

Teacher Workbook



**Red River
Heritage Fair**

Acknowledgments

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Male – means both male and female

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Good News!!

Whenever we receive information on 'another' type of project, our tendency is to think 'when and where will I fit this in to my already busy year.'

Good News!! You can participate in a Heritage Fair by doing what you already do, achieve curricular outcomes and allow your students to express themselves in any medium you or they, choose.

We have put together this 'How To' package to share the Heritage Fair program and our acquired knowledge. Our hope is to give you the basics and from there you can 'pick and choose' and create your own process to fit the strengths of yourself and your students.

Step 1: choosing the topic: Start Simple!! Sometimes focusing on a specific theme that fits your curriculum (IE. Provinces, Famous Canadians, Aborigines, Inventions, etc.) will help with creating a general research format that can be created with criteria set by the students. By setting a theme, teachers can then do some 'pre-teaching' so as to give the students a background in the topics before they choose one that appeals to them. Initially choosing a standard presentation format for the whole class will also help setting criteria for final presentation evaluation.

Awards are available for the following categories:

- Manitoba
- Genealogy Award
- Aboriginal
- Métis Award
- Winnipeg
- Grade 10 and 11 Award
- Art
- Treaty Relations
- French Language/St Boniface Award
- Sustainable Development
- Park's Canada
- Technology
- Veterans
- Heritage from the Heart

***update annually from website:

The Heritage Fairs are an experience unlike any other!

The Heritage Fairs Program *is a bilingual educational initiative* which encourages students to explore Canadian heritage in a dynamic, hands-on learning environment. Students use the medium of their choice to tell stories about Canadian heroes, legends, milestones, and achievements - and present the results of their research at a public exhibition.

Since its beginning in 1993, the Fairs Program has grown to include more than 300,000 students across Canada each year. The Historica Foundation initially funded the fairs program but have changed their focus and heritage fairs that are now held at the regional or provincial level need to procure their own funding. There is currently a group of dedicated historians that are working to reestablish the National fair and procure additional funding for provinces.

Participation in the Heritage Fair:

- creates an environment where students are excited to learn and share
- provides recognition for student achievement
- celebrates cultural diversity and multiple perspectives
- reveals connections between the past and present
- inspires Canadians to celebrate their places in history

Why Participate?

The target group for fair participants is students from Grade 4 through Grade 9. As of 2011 there is also the opportunity for Grade 10 and 11 students to participate at the Red River Heritage Fair.

A Heritage Fair project specifically ties into many of the learning outcomes in Grade 4-11 Social Studies, but will also satisfy many outcomes in English or French Language Arts, Science, Sustainability and Math, as well as Art.

Collaboration between classroom teachers and teacher librarians ensure resource-based, information and technology infused experiences for learning.

The program encourages a cross-curricular approach to teaching and learning, fitting in very well with the Inquiry Model Process using Historical Thinking Concepts: Historical Significance, Evidence and Interpretation, Continuity and Change, Cause and consequence, Historical perspective and Moral judgement.

Heritage Fairs give students the chance to share their own ideas and voices, thereby building student creativity and initiative. A wide variety of expressive styles are encouraged so that students can tell their own stories in their own ways.

Creating a Fair project will enhance literacy skills. The emphasis on communication skills such as researching, interviewing, writing, editing, and speaking will benefit all students.

The nature of the project topics explored by students often leads to valuable intergenerational dialogue. There are many opportunities for home / school / community interaction.

Project research may include family history, a prominent person or place, an immigration story of their ancestors, and must include the impact on Canada as we know it today. Each project must have a strong Canadian connection.

Participation in a Fair engages citizenship skills. As young people develop stronger roots in their communities, they will have the confidence to become active citizens who shape the future of our country.

What is a School Fair?

The goal of the School Fair is to share stories and celebrate learning by including as many people as possible. School Fairs are as unique as the schools that host them! Many include heritage-related activities like workshops, performances, and guest speakers. Even classroom Fairs can involve the whole school: projects can be displayed in a classroom, library, or multipurpose room.

Heritage Fairs begin as hands-on, independent research projects. The inquiry method lets students take on the roles of historian, interpreter, storyteller, and myth-maker. They learn and teach others about Canadian heroes and legends, milestones in their communities, or family achievements.

There are many different ways for your school to participate in the Heritage Fairs Program. Fairs begin as hands-on classroom projects. Students research an area of Canadian history or heritage, often of local or family interest, and present their discoveries using the medium of their choice. Student presentations range from tabletop dioramas to performance pieces to web-based projects.

School and Classroom Fairs are the most important level of involvement: more than 200,000 Canadian students participate in Fairs at their schools each year.

A School Fair is a celebration that includes the entire school and acknowledges the achievements of all students. Students of all ages may create projects and share their stories at the School Fair. These Fairs can take place any time before the middle of April; many are held during Heritage Week in February to coordinate with other events happening in the community.

Schools may choose to evaluate projects in a formal or an informal fashion to aid in the selection of projects for the Red River Heritage Fair. See RRHF judging rubric in Appendix III

Red River History Art Gallery



For students in Grade 4 to Grade 11

2016 was the first year that the Red River Heritage Fair Art Gallery had entries included in our judging process. There were a total of 10 entries and two prizes were awarded.

Do you have students that are Artists?

Would they excel in a category that required minimal research with a piece of Canadian-themed art as their main focus? If so, when you are thinking of your art curriculum this year, please keep the Heritage Fair in mind, so we can continue to expand this creative area.

Criteria:

- *Can be a reproduction of a Canadian artists' picture/piece of art*
- *Can be in the artistic style of a Canadian artist*
- *Can be an original creation*
- *Must have a history or historic theme*
- *Minimum size 39 x 45 mm - (14" x 16") Maximum size 60 x 60 mm (24" x 24")*
- **Must include an Artist Statement:** *A write-up of why the art work was created, with background about the art piece, a historical note to connect it to Canada and a bio of the student artist.*

****Art Medium suggestions:** paint, pencil crayon, pastel, crayons or markers

Red River Heritage Fair Selection

Here are some guidelines to select students for the Red River Heritage Fair.

Choose:

- a variety of project topics, ensuring that they have a strong Canadian heritage content
- projects that are innovative and creative, visually stimulating and attractive
- projects that demonstrate the excellence of your school
- projects that fall within the guidelines of size and participants.
- Consider diversity which reflects your student population

If choosing a group project, have students determine who will be the representative. The Red River Heritage Fair will permit only two students per project.

Once you have selected your student delegates for the Red River Heritage Fair, be sure to name at least two students as alternates in the event that additional student placements become available at the Fair. We strongly suggest that the student representatives from your school be enthusiastic, courteous, co-operative and willing to follow instructions. Please be sure that your students have agreed to attend the Red River Heritage Fair for the **entirety of its program**, and will follow the planned schedule of activities.

What is the Red River Heritage Fair?

Once students have participated in the classroom or at a School Fair, their projects may be selected to attend the Red River Heritage Fair (RRHF) which hosts schools generally from the greater Winnipeg and surrounding rural areas, but is open to any applicants. The Red River Regional Heritage Fair showcases anywhere from 200 to 300 projects, representing as many as 400 students, and generally takes place the first Thursday in May.

The RRHF is a vibrant community celebration where local museums, historical associations, businesses and multicultural groups come together to offer displays, demonstrations, food, and entertainment.

The RRHF includes heritage-related activities like educational workshops, cultural performances, and guest speakers, which enhance the students' experiences during the Fair and sustain their interest in history after the event is over.

The RRHF has public open hours when students are asked to interpret their projects for visitors, thereby sharing their stories with the community.

For details on the number of eligible projects per school and the cost to participate, (these numbers may change annually) please visit the Red River Heritage Fair website for more information: <http://redriverheritage.ca>

General Learning Outcomes (4-11)

Social Studies - Grades 4-11

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

ELA Curriculum :

Heritage Fair projects are a part of rich learning experiences, and as such, there should be evidence of all four of the Practices as listed below. The four practices are interrelated and work in unison. Teachers are encouraged to aim for making sure there is evidence of learning in all four Practice areas.

- Language as Sense Making
- Language as System
- Language as Exploration and Design
- Language as Power and Agency

Some highlights from the Practices would include:

- *using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes*
- *helping students know/co-construct what and why they are learning and doing something (e.g., big ideas, practices of ELA, essential or inquiry questions, points of progression and learning goals, exemplars)*
- *teaching and learning for "deep understanding" (including using question for deeper understanding as a focus)*
- *making meaning of ideas or information received (when viewing, listening, and reading)*
- *creating meaning for themselves and others (when speaking, writing, and using other forms of representing)*
- *accessing, using, and drawing upon a variety of strategies depending upon the task and purpose, and having metacognitive conversations internally and with others*
- *engaging in inquiry learning*

Manitoba Education and Training. (May, 2017). Draft English language arts document to support initial implementation. Retrieved from <https://app.mapleforem.ca/en/groups/149/wiki/pages/1171>

Science
Math
Art
Sustainability

Please find included in Appendix appendices IX-XIII other continuum. See Department of Education website for more resources:

<http://www.edu.gov.mb.ca/k12/tech/lict/index.html>

The Inquiry Process

An inquiry framework guides students through learning activities that build critical thinking capabilities and information literacy competencies. Inquiry models are provided in provincial curricula which are then supported by specific research requirements at each school or in classrooms. School developed supports such as project organizing tools or logbooks, style sheets for citations, format requirements, oral presentation guidelines, and project rubrics are aids for successful learning experiences and assessments of students.

Inquiry begins by determining the essential or guiding questions to focus the investigation and needs to be narrowed or broadened as well as revised to provide clear direction for inquiry that will lead in a meaningful direction. This is a pertinent stage of inquiry as it sets the direction and determines which resources need to be located as well as the relevance of the information.

Inquiry models include stages for setting criteria, preparing to research, accessing information, processing information, and communicating learning. All the stages incorporate information literacy competencies which are developmentally organized to apply across all grade levels. Using a consistent inquiry model across all grades/ subjects in a school can ensure comprehensive, sequential development of the essential competencies.

Inquiry is a circular process in which students return to certain stages more than once as they take time to reflect on their progress and to revise their plans based on new information, new questions, and consideration of how their project is evolving. As students work through the stages of their projects and develop the various components - the research, the presentations, the displays - they learn more about their own learning processes.

Their final products demonstrate their learning of the content, the inquiry process, and their own development as a learner.

Red River Heritage Fair Deadlines

Normally held the first Thursday in May
(Current dates can be found on line)

- Intent to Participate - first Friday in February
- On-line registration per student - first school week in April
- Registration fees - immediately following on-line registration
- Set up of projects - day before the fair after 5 p.m.
- Student registration - day of fair 8:00 a.m.
- Signed consent forms - day of fair

Appendix I Parent letter

(School Letterhead)

Dear Parents/Guardians,

You child will begin researching a Canadian themed topic this term and the final product will be a Heritage Fair project. After looking at a variety of possible choices your child has chosen the topic _____.

This project will be integrated into our Language Arts and Social Studies curriculum as we learn research skills, including how to take notes, make jot notes, and learn more about report writing. Students will be given instruction on how to research and prepare a report/project. Parent support will be required at various steps throughout the process. Class time will be given throughout the next six weeks. Students will be allotted marks for completing the weekly steps. Time for work at home would be a great benefit.

Here are our basic timelines:

Week One: Search and Select - Access Resources (Date _____) *optional*

Teach how to access resources/ research skills

Week Two: Think and Connect - Process Information (Date _____)

Teach skills to process research

Week Three: Create and Share- Transfer Learning (Date _____)

Teach skills on revision of research

Week Four and five: Create and Share - Transfer Learning (Date _____)

Create a written, visual and oral presentation

Week Five: Presentation – Class or School Fair (Date _____)

Please feel free to contact me if you have any questions or concerns,

Sincerely,

Teacher name

Contact info

I hereby give permission for my child _____ to participate in the above project and am fully aware of the deadlines.

(Parent/Guardian Signature)

Appendix II

RRHF Judging Rubrics

RRHF Heritage Fair Judges Form – Backboard

| | Excellent | Good | Average | Fair |
|---|---|---|--|---|
| HISTORICAL RESEARCH/ WRITTEN WORK ____/(30) | 30-29-28-27-26 ____ Extremely well organized and prepared ____ Demonstrates clear connection to Canada ____ Lots of detail ____ Detailed evidence of research process i.e. notes, outline & rough copy ____ Detailed bibliography | 25-24-23-22-21 ____ Good preparation and mostly effective organization ____ Demonstrates some connection to Canada ____ Subject is described in detail ____ Evidence of research process i.e. notes, outline or rough copy ____ Sources cited | 20-19-18-17-16 ____ Acceptable level of organization ____ Demonstrates minimal connection to Canada ____ Information provided is incomplete, lacks thoroughness or detail ____ Limited evidence of research process ____ Bibliography only | 15-14-13-12-11-10 ____ Poorly prepared and /or organized ____ Demonstrates no connection to Canada ____ Few details provided ____ No evidence of research process ____ No bibliography or works cited |
| INTERVIEW ____/(30) | 30-29-28-27-26 ____ Extremely knowledgeable ____ Well prepared ____ Responds to questions accurately and completely ____ Confident | 25-24-23-22-21 ____ Knowledgeable about topic ____ Unsure of background or details of subject ____ Uses notes to assist | 20-19-18-17-16 ____ Somewhat unsure of topic or details ____ Little background knowledge ____ May lose focus ____ Cannot answer several questions | 15-14-13-12-11-10 ____ Unsure of topic and supporting details ____ Cannot answer most questions ____ Loses focus ____ Difficult to understand |
| DISPLAY/ PRESENTATION (Visual Display, Model, etc.) ____/(30) | 30-29-28-27-26 ____ Information is interpreted in unique or original manner ____ Display is accurate and attractive ____ Presentation showcases interests/talents of presenters | 25- 24-23-22- 21 ____ Interesting display ____ Display is neat and attractive ____ Presentation is effective in conveying subject matter | 20-19-18-17-16 ____ Nondescript display ____ Information is well presented and clear, but may not be neat and attractive ____ Presentation may lack additional materials ____ Presentation may include material off topic | 15-14-13-12-11-10 ____ Display is messy, difficult to understand and unattractive ____ Presentation of information is not well-organized and information is sparse |
| CREATIVITY/ ORIGINALITY ____ (10) | 10-9-8 ____ Original interpretation of topic ____ Creative use of material ____ Unique project | 7-6 ____ Interesting topic choice ____ Effective use of materials ____ Project is different, has unique elements | 5-4 ____ Little original thought put into topic ____ Use of material is standard | 3-2-1 ____ Unoriginal topic ____ Little uniqueness in materials or presentation |

RRHF fêtes historiques formulaire du juge - Panneau

| | Excellent 30-29-28-27-26 | Bien 25-24-23-22-21 | Moyen 20-19-18-17-16 | Faible 15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 |
|--|---|---|--|--|
| RECHERCHE HISTORIQUE/ TRAVAIL ÉCRIT ____/(30) | ____ Très bien organisé et préparé ____ Démontre un lien évident au Canada ____ Beaucoup de détails ____ Étapes de recherche clairement documentées (notes, schéma, ébauche) ____ Bibliographie détaillée | ____ Bonne préparation et organisation généralement efficace ____ Démontre un certain lien au Canada ____ Le sujet est décrit en détail ____ Étapes de recherche documentées (notes, schéma, ébauche) ____ Sources citées | ____ Niveau acceptable d'organisation ____ Démontre un lien minime au Canada ____ Information fournie est incomplète ou manque de détails ____ Étapes de recherche acceptables ____ Bibliographie simple | ____ Préparation et/ou organisation minimales ____ Aucun lien au Canada ____ Peu de détails fournis ____ Étapes de recherche manquent de documentation ____ Manque de bibliographie ou de citations de sources |
| ENTREVUE ____/(30) | ____ Excellente connaissance du sujet ____ Bien préparé ____ Réponses précises et complètes aux questions ____ Confiant | ____ Bonne connaissance du sujet ____ Incertain du contexte historique ou des détails ____ Notes utilisées comme appui | ____ Plutôt incertain du sujet ou des détails ____ Peu de connaissances du contexte historique ____ Ne se tient pas toujours au sujet ____ Incapable de répondre à plusieurs questions | ____ Incertain du sujet et des détails d'appui ____ Incapable de répondre à la plupart des questions ____ Manque de concentration ____ Difficile à comprendre |
| EXPOSITION/ PRÉSENTATION (exposé visuel, modèle, présentation audiovisuelle, etc.) ____/(30) | ____ Interprétation originale de l'information ____ Exposition précise et attrayante ____ Présentation met en évidence les intérêts/talents des présentateurs | ____ Exposition intéressante ____ Exposition nette et attrayante ____ Présentation convaincante du sujet | ____ Exposition non remarquable ____ Information est clairement présentée mais manque de qualité créative ____ Manque de matériel supplémentaire ____ Inclut du matériel non pertinent au sujet | ____ Exposition malpropre, difficile à comprendre, non attrayant ____ Présentation de l'information manqué d'organisation, information insuffisante |
| CREATIVITÉ/ ORIGINALITÉ ____/(10) | 10-9-8 ____ Interprétation originale du sujet ____ Exploitation créative du matériel ____ Projet unique | 7-6 ____ Choix intéressant de thème ____ Exploitation efficace du matériel ____ Projet est différent, contient des éléments uniques | 5-4 ____ Peu de pensée originale ____ Utilisation satisfaisante du matériel | 3-2-1 ____ Sujet banal ____ Présentation ou matériel manqué d'originalité |

RRHF Heritage Fair Judges Form - Technology

| | Excellent | Good | Average | Fair |
|---|--|--|--|--|
| HISTORICAL RESEARCH/ WRITTEN WORK ____/(30) | 30-29-28-27-26 ____ Extremely well organized and prepared ____ Demonstrates clear connection to Canada ____ Lots of detail ____ Detailed evidence of research process ____ Such as notes, outline & rough copy ____ Detailed bibliography | 25-24-23-22-21 ____ Good preparation and mostly effective organization ____ Demonstrates some connection to Canada ____ Subject is described in detail ____ Evidence of research process ____ Such as notes, outline or rough copy ____ Sources cited | 20-19-18-17-16 ____ Acceptable level of organization ____ Demonstrates minimal connection to Canada ____ Information provided is incomplete, lacks thoroughness or detail ____ Limited evidence of research process ____ Bibliography only | 15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 ____ Poorly prepared and /or organized ____ Demonstrates no connection to Canada ____ Few details provided ____ No evidence of research process ____ No bibliography or works cited |
| INTERVIEW ____/(30) | 30-29-28-27-26 ____ Extremely knowledgeable ____ Well prepared ____ Responds to questions accurately and completely ____ Confident | 25-24-23-22-21 ____ Knowledgeable about topic ____ Unsure of background or details of subject ____ Uses notes to assist | 20-19-18-17-16 ____ Somewhat unsure of topic or details ____ Little background knowledge ____ May lose focus ____ Cannot answer several questions | 15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 ____ Unsure of topic and supporting details ____ Cannot answer most questions ____ Loses focus ____ Difficult to understand |
| DISPLAY/ PRESENTATION (Power Point, Video, Photostory, Webpage, etc.) ____/(30) | 30-29-28-27-26 ____ design compliments format ____ ease of navigation ____ Information is presented in a concise, logical sequence ____ Graphics/photos are appropriate ____ Use of a variety of sources for information | 25- 24-23-22- 21 ____ design is appropriate for format ____ navigation is appropriate ____ Information mainly presented in concise, logical sequence ____ Most graphics and photos are appropriate ____ Use of sources standard | 20-19-18-17-16 ____ design is adequate for purpose ____ navigation has a few problems ____ Information gaps & lengthy text evident ____ Few graphics used/do not relate to topic ____ Use of sources unclear | 15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 ____ design detracts from format ____ navigation is difficult or broken ____ Information incomplete ____ Logical sequence not evident ____ Little or no attempt to use graphics or transitions ____ no use of sources |
| CREATIVITY/ ORIGINALITY ____ (10) | 10-9-8 ____ Creative way of using technology ____ Unique interpretation/ project ____ use of personally designed photos/graphics ____ layout is creative and enhances overall impression ____ Connects to student-developed resources | 7-6 ____ traditional use of technology ____ Project is different, has unique elements ____ Effective use of photos & graphics ____ layout is appropriate and compliments overall impression | 5-4 ____ basic use of technology ____ Little uniqueness ____ Average use of photos & graphics ____ layout is average | 3-2-1 ____ simple use of technology ____ Unoriginal topic ____ No uniqueness in materials or presentation ____ Poor use of photos & graphics ____ layout is poor and does nothing to compliment overall impression |

RRHF fêtes historiques formulaire du juge - technologie

| | Excellent | Bien | Moyen | Faible |
|--|--|---|---|--|
| RECHERCHE HISTORIQUE/ TRAVAIL ÉCRIT ____/(30) | 30-29-28-27-26 ____ Très bien organisé et préparé ____ Démontre un lien évident au Canada ____ Beaucoup de détails ____ Étapes de recherche clairement documentées (notes, schéma, ébauche) ____ Bibliographie détaillée | 25-24-23-22-21 ____ Bonne préparation et organisation généralement efficace ____ Démontre un lien au Canada ____ Le sujet est décrit en détail ____ Étapes de recherche documentées (notes, schémas, ébauche) ____ Sources citées | 20-19-18-17-16 ____ Niveau acceptable d'organisation ____ Démontre un lien minime au Canada ____ Information fournie est incomplète ou manque de détails ____ Processus de recherche acceptable ____ Bibliographie simple | 15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 ____ Préparation et/ou organisation minimales ____ Aucun lien au Canada ____ Peu de détails fournis ____ Étapes de recherche manquent de documentation ____ Manque de bibliographie ou de citations de sources |
| ENTREVUE ____/(30) | 30-29-28-27-26 ____ Excellente connaissance du sujet ____ Bien préparé ____ Réponses précises et complètes aux questions ____ Confiant | 25-24-23-22-21 ____ Bonne connaissance du sujet ____ Incertain du contexte historique ou de certains détails ____ Notes utilisées comme appui | 20-19-18-17-16 ____ Plutôt incertain du sujet ou des détails ____ Peu de connaissance du contexte historique ____ Ne se tient pas toujours au sujet ____ Incapable de répondre à plusieurs questions | 15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 ____ Incertain du sujet et des détails d'appui ____ Incapable de répondre à la plupart des questions ____ Manque de cohérence ____ Difficile à comprendre |
| EXPOSITION/ PRÉSENTATION (exposé visuel, modèle, présentation audio-visuelle, etc.) ____/(30) | 30-29-28-27-26 ____ Information concise et présentée selon un ordre logique ____ Arrière-plan et texte cohérents et faciles à lire ____ Graphiques/photos appropriées ____ Transitions souples | 25- 24-23-22- 21 ____ Présentation généralement concise et logique ____ Arrière-plan et texte ne sont pas toujours cohérents ____ La plupart des graphiques/photos sont appropriées ____ Transitions manquent de souplesse | 20-19-18-17-16 ____ Lacunes d'information ou textes trop longs ____ Arrière-plan et texte n'ajoutent pas au sujet ____ Peu de graphiques ou elles ne se relient pas au sujet ____ Transitions nuisent à la présentation | 15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 ____ Information incomplète ____ Manque d'ordre logique ____ Arrière plan rend le texte difficile à lire ____ Utilisation de graphiques ou de transitions est minime ou absente |
| CREATIVITÉ/ ORIGINALITÉ ____/(10) | 10-9-8 ____ Interprétation/projet unique ____ Graphiques /photos uniques ____ Transitions créatives et enrichissantes ____ Utilise une variété de sources d'information | 7-6 ____ Projet est différent, comprend des éléments uniques ____ Utilisation efficace de graphiques et de photos ____ Transitions efficaces ____ Utilisation de sources | 6-5-4 ____ Peu d'originalité ____ Transitions & graphiques ne contribuent pas au sujet ____ Utilisation de sources manque de clarté | 3-2-1 ____ Sujet banal ____ Matériel ou présentation manque d'originalité ____ Utilisation de transitions est minime ou absente, pas d'utilisation de sources |

RRHF Heritage Fair Judges Form - Art

| | Excellent | Good | Average | Fair |
|---|---|---|---|---|
| HISTORICAL RESEARCH/ WRITTEN WORK ____/(20) | 30-29-28-27-26 ____ Extremely well organized and prepared ____ Demonstrates clear connection to Canada ____ Detailed evidence of research process for both artwork and history i.e. notes, outline & rough copy ____ Bibliography ____ Short student artist statement | 25-24-23-22-21 ____ Good preparation and mostly effective organization ____ Demonstrates some connection to Canada ____ Evidence of research process into artwork and history i.e. notes, outline or rough copy ____ Bibliography and student artist statement | 20-19-18-17-16 ____ Acceptable level of organization ____ Demonstrates minimal connection to Canada ____ Information provided is incomplete, lacks thoroughness or detail ____ Limited evidence of research process ____ Bibliography or artist statement – not both | 15-14-13-12-11-10 ____ Poorly prepared and /or organized ____ Demonstrates no connection to Canada ____ Few details provided ____ No evidence of research process ____ No bibliography or artist statement |
| INTERVIEW ____/(30) | 30-29-28-27-26 ____ Extremely knowledgeable ____ Well prepared ____ Responds to questions accurately and completely ____ Confident ____ Excellent 'Artist's Statement' | 25-24-23-22-21 ____ Knowledgeable about topic ____ Unsure of background or details of subject ____ Uses notes to assist ____ Good 'Artist's Statement' | 20-19-18-17-16 ____ Somewhat unsure of topic or details ____ Little background knowledge ____ May lose focus ____ Cannot answer several questions ____ Adequate "Artist's Statement" | 15-14-13-12-11-10 ____ Unsure of topic and supporting details ____ Cannot answer most questions ____ Loses focus ____ Difficult to understand ____ No 'Artist's Statement' |
| ART VISUAL PRESENTATION ____/(40) | 30-29-28-27-26 ____ Exceptional use of the principles of art ____ Exceptional use of the elements of art ____ Exceptional use of materials to communicate ideas, thoughts and feelings about the subject ____ Final product communicates beyond the written research | 25- 24-23-22- 21 ____ Proficient use of the principles of art ____ Proficient use of the elements of art ____ Proficient use of materials in an attempt to communicate ideas, thoughts and feelings about the subject | 20-19-18-17-16 ____ Approaching proficiency in the use of The principles of art ____ Approaching proficiency in the use of The elements of art ____ Approaching proficiency in the use of materials in an attempt to communicate ideas, thoughts and feelings about the subject | 15-14-13-12-11-10 ____ Basic use of the principles of art ____ Basic use of the elements of art ____ Basic use of materials materials in an attempt to communicate ideas, thoughts and feelings about the subject |
| VISUAL IMPACT (based on Grade Level) ____ (10) | 10-9-8 ____ Original piece of art ____ Creative use of material to draw the reader in and provoke questioning ____ Unique project ____ Extremely Complex technique | 7-6 ____ Interesting topic choice ____ Effective use of materials ____ Project is different, has unique Elements ____ Complex technique | 5-4 ____ Little original thought put into topic ____ Use of material is standard ____ Elements and materials are basic ____ Some complex aspects | 3-2-1 ____ Unoriginal topic ____ Little uniqueness in materials or Presentation ____ Very Basic |

Appendix III

Bibliography Sample and Worksheet

Bibliography Citations

| | |
|---|--|
| World Book | Author's name, last name first (if given). "Article Title." <i>Title of database</i>. Publication date or last update. Place of access. Date of access and <URL>. |
| | Beasley, Maurine H. "Roosevelt, Theodore." <i>World Book Kids</i> . 2006. John Adams High School Lib., Chicago, IL. 20 Aug. 2006 http://www.worldbookonline.com/kids/Article?id=ar831870 . |
| Web Site | Title of Web site. Name of the editor of the site (if given). Publication date or last update and name of any sponsoring institution. Date of access and <URL>. |
| | NASA. Jim Wilson. 8 Aug. 2006. National Aeronautics and Space Administration. 8 Aug. 2006 http://www.nasa.gov/home/index.html . |
| Print Encyclopedia | Author's name, last name first (if given). "Article title." <i>Publication title</i>. Edition (if stated). Year of publication. |
| | McGrath, William J. "Vienna". <i>The World Book Encyclopedia</i> . 2006 ed. 2006. |
| Book – one author | Author's name, last name first. <i>Full book title</i>. City of publication: Publisher's name, year of publication. |
| | Truss, Lynne. <i>Eats, Shoots & Leaves: the Zero Tolerance Approach to Punctuation</i> . New York: Gotham Books, 2004. |
| Book – two authors | First listed author's name, last name first, next lister author's name(s) in normal form. <i>Full book title</i>. (underlined or in italics) City of publication: Publisher's name, year of publication. |
| | Garbarino, Merwyn S., and Robert F. Sasso. <i>Native American Heritage</i> . 3 rd ed. Prospect Heights, IL: Waveland Press, Inc., 1994 |
| Magazine | Authors; name, last name first. "Article title." <i>Publication title</i> date of publication: page numbers. |
| | Maughan, Shannon. "The Kids Stay in the Picture." <i>Publishers Weekly</i> 6 Oct. 2003: 21-23. |
| Magazine – published every month or two | Author's name, last name first. "Article title." <i>Publication title</i> date of publication: page numbers |
| | Van Dyk, Jere. "The Long Journey of the Pacific Salmon." <i>National Geographic</i> July 1990: 3-37 |
| Newspaper Article | Author's name, last name first. "Article title." <i>Publication title</i> complete date of publication, edition (if given), section letter or number (if applicable): page numbers. |
| | Keaten, Jamey. "Tears Fill Shipyard Town." <i>Chicago Tribune</i> 17 Nov. 2003, final ed., sec.1:6. |

Bibliography Citations

K. Routhier 2010

| | |
|--------------------|---|
| Book – one author | Author's first name, last name. <u>Full book title</u>, City of publication: Publisher's name, year of publication. |
| | 1. |
| | |
| | 2. |
| | |
| | 3. |
| | |
| | 4. |
| | Truss, Lynne. <u>Eats, Shoots & Leaves: the Zero Tolerance Approach to Punctuation</u> , New York: Gotham Books, 2004. |
| Book – two authors | First listed author's first name, last name, next author's name(s) in normal form. <u>Full book title</u>, City of publication: Publisher's name, year of publication. |
| | 1. |
| | |
| | 2. |
| | Garbarino, Merwyn S., and Robert F. Sasso. <u>Native American Heritage</u> , 3 rd ed. Prospect Heights, IL: Waveland Press, Inc., 1994 |

K. routhier 2010

| | |
|--------------------|--|
| Print Encyclopedia | Publication title, Edition (if stated). Year of publication."Article title." |
| | 1. |
| | |
| | 2. |
| | |
| | <i>The World Book Encyclopedia.</i> 2006 ed. 2006."Vienna". |
| Newspaper Article | Author's first name, last name. "Article title." <i>Publication title</i> complete date of publication, edition (if given), section letter or number (if applicable): page numbers. |
| | 1. |
| | |
| | 2. |
| | |
| | Keaten, Jamey. "Tears Fill Shipyard Town." <i>Chicago Tribune</i> 17 Nov. 2003, final ed., sec.1:6. |

K. Routhier 2010

Appendix IV Student Checklists

My Work Log/Tracking Sheet

What are my important dates?

| Date | | Record of My Research Tasks | | Who can help me? Where can I get information? | | Initials |
|------|--|---|--|--|--|----------|
| | | Stage One - Wonder and Explore <i>Prepare for Research</i> <input type="checkbox"/> Topic Selection <input type="checkbox"/> Research Focus Question | | | | |
| | | | | | | |
| | | Stage Two - Search and Select <i>Access Resources</i> <input type="checkbox"/> Search Plan <input type="checkbox"/> Format of Presentation Decided <input type="checkbox"/> List of Resources | | | | |
| | | | | | | |
| | | | | | | |
| | | Stage Three - Think and Connect <i>Process Information</i> <input type="checkbox"/> Jot Notes <input type="checkbox"/> Outline of Research <input type="checkbox"/> Outline of Poster Board <input type="checkbox"/> First Draft of Written Work <input type="checkbox"/> Visuals <input type="checkbox"/> Oral Presentation Prepared | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | Stage Four - Create and Share <i>Transfer Learning</i> <input type="checkbox"/> Edit and Revise/Rehearse <input type="checkbox"/> List of Resources Used <input type="checkbox"/> Final Product/Presentation | | | | |

Red River Heritage Fair Document
Stage 1- Wonder and Explore
What Resources do I need?

| Types of Information for Topic/Project | Most Appropriate Resources |
|---|---|
| <input type="checkbox"/> Background Information <input type="checkbox"/> Overview of Topic <input type="checkbox"/> Quick Facts <input type="checkbox"/> Terms and Definitions <input type="checkbox"/> Charts or Graphs <input type="checkbox"/> Current Information <input type="checkbox"/> Expert Information <input type="checkbox"/> In-depth Information <input type="checkbox"/> Maps (e.g., geographical, historical) <input type="checkbox"/> Perspective of an issue <input type="checkbox"/> Primary Sources (e.g., print, graphical, people, audio, A/V) <input type="checkbox"/> Statistics <input type="checkbox"/> Survey Results | <input type="checkbox"/> Almanacs and Yearbooks <input type="checkbox"/> Encyclopedias (e.g., print or online) <input type="checkbox"/> Atlases <input type="checkbox"/> Pamphlets and Factsheets <input type="checkbox"/> Internet Search Engines <input type="checkbox"/> Museums or historical sites <input type="checkbox"/> School Library Website <input type="checkbox"/> Online Databases (e.g., e-Library, EBSCO) <input type="checkbox"/> Government Internet Online Sites (e.g., Statistics Canada, Veterans Affairs) <input type="checkbox"/> Periodicals (e.g. Journals, Magazines, Newspaper articles) <input type="checkbox"/> Non-fiction Books <input type="checkbox"/> Videos <input type="checkbox"/> Audio Sources (e.g., CDs and Tapes) <input type="checkbox"/> Artifacts <input type="checkbox"/> Interviews <input type="checkbox"/> Local archive |
| Types of Information for My Topic/Project | Types of Resources for My Project |
| <input type="checkbox"/> Background Information | |
| <input type="checkbox"/> Overview of Topic | |
| <input type="checkbox"/> Quick Facts | |
| <input type="checkbox"/> Terms and Definitions | |
| <input type="checkbox"/> Charts or Graphs | |
| <input type="checkbox"/> Current Information | |
| <input type="checkbox"/> Expert Information | |
| <input type="checkbox"/> In-depth Information | |
| <input type="checkbox"/> Maps (e.g., geographical, historical) | |
| <input type="checkbox"/> Perspective of an issue | |
| <input type="checkbox"/> Primary Sources (e.g., print, graphical, people, audio, A/V) | |
| <input type="checkbox"/> Statistics | |
| <input type="checkbox"/> Survey Results | |

Stage 2- Student Scoring Chart Search and Select

1 means "I have used one or two resources,"

2 means "I have used two or three resources"

3 means "I have used more than three types of resources,

4 means "I have used more than 5 different types of resources

| Research Knowledge and Skills | Score 1-4 | Comments |
|---|---------------|----------|
| I have read/viewed a variety of print, resources in my school library | 1 2 3 4 | |
| I have read/viewed a variety of online resources | 1 2 3 4 | |
| I have read/viewed a variety of primary sources | 1 2 3 4 | |
| I have spoken with or interviewed people connected to my topic | 1 2 3 4 | |
| I have recorded the sources of information that I have selected | 1 2 3 4 | |
| I have selected the best resources for my assignment | 1 2 3 4 | |
| I have continued to record my research plan in my agenda. | 1 2 3 4 | |
| I have maintained my resources in my research folder | 1 2 3 4 | |

Stage 3- Student Self Scoring Chart Think and Connect

1 means "I have just started,"

2 means "I am almost there"

3 means "I have a good project to present"

4 means "I have a really good research project to present"

| Research Knowledge and Skills | Score 1- 4 | Comments |
|---|---------------|----------|
| I have made notes in a variety of ways that make sense to me (e.g., | 1 2 3 4 | |
| I have taken care not to copy directly, but to put information in | 1 2 3 4 | |
| I understand what plagiarism is and know how to use information | 1 2 3 4 | |
| I use quotation marks when I have copied information directly. | 1 2 3 4 | |
| I have analyzed and evaluated print resources to be sure they | 1 2 3 4 | |
| I have analyzed and evaluated online resources. | 1 2 3 4 | |
| I have used visual organizers to sort and understand my | 1 2 3 4 | |
| I have written an outline for my work. | 1 2 3 4 | |
| I know how to support my main ideas with evidence. | 1 2 3 4 | |
| I have answered my research question. | 1 2 3 4 | |
| I am organizing my research information in a folder or | 1 2 3 4 | |

Stage 4- Scoring Chart
Create and Share - To be Assessed by teacher

| Research Knowledge and Skills | Score 1- 4 | Comments |
|---|-----------------------|-----------------|
| Clearly communicates the research and new learning | 1 2 3 4 | |
| Organized their information logically for the format they have chosen | 1 2 3 4 | |
| Developed and edited, and revised their work to meet the requirements of the assignment | 1 2 3 4 | |
| Have made a report/poster board with accuracy to my intended audience | 1 2 3 4 | |
| Have extended skills in the use of visual aids and computer applications | 1 2 3 4 | |
| I have analyzed and evaluated online resources. | 1 2 3 4 | |
| Have listed resources in the proper format | 1 2 3 4 | |
| Has prepared oral presentation | 1 2 3 4 | |

| TIC |
|---|
| <p>What is my Task?</p> <hr/> <hr/> <hr/> |
| <p>What is the Intent?</p> <hr/> <hr/> <hr/> <hr/> |
| <p>What is the Criteria?</p> <hr/> <hr/> <hr/> |
| <p>Reflection</p> <hr/> <hr/> <hr/> |

Appendix V

Possible Topics

Appendix V

Possible Topics for Heritage Fair Presentation

Government

- famous politicians/politicians from your community
- political parties
- Confederation
- early settlers/forts
- Hudson's Bay Co.
- patterns of settlement
- founding families of a community
- celebrations: Canada Day/May Day/Civic Day
- family/cultural traditions
- religious holidays

Housing/Buildings

- architectural characteristics
- buildings threatened with demolition/designated as heritage property
- furnishings – local manufacturers
- historic buildings: churches, schools, post office, train station
- origin of street names
- land use/parks/bird sanctuaries
- tools for building
- types of buildings: log huts, homesteads
- building materials

Personal Memories

- self and family
- narrative histories
- family's heritage (country, language, traditions and connection to Canada)
- immigration of grandparents
- family traditions
- leisure activities
- cultural celebrations/religious holidays

Aboriginal Culture

- settlement, games, arts and crafts
- housing, jobs
- foods, clothing, interaction
- Aboriginal influence
- political leaders
- oral history
- residential schools
- war veterans
- arts
- Metis
- Inuit

Treaty and Treaty Relations

- what are the treaties
- treaty rights
- your treaty story

Archeological Heritage

- settlement (e.g. tipi rings, excavated sites)
- art (Petroglyphs, northern rock paintings, other sites, portable art)
- food-getting (buffalo pounds, fishing)
- boulder configurations (and/or medicine wheels)
- ancient technologies (fire-making, pottery, stone tool making)
- specialized artifacts (hammerstones, stone axes, etc.)
- historic archaeology
- local archaeological sites and tourism
- trade

Mining

- development of mining techniques
- gold rush/Gold Rush Trail

Fads

- clothing/hobbies
- sayings and slang

- entertainment (games, theatre, salons, outdoor recreation)
- rivers, water sports
- flying, parachutes, parasailing

Special Characteristics in your Community

- graveyard/cemeteries
- zoo/ranch
- telegraph office/court house/post office
- newspaper
- bricks for building
- resources: oil, potash, electricity
- downtown area (Main street)
- buildings: schools, churches, businesses
- Diocese: cathedral, bishop's residence
- prominent person's residence
- Winnipeg Realtors' Walk of Fame

Business

- occupations and professions
- industry (forestry, manufacturing)
- economy (agricultural)
- farming/market gardens
- agricultural (changes in machinery, ranching)
- ranching and cattle (feedlots)
- importance of the rivers
- general stores

Geography/Environment/Climate

- influences on settlement and development
- comparisons of our climate with others
- weather extremes and challenges
- badlands (vegetation, topography)
- pioneer trails/wagon trains
- Sustainability
- endangered animals
- pollution
- National Parks
- use of natural resources

Artists and Intellectuals

- famous artists
- literature/authors
- local authors (poets)
- local artists (cowboy poetry, painting)
- Canadian music
- dance companies
- scientists and inventors
- teachers and education
- television and movies

Recreation

- sports clubs
- dances in homes and old school houses
- parks
- hockey
- old fashioned toys and games

Historic Events

- Battle of the Plains of Abraham
- Red River Settlement - 200th Anniversary
- War of 1812
- Canada's Role in WWI/WWII

Social Structures

- families
- values
- historical figures

- famous pioneers/pioneer women
- childhood responsibilities/work
- family trees

Communication

- radio/TV/CBC
- growth of news media
- telephone
- media (history and growth)
- mail/electronic media
- famous figures
- pony express
- newspapers

Food

- cooking/utensils
- food processing (canneries)
- gardening/canning

Canadian Railroad CPR/CNR

- Chinese workers
- controversies
- transportation routes
- Transcontinental Railway

Symbols (Symbolism) of Canada

- flag/beaver
- money
- Canada Post/stamps
- hockey
- coat of arms
- national anthem
- provincial flags/flowers, etc

Catastrophes

- fires
- landslides
- drought/grasshoppers
- flooding
- epidemics

Canada and the World

- diplomacy or peacekeeping
- relationship with the USA
- united Nations
- international treaties
- Canadian Armed Forces
- world Famous Canadians

Early Settlers

- fur trade
- exploration of Canada
- New France
- Hudson's Bay Company/Forts
- Upper and Lower Canada
- the Prairies
- patterns of settlement

Commerce

- forestry
- fishing
- farming/ranching
- stores and banking
- early transportation
- growth of industry
- technological changes

Housing

- Architecture
- Home furnishings
- historic buildings
- street names
- tools and building materials

Appendix VI

How to Create a Backboard

Backboard Presentation



1. Focal Point - first item to establish, usually in centre of board
 - may include title, illustrations, photo, etc.
2. Margin - all around the board to frame it
 - can be a blank space or filled with coloured border of some kind
 - larger on the bottom; sides and top should be the same
3. Colours - should be complimentary
 - limit yourself to 2-3 colours, too many are distracting
 - use the color wheel
4. Font- should remain the same throughout the board
 - connects all areas
5. 3-D - anything that you can project from the board will add visual interest
 - i.e. lift-a-flap, spring style, artefacts, etc.
6. Highlight- point form information only under pictures
 - *do not use a whole printed pages from your report*
 - use most important parts of your project
 - use captions to draw attention to the pictures, or to help you describe your presentation
7. Photos and pictures - place captions/descriptions below the picture
 - be sure to have permission for use of pictures in Bibliography
 - be sure to acknowledge where you got the picture from for your project
8. Balance - place items on the board to achieve balance
 - same number and size of items make an impact
9. First Draft - always sketch it first and figure out a proper layout
 - example: fold a piece of paper to create a mini- backboard
 - do a layout of your board, re-arrange if necessary before gluing it down
10. Other - models, dioramas, videos, eyewitness books, dress as the character, travel brochures, posters, photo albums, music, tablecloths, etc. will add to appeal
11. Final Copy - written report will be placed in front of board
 - be sure it includes a Bibliography citing all sources for info and pictures
 - have rough draft(s) of work included to show evidence of process
 - judges will browse through it and ask questions about your process.
12. Speech - every student will prepare a short information speech to recite when approached by the judge.

Appendix VII Teacher Resources and Sample forms

Appendix VII Teacher Resources

Useful Teaching Resources:

Electronic Resources

- Historica-Dominion Institute <<http://www.histori.ca>>

The Historica Foundation of Canada and The Dominion Institute merged to create this new charitable organization to celebrate our country's history, to deepen our understanding of the rights and responsibilities of citizenship, and to promote a greater awareness of being Canadian.

Signature programmes:

- o **Encounters With Canada** - bringing thousands of high school students to the capital every year to expose them to our national institutions
- o **The Memory Project** - allowing 1,500 veterans to share their stories of service and sacrifice with almost one million young Canadians
- o **The Canadian Encyclopedia** - the authoritative word on all things Canadian
- o **Passages to Canada** - enabling 600 successful immigrants to share their own story of becoming Canadian with the citizens of tomorrow

Excellent resource as well as numerous links to even more Heritage/history education sites.

- Social Studies Resources for Canadian Teachers <http://www.access.ca>

Sample Forms

School Intent to Participate Form

Are you coming to the Red River Fair? We need some information first.

*** Required**

School Name/Nom de l'école *

School address/Address de l'école

City/Ville

Postal Code/Code Postale

Phone/Numero de telephone

Contact Person

Email/Courriel

Principal's name/Nom du directeur

School Division/Division scolaire

Years going to the Red River Fair

Grades participating (4-11)

Number of students doing projects at school

Language

- ☐ English
- ☐ French
- ☐ Both/Les deux

Sample Forms
Photo Consent form

Red River Heritage Fair
Thursday May 5, 2011
University of Winnipeg Duckworth Centre

Student Photo Consent Form

School _____ Teachers name _____
Student _____ Phone number _____
Address _____ City _____ Postal Code _____
Parent's name _____ Daytime phone number _____

Project

Project Title _____ Language of Project: English French

I consent for my child's name and photo/video to be used for the purpose of media promotion of the Red River Heritage Fair:

Parent/Guardian signature(s) Date

Please mail this form along with payment by April 10 to: James Dykstra
c/o Linden Christian School
877 Wilkes Ave.
Winnipeg Manitoba R2C 3Z9

Appendix VIII Science Outcomes

Appendix VIII

General Learning Outcomes

Nature of Science and Technology

- A1. recognize both the power and limitations of science as a way of answering questions about the world and explaining natural phenomena
- A2. recognize that scientific knowledge is based on evidence, models and explanations, and evolves as new evidence appears and new conceptualizations develop
- A3. distinguish critically between science and technology in terms of their respective contexts, goals, methods, products, and values
- A4. identify and appreciate contributions made by women and men from many societies and cultural backgrounds towards increasing our understanding of the world and in bringing about technological innovations
- A5. recognize that science and technology interact with and advance one another

Science, Technology, Society, and the Environment (STSE)

- B1. describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies and the environment, both locally and globally.
- B2. recognize that scientific and technological endeavors have been and continue to be influenced by human needs and the societal context of the time
- B5. identify and demonstrate actions that promote a sustainable environment, society and economy, both locally and globally

Scientific and Technological Skills and Attitudes

- C2. demonstrate appropriate scientific inquiry skills when seeking answers to questions
- C3. demonstrate appropriate problem-solving skills while seeking solutions to technological challenges
- C4. demonstrate appropriate critical thinking and decision-making skills when choosing a course of action based on scientific and technological information
- C5. demonstrate curiosity, scepticism, creativity, open-mindedness, accuracy, precision, honesty, and persistence, and appreciate their importance as scientific and technological habits of mind
- C6. employ effective communication skills and utilize information technology to gather and share scientific and technological ideas and data
- C7. work cooperatively and value the ideas and contributions of others while carrying out scientific and technological activities
- C8. evaluate, from a scientific perspective, information and ideas encountered during investigations and in daily life

Grade 11 Current Topics in the Sciences (30S)

- The Nature of Science and Technology
- Science, Technology, Society, and the Environment (STSE)
- Scientific and Technological Skills and Attitudes

Appendix IX Math Outcomes

Appendix IX Math Outcomes

The strands and sub strands, including the general outcome for each, follow.

Shape and Space

Measurement

- Use direct and indirect measure to solve problems.

3-D Objects and 2-D Shapes

- Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Statistics and Probability

Data Analysis

- Collect, display, and analyze data to solve problems.

Chance and Uncertainty

- Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Appendix X Art Outcomes

Appendix X

Art Learning Outcomes

Students demonstrate understanding of and facility with visual art elements, principles, and media.

GENERAL LEARNING OUTCOMES

A–L1 Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.

A–L2 Students demonstrate understanding of and facility with visual art media, tools, and processes.

A–L3 Students develop skills in observation and depiction.

Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.

GENERAL LEARNING OUTCOMES

A–C1 Students generate and use ideas from a variety of sources for creating art.

A–C2 Students develop original artworks, creatively integrating ideas and art elements, principles, and media.

A–C3 Students finalize and share their original artworks.

Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity.

GENERAL LEARNING OUTCOMES

A–U1 Students experience and develop awareness of artworks from various times, places, social groups, and cultures.

A–U2 Students experience and develop awareness of a variety of art forms, styles, and traditions.

A–U3 Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.

Students analyze, reflect on, and construct meaning in response to their own and others' visual art.

GENERAL LEARNING OUTCOMES

A–V1 Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts.

A–V2 Students analyze their own and others' artistic compositions.

A–V3 Students construct personal interpretations of their own and others' artworks.

A–V4 Students assess their learning in creating and experiencing art.

Appendix XI Sustainability Outcomes

Appendix XI

Sustainability

Educating for Sustainability: Knowledge

Students demonstrate knowledge of the dynamic interrelationship among human health and well-being, the environment, and the economy

Educating for Sustainability: Values

Students demonstrate values that reflect the importance of continued balance and harmony among the health and wellbeing of humans, the environment, and the economy.

Educating for Sustainability: Sustainable Decision-Making Skills

Students demonstrate the skills necessary to make decisions that balance the needs of human health and well-being, the environment, and the economy.

Decision making from a sustainability perspective is a complex process. In order to make informed decisions, students require four **foundation skills**:

1. Literacy and Communication

- using language, in all its forms, in learning across subject areas
- reading, writing, listening, speaking, viewing, and other ways of knowing (e.g., role playing, sketching, diagramming, dramatizing) are vehicles and tools for learning across the provincial curriculum

2. Problem Solving

- developing problem-solving applications including
 - critical and creative thinking
 - reasoning and logic
 - learning to learn
- understanding, appreciating, and using abstract patterns, relationships, concepts, and connections with numbers, words, ideas, issues

3. Human Relations

- developing understanding of, and appreciation for, self
- developing work habits including responsibility, adaptability, entrepreneurship, management of change, accountability
- developing an understanding of, and appreciation for, our society's diverse population
- developing tolerance, teamwork, and leadership
- developing a sense of global interconnectedness

Sustainability cont'd

4. Technology

- using technology to learn
- making connections among technology, society, and the environment

In addition to the four foundation skills, there are a number of steps to consider when making decisions from a sustainability perspective.

1. Identify/recognize a sustainability issue or concern.
2. Identify and consult with stakeholders affected by the issue.
3. Research the positive and negative impacts to the health and well-being of people, the environment, and the economy.
4. Propose creative options to solve the problem, address the issue, or to improve or rectify the identified situation.
5. Assess the options as to their positive and negative impacts on the health and well-being of people, the environment, and the economy.
6. Through a process of consensus, decide upon the best course of action.
7. Develop an action plan.
8. Implement the action plan.
9. Evaluate the action plan.
10. Communicate to the stakeholders the results of the actions.
11. Reassess the issue/situation based on evaluation and feedback from stakeholders.

Educating for Sustainability: Life Practices

Students demonstrate life practices and choices that balance the needs of human health and well-being, the environment, and the economy.