

ICT GRADE 8

CURRICULUM PACKAGE

February 2012

*Creating
Futures*



2012

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Dene Kede

Dene Kede, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. Dene Kede was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within Dene Kede shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

DENE KEDE GRADE 8

Strong Like Two People:

Module Purpose: to motivate student to pursue educational goals which include learning in Dene and non-Dene cultures

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: Education in both cultures creates a person who is "Strong Like Two People".	
Explain ways that education in both cultures creates a person who is "Strong Like Two People".	<ul style="list-style-type: none"> • Demonstrate understanding of how academic and cultural education creates a person who is Strong Like Two People. <ul style="list-style-type: none"> ○ S/he can operate in and enjoy both cultures. ○ S/he has the trust of both cultures and can help the two to understand each other. ○ S/he will be able to make positive choices from both cultures.
Major Cultural Understanding: Being "Strong Like Two People" will provide more opportunities for the student.	
Describe how being "Strong Like Two People" will provide more opportunities for the student.	<ul style="list-style-type: none"> • Explain opportunities that might include: <ul style="list-style-type: none"> ○ Occupational choices and higher standards of living ○ Prestige ○ Gain knowledge and therefore influence ○ Ability to help Dene in complex areas of economic and political development ○ Ability to learn and experience the world
Major Cultural Understanding: Attitudes for becoming "Strong Like Two People"	
Identify attitudes for becoming "Strong Like Two People"	<ul style="list-style-type: none"> • Explain benefit of attitudes such as: <ul style="list-style-type: none"> ○ Setting academic and cultural goals ○ Seeking learning experiences and support
Major Cultural Understanding: Strategies for goal setting	
Identify various strategies for goal setting	<ul style="list-style-type: none"> • Visualize self in five years as a young adult • Assess personal strengths and weaknesses that will help or hinder in reaching long-term goals • Identify year-end goals • Identify what must be done to reach goals • Identify people to help them reach their goals • Identify shorter-term goals
Hunting Camp	
Module Purpose: to give students the knowledge and understandings related to a spring or fall hunting camp and to give them the experience of a fall hunting camp.	
Major Cultural Understanding: Dene knowledge of the hunting area is important to hunting success and safety.	
Explain ways in which Dene knowledge of the hunting area is important to hunting success and safety.	<ul style="list-style-type: none"> • Describe route landmarks and Dene names • Identify geographical features, landmarks and spiritual site in the area • Identify potentially dangerous areas • Explain importance of historical land use information • Identify seasonal uses of area by community
Major Cultural Understanding: Dene knowledge of game is important for hunting success.	
Describe how Dene knowledge of game is important for hunting success.	<ul style="list-style-type: none"> • Identify small game found at hunting location • Identify small game and caribou habitat, life cycles and habits (Note: Caribou are to be studied only if people in the community hunt them. This can be substituted with any other large game hunted in the fall or spring.) • Describe hunting techniques based on knowledge of game • Identify other resources in the area used by the community

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Hunting Camp

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: Attitudes related to camping and hunting	
Explain significance of attitudes related to camping and hunting	<ul style="list-style-type: none"> • Explain importance of showing respect toward others and the land • Ways to learn in unfamiliar situations • Demonstrate taking responsibility and leadership in doing camp chores • Demonstrate following leadership of the hunt leader during the hunt • Demonstrate patience and determination
Major Cultural Understanding: Skills related to land travel and camping	
Demonstrate skills related to land travel and camping	<ul style="list-style-type: none"> • Demonstrate setting up and maintaining a camp • Demonstrate using a map for travel • Demonstrate computing travel distances using a map • Demonstrate canoe handling • Demonstrate using direction indicators
Major Cultural Understanding: Skills related to hunting	
Demonstrate skills related to hunting	<ul style="list-style-type: none"> • Illustrate how to predict weather • Demonstrate skills of: tracking, pursuing and shooting game • Demonstrate the making of stretchers or other equipment required for small game
Major Cultural Understanding: Skills related to Dene laws	
Explain/demonstrate various skills related to Dene laws	<ul style="list-style-type: none"> • Ways of honouring water, land and fire • Illustrate handling game and equipment with respect • Describe reasons for hunting only as much as can be used and using as much of the parts as possible
Major Cultural Understanding: Skills related to land and water safety and survival	
Explain/demonstrate skills related to land and water safety and survival	<ul style="list-style-type: none"> • Explain ways of making shelter: moss huts with smoke fire, spruce bark • Describe how to make a shelter with pitch and roots and poles, spruce bough shelters • Explain first aid for burns, cuts and broken bones review • Demonstrate and/or describe practice of gun safety • Explain ways of finding direction using stars and wind and sun • Illustrate using ingenuity "when tools are not available • Describe/demonstrate how to make basic repairs to small engines
Major Cultural Understanding: Skills related to handling hunting and camping equipment and supplies	
Explain/demonstrate skills related to handling hunting and camping equipment and supplies	<ul style="list-style-type: none"> • Explain ways of gathering hunting equipment and basic camping supplies • Explain ways of packing for efficiency
Major Cultural Understanding: Skills related to handling game	
Explain/demonstrate skills related to handling game	<ul style="list-style-type: none"> • Explain ways of: <ul style="list-style-type: none"> ○ Cleaning and butchering ○ Making caches ○ Smoking meat or making drymeat ○ Cooking meat on a campfire ○ Packing meat

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Birchbark Canoes

Module Purpose: to give students an awareness and appreciation of the science and technology behind the Dene birchbark canoes, an understanding of the historical importance of the canoe, and experience with working with land materials in a Dene way

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: The birch bark canoe is an example of the sophistication of traditional Dene technology.	
Explain ways in which the birch bark canoe is an example of the sophistication of traditional Dene technology.	<ul style="list-style-type: none"> • Describe the scientific and technological principles of structure and materials used for: <ul style="list-style-type: none"> ○ Creating maneuverability and speed for the canoe ○ Creating canoe durability ○ Creating ability of canoe to bear weight ○ The scientific principles involved in: <ul style="list-style-type: none"> ○ Slipstreaming
Major Cultural Understanding: Canoes were a very important part of Dene history and culture.	
Identify how canoes were a very important part of Dene history and culture.	<ul style="list-style-type: none"> • Provide details regarding how canoes were a part of history and culture of the Dene in the following ways: <ul style="list-style-type: none"> ○ Uses of birch bark vs. Spruce vs. Moose hide canoes by ○ Various tribes and in various seasons ○ Caribou hunting ○ Fishing ○ Muskrat hunting ○ Trading ○ Enabled extensive hunting territory during summer ○ Months <ul style="list-style-type: none"> ○ Into the barrens ○ Down mountains
Major Cultural Understanding: Canoe building involved expertise and cooperation.	
Explain ways in which canoe building involved expertise and cooperation.	<ul style="list-style-type: none"> • Describe how Birchbark and moose hide canoes were built involving the efforts of many people working cooperatively together. • Explain reasons why learning how to build the canoes required many years of experience with others more knowledgeable and experienced in the making and using of canoes. • Explain ways in which those who were very skilled at building birchbark or moose skin canoes were highly esteemed people because the canoe designs were the result of generations of Dene experimenting and learning from one another. The knowledge passed down from one to another was very complex and invaluable.
Major Cultural Understanding: The land was shown respect when taking materials for canoe building.	
Describe way that the land was shown respect when taking materials for canoe building.	<ul style="list-style-type: none"> • Explain how bark was taken from trees in such a way that the trees were not killed. • Describe ways that the land was honoured for the resources it gave 10 enable life.
Major Cultural Understanding: Skills related to working with wood.	
Describe and/or demonstrate skills related to working with wood.	<ul style="list-style-type: none"> • Describe how to: <ul style="list-style-type: none"> ○ Work with spruce wood, spruce root, birchbark, spruce gum and moss ○ Work with wood working tools • Explain ways in which to achieve wood working while in the bush

DENE KEDE GRADE 8

Birchbark Canoes

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: Attitudes related to working with wood.	
Explain positive attitudes related to working with wood.	<ul style="list-style-type: none"> • Describe how to demonstrate respecting and learning from resource people or Elders • Explain value of reflecting on personal talents and interests with respect to new experiences • Demonstrate how to show patience and determination while developing one's woodworking skills
Leadership	
Module Purpose: to give students an understanding of the meaning of Dene leadership, to provide them with stories of Dene leaders and heroes, and to give them a sense of what Dene leadership mean today.	
Major Cultural Understanding: A traditional Dene leader was one who enabled others to survive.	
Explain how a traditional Dene leader was one who enabled others to survive.	<ul style="list-style-type: none"> • Identify ways in which food and security were provided to those who went with a leader because of the leader's special abilities.
Major Cultural Understanding: Traditionally, Dene leaders were spiritual leaders.	
Explore and explain how traditionally, Dene leaders were spiritual leaders.	<ul style="list-style-type: none"> • Explain ways in which they lived morally good lives. • Explore and describe how they were prophets with messages to the Dene from the Creator. • Provide details of how they reminded Dene that there was a power greater than them and that they had to be humble in their living.
Major Cultural Understanding: Traditional Dene leaders had special abilities and attitudes.	
Identify traditional Dene leaders had special abilities and attitudes.	<ul style="list-style-type: none"> • Describe how they led by example rather than by force or persuasion. • Identify how that they were the most capable providers. • Explain ways that they knew the land exceptionally well and were hardworking. • Explore ways that they were often spiritual people possessing medicine powers that they used for the good of the people. • Describe their foresight and planned ahead. • Explain ways in which they demonstrated they were concerned with the welfare of the whole group, rather than simply themselves and their families. • Provide examples of ways they were generous. • Explain how they were humble. They did not brag about their abilities, nor did they abuse their power by imposing their wishes on people. • Describe how they recognized that their leadership was based on the support of others. • Provide examples of how they were often good orators and communicators.
Major Cultural Understanding: Traditionally, leaders were identified by Elders and led through consensus.	
Explore ways in which traditionally, leaders were identified by Elders and led through consensus.	<ul style="list-style-type: none"> • Explain why people did not compete for leadership nor were there elections. <ul style="list-style-type: none"> ○ Instead, a person became a leader when others chose to follow him or her (traditionally, the leaders were predominantly male) because of his abilities and attitudes. • Describe the impact of there being no law that said that everyone must follow the same leader. Those who did not wish to follow that person were free to go their own way or to make their own decisions. • Explore ways in which elders and the most experienced were influential deciding who should be chosen as leader. Every person did not have equal influence or power in deciding who to follow.

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Leadership

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: Traditionally, leadership was based on consensus.	
Explain how traditionally, leadership was based on consensus.	<ul style="list-style-type: none"> • Describe how all those who depended upon his leadership chose him freely to be their leader. They gave the leader their full support in carrying out any decision that was made for the group. There was little in the way of fighting. Those who felt strongly in opposition to a leader could go their own way. • Explain how those who dissented were free to speak their minds to the leader. A good leader would hear all voices, especially those of the Elders and find a solution that suited everybody's concerns (consensus decision-making). • Describe how once consensus was reached and a decision made, it was expected that all the people in the group would act responsibly and efficiently in carrying out the decision. To do otherwise threatened the safety of the group.
Major Cultural Understanding: Traditionally, there were different levels of Dene leadership.	
Identify how traditionally, there were different levels of Dene leadership.	<ul style="list-style-type: none"> • Describe and discuss various levels of Dene Leadership, including: <ul style="list-style-type: none"> ○ The band camp - this was the main group of the Dene in traditional times. Most of their time was spent living within this group (see Grade 7 - Module Four). Often the camps were made up of extended families and friends and followers. The leader of this camp was often a male head of the extended family, a person who displayed all the characteristics of a good leader. ○ The tribe – when bands would come together for special annual hunts or celebrations, usually one person was chosen to speak for all of them. This tribal leader would meet with the bandleaders and Elders to make decisions concerning the tribe. ○ The hunting group or family camp - Small hunting groups would sometimes go off from the band camp to hunt and live, especially when food was scarce. These groups were usually made up of family, a father perhaps and one or two grown sons with their wives and children. The father or oldest hunter was the leader while they were away from the band.
Major Cultural Understanding: Non-Dene forms of selecting leadership have been introduced to the Dene.	
Explain how non-Dene forms of selecting leadership have been introduced to the Dene.	<ul style="list-style-type: none"> • Describe the impact of fur trade on Dene Leadership, those who dealt with the traders in the name of the camp or band became leaders. • Explain how after treaty, elected chief and councilors became official leaders. • Illustrate how/why today, elected mayors and Members of the Legislative Assembly (MLAs) form a part of Dene leadership.
Major Cultural Understanding: Dene perspectives on leadership are still valued and practiced.	
Describe way in which Dene perspectives on leadership are still valued and practiced.	<ul style="list-style-type: none"> • Provide examples of leaders who are humble and generous and explain why they are preferred. • Identify reasons why leaders are chosen for their skills and abilities in required areas. • Show ways that leaders consult with Elders for guidance. • Explore/discuss ways that support and cooperation are given to chosen leaders. • Show how consensus and negotiation are used in decision-making. • Explore/discuss ways that Dene Elders today use their Dene perspectives and knowledge about the land to help them to make decisions about how the land is to be used.

DENE KEDE GRADE 8

Leadership

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: Attitudes that accompany good leadership.	
Explore attitudes that accompany good leadership.	<ul style="list-style-type: none"> • Explain ways in which the following attitudes contribute to good leadership: <ul style="list-style-type: none"> ○ Taking leadership if one has the required abilities and knowledge ○ Acknowledging talents in one another ○ Having input into choosing leadership and supporting it once chosen ○ Being humble, patient and generous ○ Leading by example rather than force
Major Cultural Understanding: Skills that accompany good leadership.	
Discuss skills that accompany good leadership.	<ul style="list-style-type: none"> • Weigh the value of these various skills on good leadership: <ul style="list-style-type: none"> ○ Communicating needs ○ Listening to concerns and voices of others ○ Consulting with experienced people for guidance ○ Making decisions based on the welfare of the whole rather than selected individuals ○ Recognizing that their position is based on the support of others
Discovering Our Dene Talents	
Module Purpose: to provide students with the learning attitudes and skills required to further develop their Dene skills	
Major Cultural Understanding: Practice is essential for developing the basic Dene Skills.	
Explain ways in which practice is essential for developing the basic Dene Skills.	<ul style="list-style-type: none"> • Explore and describe ways that various skills are developed with much practice and constant learning: <ul style="list-style-type: none"> ○ Mental attitude is important in being able to develop skills. ○ Setting personal goals and being determined to accomplish them. ○ Basic skills are often learned by watching and learning from family members. ○ Watching others learn and practice can develop skills.
Major Cultural Understanding: Developing one's Dene skills gives focus and meaning to life.	
Explore ways in which developing one's Dene skills gives focus and meaning to life.	<ul style="list-style-type: none"> • Describe how the development of Dene skills requires discipline and commitment, which are important to any life endeavour. • Explain ways in which skill development is a lifetime activity. • Describe how sharing and teaching one's skills to others is rewarding. • Identify ways in which one's skills may become one's livelihood. • Explore and describe how developing and sharing Dene skills strengthens the Dene culture. • Identify how one's developed skills may be seen as work done for the Creator.
Major Cultural Understanding: Development of Dene skills	
Describe the development of Dene skills	<ul style="list-style-type: none"> • Identify impact of developing one's basic Dene skills • Explain ways to explore and experience a wide range of Dene skills
Major Cultural Understanding: Attitudes helpful in developing basic Dene skills	
Identify attitudes that are helpful in developing basic Dene skills	<ul style="list-style-type: none"> • Identify and justify attitudes that are helpful in developing basic Dene skills, such as: <ul style="list-style-type: none"> ○ Persevering without frustration ○ Taking risks that could lead to error and correction ○ Making the choice to practice with one's personal time ○ Taking opportunities to observe and listen to family and community members as they work on their Dene skills ○ Sharing one's work with others so as to learn from one another

DENE KEDE GRADE 8

Discovering Our Dene Talents

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Major Cultural Understanding: Strategies for developing basic Dene skills	
Explore and describe strategies for developing basic Dene skills	<ul style="list-style-type: none"> • Demonstrate the setting small goals for oneself • Explain the value of promising small rewards for oneself as one makes progress • Describe the value of reminding self that perfection only comes with practice • Describe the value of reminding self of the potential value of the Dene skills one is developing • Describe the value of reminding self of cultural pride and pride in work for the creator

ICT - GRADE 8 - EXPANDING (GRADE 6 to ADULT)

Cognitive Domain

Outcomes	Achievement Indicators	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
	Plan and Question	Supporting Skills
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Recalls and or records prior knowledge and asks topic-related questions • Follows given plans 	
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Constructs how and why questions, predictions, hunches, educated guesses and hypotheses and identifies information needs 	
	<ul style="list-style-type: none"> • Adapts given electronic plans 	<ul style="list-style-type: none"> • Moves text and images • Inserts and edits text, data, images, sound, video and or formulas • Formats text, images, graphs, and tables using toolbar icons, menu options, and or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Formats page layout • Customizes the template of a graphic organizer, table, multimedia presentation, spreadsheet, and/or database
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Evaluates original inquiry questions and creates new questions for future inquiry 	
	<ul style="list-style-type: none"> • Designs own electronic plans 	<ul style="list-style-type: none"> • Manages electronic files and folders • Moves data between applications • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT - GRADE 8 - EXPANDING (GRADE 6 to ADULT)

Cognitive Domain

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Gather and Make Sense		Supporting Skills
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Finds and collects information from given media sources 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files Prints files • Navigates within an application • Browses multimedia • Navigates within a website • Searches the Internet using teacher-selected search engines and keywords • Sends and receives text messages and electronic files using rules of etiquette • Manipulates input devices • Selects and uses peripherals to find, record, manipulate, save, print and/or display information
	<ul style="list-style-type: none"> • Identifies sources of information and provides bibliographic/reference data 	<ul style="list-style-type: none"> • Recognizes and presses keys on the keyboard • Inserts hyperlinks to electronic sources
	<ul style="list-style-type: none"> • Records data or makes notes on gathered information and ideas using given categories and given ICT 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Moves data between applications • Recognizes and presses keys on the keyboard • Inserts and edits text, data, images, sound video and/or formulas
	<ul style="list-style-type: none"> • Collects primary data using electronic devices 	<ul style="list-style-type: none"> • Captures digital data
	<ul style="list-style-type: none"> • Questions whether information from media sources is real, useful, and/or distracting 	
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Refines information searches using a variety of media sources 	<ul style="list-style-type: none"> • Navigates within an application • Browses the Internet • Chooses /uses search engines & own keywords • Refines searches using Boolean logic
	<ul style="list-style-type: none"> • Analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria 	<ul style="list-style-type: none"> • Investigates currency, authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast media
	<ul style="list-style-type: none"> • Categorizes information using the ICT suitable for the purpose 	<ul style="list-style-type: none"> • Navigates within an application • Moves data between applications • Transfers ICT knowledge to new applications
	<ul style="list-style-type: none"> • Analyzes if info from media sources is sufficient, suitable for purpose/audience 	
	<ul style="list-style-type: none"> • Analyzes whether information from media sources has been manipulated 	
Synthesize Evaluate (Value)	<ul style="list-style-type: none"> • Incorporates new information with prior knowledge and adjusts inquiry strategies 	
	<ul style="list-style-type: none"> • Assesses textual, numerical, aural, and visual info, and sources of the media, to verify context, perspective, bias, motive 	

ICT - GRADE 8 - EXPANDING LEARNER (Grade 6 to Adult)

Cognitive Domain

Outcomes	Achievement Indicators	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Produce to Show Understanding	Supporting Skills	
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Participates in establishing criteria for student – created electronic work • Composes text, records, sound, sketches images, graphs, data, and/or creates video 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Manipulates input devices • Recognizes and presses keys on the keyboard • Moves text and images • Draws images using electronic tools • Inserts and edits texts, data, images, sound, video, and/or formulas • Recalls ICT vocabulary in context • Uses ICT vocabulary in context
	<ul style="list-style-type: none"> • Edits electronic work according to established criteria, conventions, and/or standards 	<ul style="list-style-type: none"> • Prints files • Navigates between applications • Sends and receives text messages and electronic files using rules of etiquette • Transfers ICT knowledge to new applications • Inserts and edits texts, data, images, sound, video, and/or formulas • Formats text, images, graphs, tables using toolbar icons, menu options, keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Selects suitable ICT application and/or device to create electronic work and explains the selection 	<ul style="list-style-type: none"> • Recognizes and presses keys on the keyboard
	<ul style="list-style-type: none"> • Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback and personal preferences 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Formats text, images, graphs, and tables using toolbar icons, menu options, and/or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Inserts hyperlinks to electronic sources • Formats page layout • Customizes template of graphic organizer, table, multimedia presentation, spreadsheet, database • Analyzes the intended use of images/video, and edits images/video using photo/video-editing software • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT - GRADE 8 - EXPANDING LEARNER (Grade 6 to Adult)

Cognitive Domain

Outcomes	Achievement Indicators	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Produce to Show Understanding		Supporting Skills
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> Solves problems, reaches conclusions, makes decisions, and/or proposes answers to questions by analyzing data/information and concepts using ICT devices and/or applications 	<ul style="list-style-type: none"> Navigates within an application Moves data between applications Transfers ICT knowledge to new applications
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> Designs and creates non-sequenced ICT representations 	<ul style="list-style-type: none"> Moves data between applications
	<ul style="list-style-type: none"> Self-assesses ICT representations to go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose and occasion 	
	<ul style="list-style-type: none"> Designs and creates simulations and models using ICT application 	
Communicate		Supporting Skills
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> Displays and/or discusses electronic work 	<ul style="list-style-type: none"> Logs on and off ICT devices Opens applications and files Navigates within an application Manages electronic files and folders Manipulates input devices Recognizes and presses keys on the keyboard Selects and uses peripherals to find, record, manipulate, save, print, and/or display information
Analyze – Apply (Believe)	<ul style="list-style-type: none"> Discusses information, ideas, and/or electronic work using tools for electronic communication 	<ul style="list-style-type: none"> Sends and receives text messages and electronic files using rules of etiquette
Synthesize Evaluate (Value)	<ul style="list-style-type: none"> Adjusts communication based on self-evaluation and feedback from a global audience 	
Reflect		Supporting Skills
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> Participates in guided conferences to think about using ICT to learn 	<ul style="list-style-type: none"> Uses ICT vocabulary in context
Analyze – Apply (Believe)	<ul style="list-style-type: none"> Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn 	
Synthesize - Evaluate (Value)	<ul style="list-style-type: none"> Self-monitors learning goals, reflects on the value of ICT to complete learning tasks, and sets personal goals for using ICT to learn 	

ICT – GRADE 8 – EXPANDING LEARNER (Grade 6 to Adult)

Affective Domain

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Ethics and Responsibility	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Respects ICT equipment and personal technology space of other ICT users • Recognizes guidelines for safety and security • Recognizes the need to acknowledge authorship of intellectual property • Identifies possible health issues associated with using ICT
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Applies school division’s acceptable-use policy for ICT • Applies safety guidelines when communicating electronically • Explains consequences of unethical behaviour • Applies guidelines for ethical and responsible use of ICT
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Evaluates effects of personal ICT behaviour on others • Weights personal benefits and risks of using ICT
Social Implications	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Identifies uses of ICT at home, at school, at work, and in the community • Relates societal consequences of ethical and unethical use of ICT • Chooses appropriate times and places to use wireless games and/or communication devices
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Analyzes current trends in ICT to predict effects of emerging technologies • Analyzes various ICT skill and competency requirements’ for personal career choices • Analyzes advantages and disadvantages of ICT use in society
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Weighs society’s right to information access against right to individual privacy • Weighs benefits versus risks to society of creating new ICTs
Collaboration	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Collaborates with peers to accomplish self-directed learning with ICT in various settings • Collaborates with others over distance using ICT
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Leads a group in the process of collaborative learning • Weighs benefits and challenges of collaborating on learning with ICT
Motivation and Confidence	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Demonstrates confidence and self-motivation while doing ICT tasks alone and with others • Recognizes ICT problems and seeks assistance to solve them • Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Investigates ICT problems and applies strategies to solve them • Preserves in working through complex ICT problems using higher-level thinking skills
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Synthesizes knowledge and information to solve unique ICT problems