

# Heritage and Citizenship Grade 2

# Traditions and Celebrations

## The Task

This task required each student to create a chart comparing three traditions or celebrations. Each student also created a drawing of one of the traditions or celebrations included on his or her chart.

## Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Heritage and Citizenship: Traditions and Celebrations. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. demonstrate an understanding that Canada is a country of many cultures (2z1);
2. demonstrate an understanding that communities may be made up of many cultures (2z4);
3. use appropriate vocabulary (e.g., *culture, celebrations, heritage, traditions, contributions, voting, occupations*) to describe their inquiries and observations (2z11);
4. make and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare toys from other cultures) (2z15);
5. communicate the results of inquiries for specific purposes, using simple demonstrations, drawings, and oral and written descriptions (2z16);
6. identify community celebrations that reflect their own heritage and Canadian identity (e.g., Carnaval de Québec, Calgary Stampede) (2z21).

## Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- their own family history and roots
- the concepts of tradition, celebrations, identity, and culture
- reading for specific purposes
- sorting and classifying information
- writing simple sentences to give descriptive information

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 72–74 of this document.*

## Task Rubric: Traditions and Celebrations

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts</b>				
The student:				
1, 2	– provides examples with limited detail to show that communities may be made up of many cultures	– provides examples with some detail to show that communities may be made up of many cultures	– provides examples with considerable detail to show that communities may be made up of many cultures	– provides examples with comprehensive detail to show that communities may be made up of many cultures
<b>Inquiry/research skills and map and globe skills</b>				
The student:				
4	– records and organizes limited relevant information on a chart and on a picture	– records and organizes some relevant information on a chart and on a picture	– records and organizes considerable relevant information on a chart and on a picture	– records and organizes comprehensive relevant information on a chart and on a picture
<b>Communication of required knowledge</b>				
The student:				
3, 5	– makes limited use of appropriate vocabulary – communicates information about different cultures with limited accuracy and detail	– makes some use of appropriate vocabulary – communicates information about different cultures with some accuracy and detail	– makes considerable use of appropriate vocabulary – communicates information about different cultures with considerable accuracy and detail	– makes extensive use of appropriate vocabulary – communicates information about different cultures with a high degree of accuracy and detail
<b>Application of concepts and skills</b>				
The student:				
1, 6	– identifies features of community celebrations that reflect heritage and Canadian identity with limited clarity and detail	– identifies features of community celebrations that reflect heritage and Canadian identity with some clarity and detail	– identifies features of community celebrations that reflect heritage and Canadian identity with considerable clarity and detail	– identifies features of community celebrations that reflect heritage and Canadian identity with a high degree of clarity and detail

\*The expectations that correspond to the numbers given in this chart are listed on page 46.

*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.