use the data. Ask them to consider:
• Why do they need that particular information? Is there a real purpose for the data?

6d – Preparing and Conducting Interviews *(continued)*

- Why is it important to gather statistics on different groups?

- How will they analyze their data to ensure it is treated with fairness and respect?

- What do they need to know about a particular groups' social context, historical experiences, and other factors so that they will be able to interpret survey results fairly?

Ensure that students understand the need to respect individual rights to privacy, as well as individual decisions to not answer particular questions, or to not participate in the survey. Help students avoid the pitfalls of stereotyping and ensure students respect the rights of interviewees to self-identify their ethnic, cultural, linguistic, or other aspect of group identity, if they so choose.

At the question formulation stage, students require guidance to create questions that demonstrate sensitivity and respect for the interviewees. Depending on the nature of the interview and the target audience, examples of sensitivities include

- the use of appropriate language

- respect for privacy

- questions that are free of bias

- asking questions that respect religious or cultural protocols

- avoiding personal questions that might make interviewees uncomfortable

At the data analysis and presentation stage (and particularly if the data presents a negative view of individuals or a particular group of people), ensure that students consider contextual information in order to give a fair and respectful presentation of their results and conclusions. For example, reporting and studying different rates of employment will be more meaningful and relevant if there is a discussion of the factors that create employment barriers for some groups and privilege others.

Following the interview, students reflect on the survey process and send thank-you letters to their interview subjects.

Think about…
- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective interviews?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- orally guiding/facilitating student reflection on the interview process

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6e – Field Trips

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-106	Treat places and objects of historical significance with respect. *Examples: burial grounds, memorials, artifacts...*
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...*
S-300	Plan topics, goals, and methods for historical inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. *Examples: artifacts, photographs, works of art...*
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*
S-308	Compare diverse perspectives in a variety of information sources.
S-309	Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Experiences that take students outside the classroom can be highly motivating and complement classroom-based learning. Accessing community resources provides knowledge and understanding of the broader environment and allows students to learn from the resources and expertise available in the community at large. Students also gain practical experience when they are involved in planning the purpose and logistics of the field trip. As well, teachers gain valuable insights into their students as they observe their interactions outside the classroom. Teachers are encouraged to prepare students for field trips through pre-teaching or the use of anticipation guides. Many field-trip sites provide pre-trip materials for classroom use.

(continued)

6e – Field Trips *(continued)*

Think about…

- engaging students in planning a field trip based on primary inquiry questions or the "W" in a KWL strategy
- orally guiding/facilitating reflection to assess the outcomes of the field trip and to facilitate student inquiry
- engaging in a debriefing process after the field trip to identify further questions, misconceptions, and new learnings, as well as to plan follow-up activities
- applying the knowledge acquired during the field trip to follow up classroom activities

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

Success for All Learners

- Page 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom

6f – Collecting and Analyzing Images

Skills

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...

S-202   Distinguish between primary and secondary information sources for research.

S-203   Select and use appropriate tools and technologies to accomplish tasks.

S-302   Draw conclusions based on research and evidence.

S-303   Evaluate personal assumptions based on new information and ideas.

S-304   Distinguish fact from opinion and interpretation.

S-305   Observe and analyze material and visual evidence for research.
Examples: artifacts, photographs, works of art...

S-306   Assess the validity of information sources.
Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...

S-308   Compare diverse perspectives in a variety of information sources.

S-309   Interpret information and ideas in a variety of media.
Examples: art, music, historical fiction, drama, primary sources...

Collecting and analyzing images related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Images may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the images are intended to represent (e.g., landforms, daily life, Canadian symbols…), students may browse a predetermined set of images or search for images matching the criteria. As well, encourage students to generate their own questions about the images in order to pursue a deeper analysis of the content.

Think about…

• how students connect images to the topic/theme under consideration

• student ability to extract information from images and captions

• how students analyze and apply the ideas and information in the images

• how students apply critical thinking skills regarding the images they use (e.g., bias, authenticity, primary/secondary sources…)

• student independence in locating appropriate images related to the topic/theme

BLMs

Social Studies BLM: Analyzing Images

Skill 6g – Viewing Visual Media

Skills

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...*
S-202	Distinguish between primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. *Examples: artifacts, photographs, works of art...*
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*
S-308	Compare diverse perspectives in a variety of information sources.
S-309	Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the use of a variety of strategies, before, during, and after viewing as indicated below. As well, consider these ideas:

- View longer videos in segments of 20 to 30 minutes.
- Tell students the name of the video and details about the theme before viewing.
- Clarify key terms or challenging vocabulary.
- Give the students a purpose, or something to watch for as they view the film.
- Avoid having students take notes during the video—this is difficult to do and interferes with active listening.
- If the film depicts a series of events, encourage students to focus on sequence and on causality (what led to what) rather than on dates and statistics.
- Encourage students to be critical about how realistically the video represents the topic (particularly if it deals with historical topics).

(continued)

Skill 6g – Viewing Visual Media *(continued)*

Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.

- Activate with "story-mapping" (i.e., predicting what the video might be about).

- Have students create questions about what they are wondering, or provide "focus questions" (i.e., informational questions, intuitive/interpretive questions…).

During viewing

- **Silent viewing:** Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions…), and then review the segment with the sound. Discuss how perceptions changed with the sound.

- **Sound only:** Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects…), and then review the segment with video. Discuss how perceptions changed with the video.

- **Jigsaw:** One group views silently while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the "listeners," sits with their backs to the screen while the other half of the class, the "viewers," faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners' questions.

- **Freeze frame:** Pause the image to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

After viewing

- Students may ask new questions (e.g., "Some of my questions that were answered were…", "Now, I know/wonder…").

- Discuss and evaluate what they viewed and their feelings and connections to the content.

- Represent their new learning, or add new information to their inquiry journal or notebook.

Skill 6g – Viewing Visual Media *(continued)*

Suggested outline for post-viewing reflection or discussion:

Video title and topic:	
Date of viewing:	
What did you see? Describe the images that impressed you.	**What did you hear?** Relate 4 – 5 ideas or words that you recall from the narration.
How did you feel about what you saw and heard?	**Facts that were presented in the film:**
What questions do you have?	**Note one thing you learned about the past by viewing this video.**
Did this film use or portray primary sources? Describe them.	
Write a comment on each element to evaluate this film. Historical accuracy: Photography: Clear narration: Interest and creativity:	

Think about…

- observing evidence of new understandings and/or gaps or misperceptions in students' understanding
- recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise….)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Success for All Learners

- Page 6.102: Look It Over
- Page 6.108: Do Your Laps

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 73: A Viewer's Discussion Guide

6h – Preparing and Conducting Surveys

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for historical inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-308	Compare diverse perspectives in a variety of information sources.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Creating and conducting surveys is a form of participatory research that involves students in learning about their communities. Surveys may take the form of interviews where questions are asked and the responses recorded, or individual surveys where the person taking the survey records the answers. Surveys provide large amounts of information from a broad range of people and may take a lot of time to prepare, administer, and analyze. For this reason, consider whether the information you are collecting already exists (e.g., Internet, library, public records…) before conducting a survey.

In creating the survey identify the survey objectives to help focus concise, unbiased questions that will provide relevant information and avoid unnecessary data. To achieve the best possible completion rate, keep the survey as short as possible, ideally less than fifteen questions. The order of questions matters. Place simple questions first, more complex or controversial questions in the middle, and demographic questions, if required, at the end. Questions should be brief, direct, unambiguous, written in neutral language, and cover a single topic. Close-ended questions (e.g., Yes/No, True/False, Multiple Choice) are easier to administer and analyze. Open-ended questions may provide answers unrelated to the research topic and respondents may be reluctant to complete the survey. Before administering the survey, test it on people who are not familiar with the survey to determine if the questions are clear and the responses are providing the information required to address the research question.

(continued)

6h – Preparing and Conducting Surveys *(continued)*

It is important to provide students with guidance in creating questions/surveys that demonstrate sensitivity and respect for the interviewees. Students need to understand the importance of

- using appropriate language
- respecting personal privacy
- ensuring that survey questions are not biased
- asking questions that respect religious or cultural protocols and/or sensitivities
- avoiding personal questions that might make interviewees uncomfortable

Surveys can be online or in paper format. Online surveys provide flexibility of completion times and facilitate summarization and analysis of data. Paper surveys are more cumbersome to process but are easier to present. After the survey has been administered, collate the results for analysis. A spreadsheet may be a useful tool for recording and analyzing results. Once the results are analyzed, communicate your findings with the survey participants and your community. Ensure that survey participants know their anonymity will be protected, and finish each survey with a sincere thank-you.

Think about…

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective surveys?)
- recording focused observations to monitor students' ability to analyze and draw conclusions from the information they collect through the use of surveys
- orally guiding/facilitating student reflection on the survey process

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

7 – SOCIAL STUDIES

7a – Creating Maps

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
S-206	Select and interpret various types of maps for specific purposes.
S-207	Use latitude and longitude to locate and describe places on maps and globes.
S-302	Draw conclusions based on research and evidence.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood…) in a variety of media. By beginning with objects, pictures, or drawings and then moving to abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude…). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps into their daily work (e.g., journals, stories, research…).

(continued)

7a – Creating Maps *(continued)*

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about…

- observing for students' map-reading, interpreting, and creating skills
- constructing student-generated assessment criteria (e.g., What are the components of a quality map?)
- focusing assessment on the accuracy and completeness of the information in the map
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer and self-assessment, using a Met/Developing/Not-Yet-Met strategy
- adding student-made maps to the students' portfolios as evidence of understanding of mapping skills

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

7b – Using/Interpreting Maps

Skills

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...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-206	Select and interpret various types of maps for specific purposes.
S-207	Use latitude and longitude to locate and describe places on maps and globes.
S-302	Draw conclusions based on research and evidence.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another. Students also need to know that maps represent a particular time and place and change over time. It is important to teach them to look for the source of the map and when/where it was created in order to be aware of its historical and political context and implications.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map-reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale…). Students also come to understand that maps are important sources of physical and human geographic information and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about…

- teaching, modelling, and guiding map-reading/interpreting skills
- observing students' knowledge and skills in reading and interpreting a variety of maps and atlases to plan for differentiation
- observing students' skills in connecting information from maps to other concepts
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What did I learn from this map? Compare/contrast different maps…). (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- adding map interpretations and reflections to the students' portfolios as evidence of understanding of mapping skills

(continued)

7b – Using/Interpreting Maps *(continued)*

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition

7c – Interpreting Timelines

Skills

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...

S-203   Select and use appropriate tools and technologies to accomplish tasks.

S-302   Draw conclusions based on research and evidence.

S-303   Evaluate personal assumptions based on new information and ideas.

S-306   Assess the validity of information sources.
Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines and understand their nature and purpose before they are asked to create their own timelines.

Think about…

• teaching, modelling, and guiding interpretation of timelines
• planning for differentiation by observing students' knowledge and skills in interpreting timelines
• observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
• orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What I am learning about timelines? Evidence of my learning is…). (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
• adding student timeline interpretations and reflections to the students' portfolios as evidence of understanding

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

• BLM 1: Reflection-Metacognition
• BLM 6: Daily Observation Form

7d – Creating Timelines

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*
S-403	Present information and ideas orally, visually, concretely, or electronically.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, students might simply label and illustrate events on a timeline that already has periods of time indicated. Alternately, students can integrate mathematical skills to determine and mark time periods on the timeline, before labelling and illustrating events.

7d – Creating Timelines *(continued)*

Think about…

- constructing student-generated assessment criteria (e.g., What are the components of a quality timeline?)
- focusing assessment on the accuracy and completeness of the information (e.g., chronological order, scale, appropriate choice of images…)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer and self-assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- adding a timeline and reflection to the students' portfolios as evidence of growth and understanding of timelines

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

7e – Social Action

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, and if they are truly empowered to be active and responsible citizens, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

(continued)

7e – Social Action *(continued)*

Empowered students might initiate social action on their own (e.g., coming to the aid of a victim of bullying, circulating a petition in the classroom or school…) or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand useful processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about…

- setting classroom goals for developing action plans and becoming active responsible citizens
- constructing student-generated assessment criteria (e.g., What does a democratic classroom/an active responsible citizen look/sound like? Why?)
- offering descriptive feedback to students regarding their approach to social action
- recording focused observations to inform instruction
- guiding peer and self-assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- adding an account and/or images of evidence of social action to the students' portfolios

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 93: Goal Setting

8 – Content Reading

Skills

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.*
S-202	Distinguish between primary and secondary information sources for research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*
S-308	Compare diverse perspectives in a variety of information sources.
S-309	Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*
S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Teachers need to extend reading instruction beyond the ELA classroom, and to offer students opportunities to practise reading comprehension strategies and to make connections in the content areas. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, atlases, songs, poetry, media texts, vignettes, textbooks…).

Competent readers use reading comprehension strategies independently before, during, and after reading. Additional information on characteristics of readers may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, page 6.39). Each day, teachers need to model a variety of before, during, and after strategies to help students choose and become independent in the use of these strategies. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about…

- using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- monitoring students' choices of texts for seeking information

8 – Content Reading *(continued)*

- observing comprehension strategies including predicting, questioning, imaging, self-monitoring, re-reading, inferring, skimming and scanning, retelling, and summarizing

- recording focused observations to determine students' ability to get information and ideas from textual cues (titles, subtitles, tables of content, images, captions…) and text structures/features (compare and contrast, sequential, description, cause and effect…)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Before Reading Strategies

Strategy	Reference	BLM Title
Think-Pair-Share	"Strategies That Make a Difference," page 15*	x
Thinking Maps	"Strategies That Make a Difference," page 49	x
KWL	"Strategies That Make a Difference," page 89	BLM 65: KWL Plus
	Success for All Learners, pages 6.20-6.21	BLM 6.94: KWL Plus
Anticipation Guide	"Strategies That Make a Difference," pages 142–145	x
	Success for All Learners, page 6.25	BLM 6.98: Anticipation Guide
Before-During-After Map	"Strategies That Make a Difference," pages 146–149	BLM 74: Before-During-After Map
Pre-Reading Plan	"Strategies That Make a Difference," pages 160–161	x
Sort and Predict	"Strategies That Make a Difference," pages 214–215	x
	Success for All Learners, pages 6.33–6.35	BLM 6.100: Sort and Predict Frame
Story Impressions	"Strategies That Make a Difference," pages 176–178	x
Word Splash	*Success for All Learners*, pages. 6.28–6.29	x
Three-Point Approach	"Strategies That Make a Difference," page 215	x
	Success for All Learners, page 6.36	BLM 6.101: Three-Point Approach for Words & Concepts
Previewing Questions	"Strategies That Make a Difference"	BLM 14: Previewing Questions

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

During Reading Strategies

Strategy	Reference	BLM Title
Cornell Method	"Strategies That Make a Difference," page 116	x
Thinking Maps	"Strategies That Make a Difference," pages 49–51	x
How to Find the Main Idea of a Paragraph	"Strategies That Make a Difference"	BLM 12: How to Find the Main Idea of a Paragraph
Magnet Summaries	"Strategies That Make a Difference," page 116	x
Slim Jims	"Strategies That Make a Difference," page 116	x
Reciprocal Reading	*Success for All Learners*, pages 6.46–6.47	x
Collaborative Reading	*Success for All Learners*, page 6.45	x
Directed Reading Thinking Activity (DRTA)	*Success for All Learners*, page 6.48	x
Two Column Notes	*Success for All Learners*, page 6.83	x
Note-Making Tips for Students	*Success for All Learners*, page 6.82	x

(continued)

8 – Content Reading *(continued)*

Researching	*Success for All Learners*, page 6.84	x
SQ3R	*Success for All Learners*, page 6.85 "Strategies That Make a Difference," page 179	x
Graphic Organizers	*Success for All Learners*, page 6.14	x
Mind Maps	*Success for All Learners*, page 6.14	x
Concept Frames	*Success for All Learners*, page 6.15	BLM 6.114: Fact Based Article Analysis BLM 6.115: Issue Based Article Analysis BLM 6.111: Concept Frame BLM 6.112: Concept Overview BLM 6.103: Compare & Contrast Frame BLM 6.104: Concept Relationship Frame BLM 6.113: Frayer Plus Concept Builder
Before-During-After Checklist (Student)	"Strategies That Make a Difference"	BLM 17: Before, During & After Reading Strategies—Middle Years
Before-During-After Map	"Strategies That Make a Difference"	BLM 74: Before-During-After Map
Content Reading Strategies	*Success for All Learners*, pages 6.40–6.44	x
Skim and Scan-Teacher Observation Group	"Strategies That Make a Difference"	BLM 4: Observation Checklist for Skimming and Scanning to Make Sense of Information
Skim and Scan—Teacher Observation Individual	"Strategies That Make a Difference"	BLM 5: Observation Checklist for Skimming and Scanning Skills
Skimming	"Strategies That Make a Difference"	BLM 15: Skimming Strategies

After Reading Strategies

Strategy	Reference	BLM Title
Before-During-After Map	"Strategies That Make a Difference," pages 146–149	BLM 74: Before-During-After Map
Three Point Approach	"Strategies That Make a Difference," page 215 *Success for All Learners*, page 6.36	x BLM 6.101: Three-Point Approach for Words and Concepts
Word Cycle	"Strategies That Make a Difference," page 216 *Success for All Learners*, pages 6.31–6.32	x BLM 6.99: Word Cycle
Retelling	"Strategies That Make a Difference," pages 169–173	BLM 75: Retelling

Strategies for All Three Stages – Before, During, and After Reading

Strategy	Reference	BLM Title
Before-During-After Checklist (Teacher)	"Strategies That Make a Difference"	BLM 6: Comprehension Focus (Before, During, & After Reading Strategies)
Before-During-After Map	"Strategies That Make a Difference," pages 146–149	BLM 17: Before, During, and After Reading Strategies: Self Reflection-Middle Years
Reading Strategies	"Strategies That Make a Difference"	BLM 8: Reading Strategies: Student Monitoring Sheet

9 – WRITING

9a – Journals

Skills

S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-401	Use language that is respectful of human diversity.
S-405	Articulate their beliefs and perspectives on issues.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on student feelings, and teachers should be sensitive to the private nature of personal journals. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of a larger notebook, and, as well, may be specifically devoted to response and used across curriculum areas.

Think about…

- using student journals as a tool to observe values
- constructing student-generated assessment criteria (e.g., What does quality reflective journal writing look like?)
- posing questions and offering prompts to encourage reflection
- guiding self-assessment of journals
- encouraging students to select journal entries for inclusion in their portfolios as evidence of growth in metacognitive thinking over time
- assessing the journal for growth over time and/or for summative purposes

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9b – Exit Slip

Skills

S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-405	Articulate their beliefs and perspectives on issues.

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understanding of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., Today I learned…; I am still confused about…; I would like to know more about…; A question I have is…), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about…

- observing students' perceived strengths and areas for further learning
- focusing assessment on the accuracy and completeness of the information
- observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Success for All Learners

- Page 6.61: Admit and Exit Slips

9c – RAFT

Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-307	Compare differing accounts of historical events.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a Role other than themselves (e.g., animal, historical figure, comic book character…). They choose an Audience (e.g., a person living in another time or place, a corporation, an inanimate object…). They select a Format (e.g., poem, letter, journal…) for their writing. They also choose a Topic (e.g., plea, persuasion, demand, excuse…) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. Teachers need to model and guide the use of RAFT before students work independently. RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about…

- sharing and reflecting on examples of point-of-view genre in literature
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality written point of view (RAFT strategy) look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer and self-assessment
- having students include RAFT examples in their portfolios as evidence of learning

(continued)

9c – RAFT *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 71: Point of View

Success for All Learners

- Page 6.116: Reading from Another Point of View

9d – Persuasive Writing

Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-307	Compare differing accounts of historical events.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Persuasive writing is also often a component of social action. Students need to be aware of their intended audience as they state their view, and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Teachers need to model, guide, and offer time for students to practise persuasive writing techniques. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about…

- sharing and reflecting on examples of persuasive writing
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does quality persuasive writing look/sound like? Why?)
- recording focused observations to monitor student growth in order to determine which students need differentiation
- guiding peer and self-assessment
- having students include persuasive writing examples in their portfolios as evidence of learning

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9e – Descriptive Writing

Skills

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...*
S-401	Use language that is respectful of human diversity.

Descriptive writing presents people, places, things, or events with enough detail to enable the reader to create a mental picture and share the writer's sensory experience (e.g., sights, smells, sounds, tastes, and feelings) of the subject of the writing. It provides opportunities for students to express their feelings creatively and to experiment with language to convey those feelings to the audience. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of descriptive writing, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist students in the writing process. The writing form may be a paragraph, essay, poem, character portrait/sketch, or other forms of descriptive writing. As students engage in the writing process, encourage them to share their drafts with peers and revise their writing to create the desired mood.

Think about…

- sharing and reflecting on examples of descriptive writing
- modelling, guiding, and offering time to practise descriptive writing
- constructing student-generated assessment criteria (e.g., What does quality descriptive writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer and self-assessment
- having students select descriptive writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

(continued)

9e – Descriptive Writing *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 47: Character Poem
- BLM 84: Revision Record

Success for All Learners

- BLM 111: Concept Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9f – Narrative Writing

Skills

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..*
S-300	Plan topics, goals, and methods for historical inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*
S-401	Use language that is respectful of human diversity.

Narrative writing presents a personal or fictional experience or tells the story of a real or imagined event. Narrative writing takes many forms (e.g., paragraph, anecdote, short story, diary, autobiography, myth, legend, newspaper article, dialogue, personal letter...). As students plan their narrative, they may need guidance in developing the details to create an identifiable storyline that is easy for the reader to follow. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of narrative writing, research, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist in the writing process and to recreate their narrative for the reader by including details that support, explain, and enhance the story. Composing narrative writing provides students with opportunities to think and write stories about people, places, and events.

Think about…

- sharing and reflecting on examples of narrative writing
- modelling, guiding, and offering time to practise narrative writing
- constructing student-generated assessment criteria (e.g., What does quality narrative writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer and self-assessment
- having students select narrative writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

(continued)

9f – Narrative Writing *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 27: Signal, Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work-in-Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 48: Character Grid
- BLM 49: Story Planner—Middle Years
- BLM 61: Story Map—A
- BLM 62: Story Map—B
- BLM 63: Story Map—C
- BLM 67: W-5 Chart
- BLM 84: Revision Record

Success for All Learners

- BLM 110: Paragraph Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9g – Expository Writing

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-300	Plan topics, goals, and methods for historical inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*
S-401	Use language that is respectful of human diversity.

The purpose of expository writing is to inform, clarify, explain, define, or instruct the reader on a particular topic. Expository writing provides opportunities for students to develop skills in clarity and organization in their writing. Expository writing also allows students opportunities to become familiar with and use text structures (e.g., compare/contrast, cause/effect, problem/solution, main idea/detail, sequence/chronology...). Forms of expository writing include paragraphs, essays, reports, news articles, research, and business or formal letters. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, reading/listening to examples of expository writing, research, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist students in the writing process. As students encounter this type of writing in much of their content reading, gaining experience in composing expository may help them develop skills in reading for information.

Think about…

• sharing and reflecting on examples of expository writing

• focusing assessment on the accuracy and completeness of the information

• modelling, guiding, and offering time to practise expository writing

• constructing student-generated assessment criteria (e.g., What does quality expository writing look/sound like? Why?)

• offering descriptive feedback

• recording focused observations to monitor student growth over time and to determine which students need differentiation

9g – Expository Writing *(continued)*

- guiding self- and peer assessment
- having students select expository writing pieces for inclusion in their portfolios and highlighting evidence of their growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Success for All Learners

- BLM 103: Compare and Contrast Frame
- BLM 104: Concept Relationship Frame
- BLM 109: Explanation Planner
- BLM 110: Paragraph Frame

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 25: Sequential Paragraph Form
- BLM 27: Signal Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 84: Revision Record

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

9h – Creating Plans/Outlines

Skills

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...

S-201 | Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

S-300 | Plan topics, goals, and methods for historical inquiry and research.

Plans and outlines may be used for a wide variety of purposes, both simple and complex (e.g., determining roles for a group activity, planning events or special days, creating goals for research projects, drafting plot outlines…). Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about…

- focusing assessment on a manageable number of learning outcomes/students

- focusing assessment on the accuracy and completeness of the information

- teaching, modelling, and guiding the creation of plans and outlines

- constructing student-generated assessment criteria (e.g., What does a quality plan or outline look/sound like? Why?)

- recording focused observations to monitor student growth over time and to determine which students need differentiation

- guiding peer and self-assessment

- encouraging students to revise plans/outlines as needed

- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

(continued)

9h – Creating Plans/Outlines *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

9i – Recording Information

Skills

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...

S-201   Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

S-202   Distinguish between primary and secondary information sources for research.

S-203   Select and use appropriate tools and technologies to accomplish tasks.

S-302   Draw conclusions based on research and evidence.

S-303   Evaluate personal assumptions based on new information and ideas.

S-306   Assess the validity of information sources.
Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...

S-309   Interpret information and ideas in a variety of media.
Examples: art, music, historical fiction, drama, primary sources...

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, page 6.49) and "Strategies That Make a Difference" (Manitoba Education and Training, 1996a, pages 59-64, 76-77, and 114-117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about…

•   teaching and modelling one strategy at a time for recording information (Note: It takes students approximately six to eight weeks to internalize a strategy and to apply it independently.)

•   focusing assessment on the accuracy and completeness of the information

•   recording focused observations to determine which students need differentiation and scaffolding

•   guiding peer and self-assessment

•   observing students' choices of strategies for recording information

•   orally guiding/facilitating reflection, using a Y-chart or T-chart. (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

(continued)

9i – Recording Information *(continued)*

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 8: Evidence of Learning

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 45: Checklist to Assess Student's Ability to Select and Process Information
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

Success for All Learners

- Page 6.101: Three-Point Approach for Words and Concepts
- Page 6.102: Look It Over
- Page 6.114: Fact-Based Article Analysis
- Page 6.115: Issue-Based Article Analysis

10 – PRESENTATIONS/REPRESENTATIONS

10a – Dramatic Presentations

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
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...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Drama is a form of language and literature that tells a story through the actions and speech of characters. Drama (also known as role-play) is a powerful tool that can stimulate creative and critical thinking through a variety of intelligences and develop language and literacy. Dramatizations are often collaborative in nature and intended to be shared with a broader audience. In planning dramatizations, students consider how the structure of the presentation will effectively communicate new information to their intended audience. Drama provides opportunities for students to make connections between their personal experiences and the lives of others, and explore diverse perspectives or points of view, and helps students develop empathy and enrich their social consciousness.

Guidelines for drama and role-play

- The context and roles should be clearly defined, while allowing some latitude for spontaneity and creativity on the part of the students.

- Determine a designated time frame for the presentation.

- When topics are controversial or require solutions, encourage students to consider diverse perspectives and alternative solutions, to use language appropriately, and to take a position and reach a conclusion or resolution.

- Provide students time to prepare and to access any preparatory information they need.

(continued)

10a – Dramatic Presentations *(continued)*

- Role descriptions should provide enough information to help students "enter into" the character they are to portray (general characteristics, beliefs, and values) but should not follow a pre-determined script.
- Students may complete a character outline (see BLM) to help them prepare.
- Appropriate use of props and costumes
- Discuss with students the effectiveness of realism versus fantasy scenarios, the need to be mindful of anachronisms, oversimplifications, and the indiscriminate use of stereotypes.

Variations

- Use of props and costumes
- If there are not enough roles for everyone in the group, one student could be assigned the task of being a witness or observer who "thinks out loud" to the audience without disrupting the action.
- Students could be asked to reverse roles or switch points of view in a second role-play.
- A narrator or series of narrators may be named to help set the scene and expand on what is happening.

Think about…

- focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- constructing student-generated assessment criteria (e.g., What does a quality dramatization/role-play look/sound like? Why?)
- offering descriptive feedback and conferencing with students throughout the process
- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- allowing time for a group debriefing, including the audience, after the presentation.
- recording focused observations during the planning and presentations of dramatizations

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 36: How We Cooperated in Our Group Work
- BLM 51: Identifying Appropriate Audience Behaviours
- BLM 89: Cooperative Group Learning (Teacher Assessment)
- BLM 95: Observation Checklist for Speaking and Listening Skills

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

10b – Video Production

Skills

S-100	Collaborate with others to establish and carry out group goals and responsibilities.
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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-309	Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Video projects provide opportunities for students to develop and apply skills in research, critical thinking, problem solving, collaborative learning, and communication, and to express their creativity. Students learn to mix moving and still images, text, sound, music, and dialogue to create compelling stories and to communicate messages. Students produce videos for a variety of reasons—to inspire, to inform, to instruct, and to entertain. Video project subjects include biographies, social issues/advocacy, community stories/local history, how to, news, commercials, science and nature, reenactments, travel and tourism, or documentaries.

Students need to plan their video project before taping. Once a topic is chosen, students prepare a descriptive overview and conduct their research. They then plan the script, create a storyboard, record the scenes, and edit. Students can assume the roles of Executive Director, Director, Producer, Researcher, Scriptwriter, Storyboard Artist, Set Designer, Camera Operator, Sound Technician, Editor, Online Graphic Artist, and Actors. Video production helps students learn media literacy skills and become more critical consumers of media.

(continued)

10b – Video Production *(continued)*

Think about…

- constructing student-generated assessment criteria (e.g., What does a quality video look/sound like? Why?)

- focusing assessment on the accuracy and completeness of the information

- conferencing with students throughout the process

- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

- offering descriptive feedback

- recording focused observations during the planning and production of videos

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 36: How We Cooperated in Our Group Work

- BLM 52: Film and Television Techniques

- BLM 89: Cooperative Group Learning (Teacher Assessment)

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition

- BLM 2: Constructing Student-Generated Criteria for Quality Work

- BLM 5: Focused Observation Form

10c – Artistic Representations

Skills

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.*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-309	Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*
S-403	Present information and ideas orally, visually, concretely, or electronically.

Engaging in the creation of art allows students to express their learning and their understanding in alternative ways, but, more importantly, provides a venue for them to be truly creative. When they are given opportunities to communicate their ideas artistically, not only do students learn more about the topic at hand, they learn about themselves, their culture and identity, as well as the larger world around them.

The processes related to the creation of art include exploration and active learning, as well as the use of imagination. These processes enhance student understanding and engage their attention. As well, the opportunity to be creative motivates and connects students to subject matter in emotional, physical, and personal ways. Art supports the development of spatial, kinesthetic, interpersonal, and intrapersonal intelligences, and promotes open-ended, non-linear thinking. As students participate in meaningful artistic activities, they are better able to understand and appreciate the constant flow of images, sounds, and messages (e.g., art and media) that surround them. They also come to understand and empathize with people from diverse groups and cultures (e.g., racial, religious, age, gender, and language).

Think about…

- constructing student-generated assessment criteria (e.g., What does a quality artistic representation look like?)
- encouraging the exploration and use of a variety of media in their artistic representations
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles and elements of art (e.g., line, colour, shape, texture, movement, balance…)
- posing reflective questions
- offering descriptive feedback
- having students select artistic pieces for inclusion in their portfolios and highlighting evidence of their understanding

(continued)

10c – Artistic Representations *(continued)*

- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they view this piece? What goals do you have for your next artistic piece? Why did you choose this medium to express your understanding?)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

10d – Musical Representations

Skills

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...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-309	Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Making music in the classroom contributes to students' cognitive development including reasoning, creativity, thinking, decision-making, and problem-solving skills. Creating songs, raps, chants, or other musical forms helps focus learners' attention and provides a safe and motivating social learning context in which all students can contribute. Putting curricular concepts into musical form is consistent with theories of multi-sensory learning. Students can create lyrics to demonstrate their understanding of concepts and perform them to original or familiar melodies. Making music is a motivating and fun activity that engages the whole brain and helps move information into long-term memory. Making music also creates a language-rich environment and promotes self-esteem and a sense of inclusion and collaboration.

Think about…
- encouraging the use of a variety of musical genres
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles of music (e.g., rhythm, harmony…)
- offering descriptive feedback
- having students select recordings of their musical pieces for inclusion in their portfolios to highlight evidence of their understanding
- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they listen to this piece? What goals do you have for your next musical piece? Why did you choose this genre to express your understanding?)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11 – INFORMATION AND COMMUNICATION TECHNOLOGIES

11a – Print and Electronic Research

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-202	Distinguish between primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for historical inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*
S-307	Compare differing accounts of historical events.
S-308	Compare diverse perspectives in a variety of information sources.
S-309	Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*
S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.

Print and electronic research is one way of gathering knowledge within the inquiry process. The inquiry process includes the following stages:

- Choose a theme or topic.
- Identify and record prior knowledge.
- Ask initial questions.
- Explore and select primary and secondary sources.
- Plan for inquiry.
- Gather, process, and record information.
- Focus the inquiry.

(continued)

11a – Print and Electronic Research *(continued)*

- Plan to express learning.
- Create performances/demonstrations/products.
- Celebrate and reflect.

Research helps students construct knowledge and develop their understanding as they acquire new information and build on prior knowledge. The focus of the research is often guided by student-generated questions related to the knowledge-learning outcomes. Observe and offer guidance to students as they engage in research in order to help them focus their learning. Additional information on the inquiry process may be found in *Independent Together: Supporting the Multilevel Learning Community* (Manitoba Education and Youth, 2003, Chapter 6, Integrated Learning Through Inquiry: A Guided Planning Model pages 6.1–6.18) and "Strategies That Make a Difference" (Manitoba Education and Training, 1996a, pages 73–93).

Think about…

- focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., referencing sources, avoiding plagiarism, recognizing bias, relevancy, validity of sources…)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- encourage students to use a variety of before, during, and after strategies throughout the research process.
- conferencing with students throughout the research process

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

11b – Using Graphics Software

Skills

S-203   Select and use appropriate tools and technologies to accomplish tasks.

S-403   Present information and ideas orally, visually, concretely, or electronically.

Students may use graphics software to illustrate and label concepts and ideas. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software…) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about…

- focusing assessment on the visual representation of concepts and ideas
- constructing student-generated assessment criteria (e.g., What do quality illustrations/diagrams look like?)
- having students select graphics for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding peer and self-assessment

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

11c – Email

Skills

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...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*
S-401	Use language that is respectful of human diversity.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve various purposes. As well, assist students in selecting style and language to match audience and purpose, and ensure that they use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they do not know.

Think about…
- modelling appropriate Internet practices
- focusing assessment on the clarity of student communication and the match of style and tone with purpose
- constructing student-generated assessment criteria (e.g., What does an appropriate Internet communication look/sound like? Why?)
- offering descriptive feedback
- guiding student self-reflection regarding email they send and receive (e.g., tone, validity, bias, accuracy…)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11d – Desktop Publishing

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Desktop publishing includes the use of text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about…
- focusing assessment on the layout, organization, visual appeal, content choices, and whether the final product communicates the purpose effectively
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality brochure look like?)
- having students select published pieces for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback throughout the process
- guiding peer and self-assessment

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11e – Word Processing

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.

Word processing supports students throughout the writing process and facilitates them in revising initial drafts and in the organization of their writing to best represent their current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell- and grammar check, thesaurus, formatting options…). Encourage students to organize and save electronic copies of drafts as they work through the editing and revision process as evidence of their growth and improvement over time.

Think about…

- modelling and guiding the development of word-processing skills and strategies
- constructing student-generated assessment criteria (e.g., What does a quality word-processed document look like?)
- having students select word-processed pieces for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to determine skills in organizing information and ideas, revising and editing, and organizing and saving electronic copies of files
- offering descriptive feedback

BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11f – Concept Mapping

Skills

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..

S-203   Select and use appropriate tools and technologies to accomplish tasks.

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, review concepts, and stimulate creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (Activating), gathering information (Acquiring), or displaying new understanding (Applying).

Think about…

•   modelling and guiding the use of concept mapping

•   constructing student-generated assessment criteria (e.g., What does a quality concept map look like?)

•   having students select concept maps for inclusion in their portfolios to highlight evidence of their understanding

•   offering descriptive feedback

•   guiding peer and self-assessment

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

•   BLM 2: Constructing Student-Generated Criteria for Quality Work

11g – Multimedia Presentations

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Multimedia presentations (e.g., web page, *PowerPoint*…) provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and hyperlinks that support their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students need to consider how the structure of the presentation will communicate information effectively to their intended audience. Provide students time to practise before they give their presentations.

Think about…

• focusing assessment on a manageable number of outcomes/students—keeping the end in mind

• focusing assessment on the accuracy and completeness of the information

• constructing student-generated assessment criteria (e.g., audience engagement, audio/visual appeal, content, presentation techniques…)

• offering descriptive feedback throughout the process

• having students select multimedia presentations for inclusion in their portfolios and highlighting evidence of their understanding

• recording focused observations to monitor student growth and to determine which students need differentiation

(continued)

11g – Multimedia Presentations *(continued)*

• guiding peer and self-reflection on whether the presentation effectively communicates the intended message

• orally guiding/facilitating reflection, using a Y-chart or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

• BLM 1: Reflection-Metacognition

• BLM 2: Constructing Student-Generated Criteria for Quality Work

• BLM 5: Focused Observation Form

11h – Creating Animations

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships, as well as stories. In creating animations, students develop skills in problem solving, sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for students to demonstrate their learning.

Think about…

- focusing assessment on how the animation creatively communicates a concept or idea
- constructing student-generated assessment criteria (e.g., What does quality animation look/sound like? Why?)
- offering descriptive feedback
- having students select animations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer and self-assessment
- orally guiding/facilitating reflection, using a Y-chart or journals (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11i – Using Software

Skills

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...

S-203   Select and use appropriate tools and technologies to accomplish tasks.

S-302   Draw conclusions based on research and evidence.

S-303   Evaluate personal assumptions based on new information and ideas.

S-304   Distinguish fact from opinion and interpretation.

S-306   Assess the validity of information sources.
Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore "what-if" scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can "learn by doing." Using software also allows students to practise specific skills and receive corrective feedback.

Think about…

• focusing assessment on students' skills in exploring concepts and ideas with simulations and/or animations

• offering descriptive feedback on students' explorations to deepen their understandings and test their hypotheses

• orally guiding/facilitating reflection, using a Y-chart or journals (e.g., Using this software helps me…) (See pages 26–28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

• BLM 1: Reflection-Metacognition

11j – Using Spreadsheets/Databases

Skills

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...*
S-201	Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate spreadsheet and database skills. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions…). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their investigations.

Think about…
- modelling and guiding the use of spreadsheets/databases
- focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community
- BLM 5: Focused Observation Form