

MAA Changemakers: Project 1 2023-2024

Curriculum Outcomes

Grade 7

ELA –

BIG IDEA EXPRESSION

Skill Descriptor: [Defend and support](#) ideas and opinions with evidence.

Global Competencies: [SASM](#), [CL](#), [CM](#), [CTPS](#), [ICE](#)

Achievement Indicators:

- Discuss personal opinion and perspective using evidence
- Explore difference of opinion, citing reasons based on personal experience
- Use evidence to support, refute, and critique personal opinions and the opinions of others
- Communicate persuasively citing evidence free from generalizations and bias

Skill Descriptor: Summarize and [present](#) content to communicate facts, ideas, and opinions.

Global Competencies: [CL](#), [CM](#), [ICE](#)

Achievement Indicators:

- Select information that supports purpose
- Use language to support ideas and arguments
- Select and use language to persuade audience

Skill Descriptor: Use [language of harmony and respect](#) self-monitoring and adjusting as appropriate.

Global Competencies: [SASM](#), [CL](#), [CM](#), [CTPS](#), [SGC](#)

Achievement Indicators:

- Describe helpful, respectful, and equitable language
- Use language that demonstrates consideration for the feelings of others
- Use language that is not hurtful or offensive
- Identify examples of prejudice, stereotyping, or bias in oral language and the negative effect on individuals and cultures
- Use bias-free language
- Use inclusive language that respects gender identity
- Use language that demonstrates cultural sensitivity and respect

Skill Descriptor: Seek and [respond](#) to questions to clarify or explain ideas, concepts, problems and solutions.

Global Competencies: [SASM](#), [CL](#), [CM](#), [CTPS](#), [ICE](#)

Achievement Indicators:

- Ask clarifying questions to help understand a question or a problem
- Make personal connections when responding to provide clarity and understanding
- Respond citing relevant information from a reliable source
- Ask questions that extend beyond a definitive answer

Skill Descriptor: Understand communication [conventions](#) for a diverse set of audiences.

Global Competencies: [SASM](#), [CL](#), [CM](#)

Achievement Indicators:

- Communicate with sensitivity and respect
- Selects and uses language that reflects audience perspective, context, and purpose

Skill Descriptor: [Respond personally and critically](#) to a variety of text.

Global Competencies: [SASM](#), [CL](#), [CM](#)

Achievement Indicators:

- Respond to oral presentations and stories, and multimodal text, citing reactions, interpretations, and outstanding questions
- Respond to oral presentations and stories and multimodal text, providing thoughts and opinions, citing evidence

Skill Descriptor: Adjust [interactions](#) to reflect the situation, audience, and purpose.

Global Competencies: [SASM](#), [CL](#), [CM](#), [CTPS](#)

Achievement Indicators:

- Identify appropriate conventions for specific types of interactions
- Use conversational conventions that are respectful of the needs, rights, and feelings of others
- Engage in active listening
- Communicate a next step or response to negotiate

Skill Descriptor: [Critically reflect](#) on the contributions of others.

Global Competencies: [SASM](#), [CL](#), [CM](#), [CTPS](#), [SGC](#)

Achievement Indicators:

- Listen actively and attentively
- Reflect on information shared by others for relevance to the topic
- Recognize and follow the presenter's main ideas, supporting details and organizational structure
- Consider and respect ideas from the speaker's point of view.

- Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice
- Understand how language is used to influence and manipulate

Skill Descriptor: Examine information to [critically](#) construct literal and inferred meaning from a variety of text.

Global Competencies: [CM](#), [CTPS](#)

Achievement Indicators:

- Respond to literal and inferential questions using relevant textual details for support
- Demonstrate the ability to search for and locate information quickly and with accuracy
- Detect prejudice, stereotyping, and bias and how language is used to manipulate, persuade, or control

BIG IDEA: [Process](#)

Skill Descriptor: Develop strategies to enhance clarity in [written works](#).

Global Competencies: [CL](#), [CM](#), [CTPS](#), [ICE](#)

Achievement Indicators:

- Select and develop a topic within a chosen form demonstrating an awareness of audience; some writing may combine text forms (hybrids)
- Write with purpose and understand the influence and power of the writer
- Gather ideas from a variety of sources and use a framework (e.g., web, graphic organizer) to sort and classify the information/ideas, organize perspectives, and make new connections

Math –

Science -

Strand: Learning and Living Sustainably

Big Idea: Responsible and Sustainable Application

Skill Descriptor: Apply scientific and technological knowledge and an understanding of sustainable practices responsibly with respect to [matter](#) and [Earth surface processes](#).

Achievement Indicators:

- Describe how changes in the natural environment in New Brunswick have impacted Wabanaki territories
- Outline the relationship Wabanaki peoples have throughout time with living things, land, water, ecosystems, and the environment

- Develop solutions to community issues and challenges concerned with resource use and waste management
- Apply science and technological knowledge when considering issues of concern
- Reflect on aspects of applications, decisions, and possible actions of issues of concern
- Describe the causes and effects of climate change
- Apply systems thinking to understandings of ecosystem interdependence
- Describe the need for more responsible consumption and production patterns

Personal Wellness –

Wellness

Decision- Making

Skill Descriptor: Describe the five components of financial literacy.

Global Competencies: [CL](#), [CM](#), [CTPS](#)

Achievement Indicators:

- Discuss how people earn money
- Identify barriers and risks to responsible financial decision-making
- List where to find support for financial decision-making
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Skill Descriptor: Demonstrate an informed vision for the future linked to own interests, preferences, values and abilities.

Global Competencies: [CL](#), [CM](#), [CTPS](#), [SASM](#)

Achievement Indicators:

- Describe potential career pathways and roles related to interests, preferences, values, and abilities.
- Discuss a career pathway that addresses a local or global concern

Social Studies –

SUSTAINABILITY AND GLOBAL CITIZENSHIP
CRITICAL THINKING & PROBLEM SOLVING
COMMUNICATION
COLLABORATION

Strand: Economics:

Skill Descriptor: Analyze the effects of the distribution of wealth around the world.

- Propose the causes and effects of uneven distribution of economic wealth on quality of life
- Describe the impact displacement had on Indigenous quality of life
- Define poverty, examine the systems that sustain poverty, and give examples of its effects
- Connect income inequality to enslavement, segregation and discrimination

Strand: Civics:

Skill Descriptor: Examine selected [issues relating to human rights legislation](#) around the world.

- Give examples of rights included in the United Nations Declaration of the Rights of the Child, the United Nations Universal Declaration of Human Rights, and the United Nations Declaration on the Rights of Indigenous Peoples
- Outline selected examples of current human rights violations

Strand: Civics: Engagement

Skill Descriptor: Take [age-appropriate actions](#) to demonstrate an understanding of responsibilities as global citizens.

- Discuss the rights and responsibilities of being a global citizen
- Support a position on local, national, or international issues after considering various perspectives
- Plan and take age-appropriate actions to address local, national, or international problems or issues

French –

Strand: Speaking and Listening:

Oral Comprehension: Skill Descriptor: Demonstrate understanding of increasingly complex oral texts on a variety of topics using comprehension strategies.

- Demonstrate use of critical thinking skills in response to oral text (i.e., question, analyze, interpret, evaluate, and make judgment)

Written Production: Skill Descriptor: Write different types of texts about a variety of topics using the writing process.

- Write information texts related to topics studied, topics of social importance and collective interest, social issues, current events, and news
- Write persuasive texts on a topic of personal or social interest.
- Write creative texts (poems, songs, jokes, etc.)
- Follow the writing process to strengthen the quality of texts

Writing Traits: Skill Descriptor: Apply the writing traits to strengthen the quality of various writing pieces on different topics.

- Write texts with increasingly coherent ideas and content
- Write texts that are organized according to intent and text type
- Write texts that include varied sentences (i.e., length, type, and structure)
- Write texts that include increasingly complex and sophisticated vocabulary
- Write texts that reflect more consistent use of linguistic conventions
- Write texts that reflect an increasingly present personal style and voice

Phys. Ed. –

Global Competencies –

Critical Thinking and Problem-Solving

- Solves meaningful, real-life, and complex problems by taking concrete steps to address issues and design and manage projects
- Constructs, relates and applies knowledge to all domains of life, such as school, home, work, friends, and community

Innovation, Creativity, and Entrepreneurship

- Turns ideas into value for others by enhancing ideas or products to provide new-to-the-world or improved solutions to complex social, ecological, and economic problems or to meet a need in a community
- Formulates and expresses insightful questions and opinions to generate novel ideas

Self-Awareness and Self-Management

- Has self-efficacy, sees themselves as learners, and believes that they can make life better for themselves and others
- Aware of, manages, and expresses their emotions, thoughts, and actions in order to understand themselves and others

Collaboration

- Networks with a variety of communities/groups
- Fosters social well-being, inclusivity, and belonging for themselves and others by creating and maintaining positive relationships with diverse groups of people
- Demonstrates empathy for others in a variety of contexts

Communication

- Asks effective questions to create a shared communication culture, attend to understand all points of view, express their own opinions, and advocate for ideas
- Expresses themselves using the appropriate communication tools for the intended audience

Sustainability and Global Citizenship

- Recognizes discrimination and promotes principles of equity, human rights, and democratic participation
- Contributes to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner

Grade 8

English Language Arts

Strand: Interactions

Big Idea: Expression

Skill Descriptor: [Describe and communicate](#) thoughts, feelings, and experiences as well as personal strengths.

Skill Descriptor: [Defend and support](#) ideas and opinions with evidence.

Skill Descriptor: Evaluate and [present](#) content to communicate facts, ideas, and opinions.

Skill Descriptor: Use [language of harmony and respect](#), self-monitoring and adjusting as appropriate.

Big Idea: Exchanges

Skill Descriptor: Seek and [respond](#) to questions to clarify or explain ideas, concepts, problems, and solutions.

Skill Descriptor: Give and [respond](#) to a variety of directions and instructions.

Skill Descriptor: Understand communication [conventions](#) for a diverse set of audiences.

Skill Descriptor: [Respond personally](#) and [critically](#) to a variety of text.

Skill Descriptor: [Adjust interactions](#) to reflect the situation, audience, and purpose.

Big Idea: Reception

Skill Descriptor: [Critically reflect](#) on the contributions of others to extend understanding.

Strand: Reading

Big Idea: Reading Comprehension

Skill Descriptor: Examine information [critically](#) considering the source, intended audience, inferred meaning, and explicit bias.

Skill Descriptor: Use appropriate comprehension strategies to clarify understanding of a range of text with increasing confidence.

Skill Descriptor: Analyze and [respond](#) personally and [critically](#) to a range of texts across genres, interests, and complexities, citing evidence.

Strand: Representations

Big Idea: Process

Skill Descriptor: Develop strategies to enhance clarity in [written works](#).

Big Idea: Composition

Skill Descriptor: Create a [variety of texts](#) with purpose and understand the influence of the writer/creator.

Skill Descriptor: Select an appropriate form and use an engaging introduction that includes the purpose.

Skill Descriptor: Include interesting and/or domain specific words and phrases to convey and enhance meaning.

Skill Descriptor: Include [well-crafted sentences](#) to support meaning and readability.

Skill Descriptor: Demonstrate correct spelling, punctuation, capitalization, and grammar usage.

Math –

Science –

Personal Wellness –

Social Studies –

Strand: Civics: Power and Governance

Skill Descriptor: Develop a concept of empowerment.

- Define *power* and *authority*, and explain how each influences their own lives
- Identify and categorize sources of power and authority
- Identify groups that have been empowered and disempowered in Canadian society (local, national, and global)
- Describe ways in which individuals and groups have persevered and thrived
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French –

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