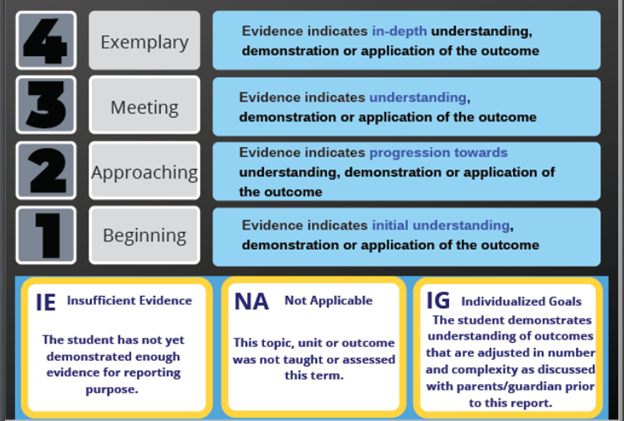
Grade 7: November- Historical and FNMI Events and Their Impact

Project Rubric

**Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4**  **Exemplary** | **3**  **Meeting** | **2**  **Approaching** | **1**  **Beginning** |
| **Historical Event and Artistic Analysis** | | | | |
| **Social Studies DR8.3**  Assess how historical events in Canada have affected the present Canadian identity | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Arts Education: CH8.1**  Research and share insights about arts expressions that incorporate social commentary. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **ELA: CC7.1 &CC7.5**   * Create various visual, oral, written, and multimedia texts * Create and present a display and enhance communication with appropriate timelines and maps | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Treaty Relationship & Artistic Analysis** | | | | |
| **Social Studies: DR8.1**  Develop an understanding of the significance of land on the evolution of Canadian identity. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Social Studies: DR8.2**  Describe the influence of the treaty relationship on Canadian identity. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Arts Ed. CH8.2**  Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Arts Ed. CR8.2**  Investigate and identify ways that today’s arts expressions often reflect concern for social issues | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **ELA: CR7.6**  Read and demonstrate comprehension and interpretation texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |

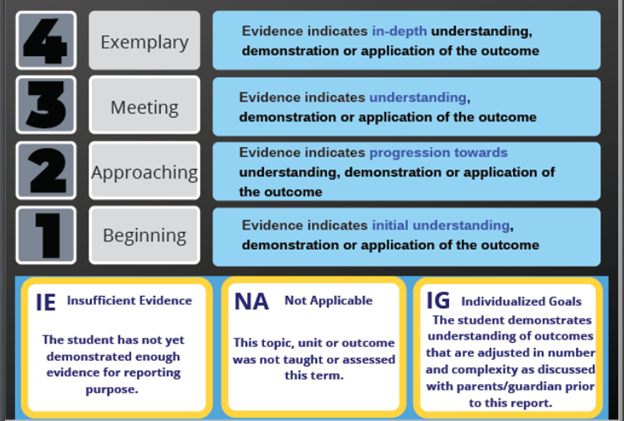
**Comments:**

Grade 8: November- Historical and FNMI Events and Their Impact

Project Rubric

**Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4**  **Exemplary** | **3**  **Meeting** | **2**  **Approaching** | **1**  **Beginning** |
| **Historical Event and Artistic Analysis** | | | | |
| **Social Studies DR8.3**  Assess how historical events in Canada have affected the present Canadian identity | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Arts Education: CH8.1**  Research and share insights about arts expressions that incorporate social commentary. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **ELA: CC8.1 &CC8.5**   * Create various visual, oral, written, and multimedia (including digital) texts * Create and present a variety of visual and multimedia presentations including using presentation software | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **ELA: CC8.9**  Experiment with a variety of text forms (e.g. an electronic presentation, using graphics and statistics in a multimedia presentation). | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Treaty Relationship & Artistic Analysis** | | | | |
| **Social Studies: DR8.1**  Develop an understanding of the significance of land on the evolution of Canadian identity. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Social Studies: DR8.2**  Describe the influence of the treaty relationship on Canadian identity. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Arts Ed. CH8.2**  Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **Arts Ed. CR8.2**  Investigate and identify ways that today’s arts expressions often reflect concern for social issues | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |
| **ELA: CR8.6**  Read and demonstrate comprehension and interpretation texts including prose fiction, poetry, and plays from First Nations, Métis, and other cultures. | I showed an in-depth understanding, demonstration and/or application of the content | I showed an understanding, demonstration, and/or application of the outcome | I am progressing towards understanding, demonstrating, or applying the outcome | I have an initial understanding, demonstration or application of the outcome. |

**Comments:**