

## Connecting Assignments from Field Experience to the Alberta Program of Studies, Bloom's Taxonomy & Gardiner's Multiple Intelligences

Assignment	General or Specific Outcomes in POS relative to assignment	Specific Relation to Bloom's Taxonomy of Cognitive, Affective, and Psychomotor Domains	Applicable to the following of Gardiner's Multiple Intelligences
Lady of Shalott Ballad Worksheet	<p><b>English Language Arts POS, Gr. 8</b></p> <p><b>2.1 Use phonics and structural analysis</b> - choose and use strategies for word identification, vocabulary development and spelling that build on specific strengths or address areas for improvement</p> <p><b>2.2 Appreciate the artistry of texts</b> - discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts</p>	<p><b>Cognitive:</b> <i>Comprehend</i> - Perceive meaning and grasp mentally</p> <p><b>Affective:</b> <i>Respond</i> – React, respond and participate actively <i>Receive</i> – Open to experience: ask, listen, focus, attend, take part, discuss, acknowledge, hear, read</p> <p><b>Psychomotor:</b> N/A</p>	<p><b>Linguistic:</b> words and language, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning <i>Words and Language</i></p> <p><b>Musical:</b> musical ability, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling <i>Music, sounds, rhythm</i></p>
Oral Book Report	<p><b>English Language Arts POS, Gr. 9</b></p> <p><b>1.1 Express ideas and develop understanding</b> - talk with others to explore, develop and justify own opinions and points of view</p> <p><b>2.3 Understand Forms, Elements and Techniques</b> - compare the development of character, plot and theme; consider the believability of plot and setting, the credibility of characters, and the development and resolution of conflict; summarize content</p> <p><b>3.4 Share and Review</b> - communicate ideas and Information</p> <p><b>4.3 Present and Share</b></p>	<p><b>Cognitive:</b> <i>Analyze</i> - Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <i>Evaluate</i> - Make judgments based on criteria and standards</p> <p><b>Affective:</b> <i>Value</i> - Identify values and express personal opinions</p> <p><b>Psychomotor:</b> <i>Perform</i> - Execute skill reliably, independent of help</p>	<p><b>Linguistic:</b> words and language, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning <i>Words and Language</i></p> <p><b>Intrapersonal:</b> self-awareness, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change <i>Self-reflection, self-discovery</i></p>
Renaissance Art Critique	<p><b>Social Studies POS, Gr. 8</b></p> <p><b>8.2.3</b> Recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP)</p> <p><b>8.2.4</b> Examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues: (<i>specifically</i>) How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe? (TCC, ER, PADM, GC) In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)</p>	<p><b>Cognitive:</b> <i>Evaluate</i> - Make judgments based on criteria and standards</p> <p><b>Affective:</b> <i>Respond</i> – React, Respond and participate actively <i>Value</i> - Identify values and express personal opinions</p> <p><b>Psychomotor:</b> N/A</p>	<p><b>Spatial-Visual:</b> visual and spatial perception; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect <i>Pictures, shapes, images, 3D space</i></p> <p><b>Intrapersonal:</b> self-awareness, self-reflection, self-discovery, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change <i>Self-reflection, self-discovery</i></p>

*\*In Brackets are the sub-strands of the Social Studies*

*core concepts of Culture and Identity*

**C** Culture and **I** Identity

**ER** Economics and Resources

**LPP** The Land: Places and People

**GC** Global Connections

**CC** Culture and Community

**PADM** Power, Authority and Decision Making

**TCC** Time, Continuity and Change

### ***The Lady of Shalott Ballad Worksheet***

This worksheet corresponds to the in-class reading of the ballad, “The Lady of Shalott” by Alfred Tennyson. The work sheet asks students to respond to various features and elements inherent to a ballad: Rhyme, Rhythm, and language. It also asks students to consider the musical and visual nature of the ballad, in asking for responses to the sounds, colours, and contrast of light and dark exemplified through the language that is used. The work sheet most evidently reflects sections 2.1 and 2.2 from the Grade 8 Program of Studies in both the way it asks the questions and what they seek to answer. The assignment is applicable to the Cognitive and Affective domains of *Bloom’s Taxonomy*, requiring the students to hear and read the ballad and to follow up by comprehending, perceiving meaning, responding, and reacting to the text. This assignment appeals to the Linguistic and Musical intelligences outlined by Gardiner, which is fitting since an essential act in understanding ballads, comes through recognizing their inherent musical and linguistic qualities.

### ***October Oral Book Report***

As part of the year-long, self selected or assigned monthly reading requirement for the Grade 9 Language Arts class, students will have to deliver an Oral Book Report. This practice builds on the fundamentals of English Language arts, asking students go beyond simply responding to the books they read and learn to present their insight, opinion, and information in a matter other than through text. The Oral Book Report is consistent with objectives 1.1, 2.3, 3.4 and 4.3 of the grade 9 English Language Arts POS. More specifically, this assignment utilizes objectives 3.4 and 4.3 as a means to allow students to demonstrate their understanding of the thematic elements of a novel (Plot, Characters, Setting, etc.) which are outlined in objectives 1.1 and 2.3. With respect to *Bloom’s Taxonomy*, the Oral Book Report touches on all three of the domains; asking students to analyze, evaluate, identify values and give opinions, and to perform in front of an audience. As expected, the Oral Book Report is heavily geared towards the Linguistic intelligence; however it also plays into fulfilling the needs of the Intrapersonal Intelligence. It accomplishes this by encouraging self-reflection and discovery, and in doing so opens students up to the personal objectivity of choosing their own book to respond on.

### ***Renaissance Art Critique***

As part of the Grade 8 Social Studies curriculum, students study the Renaissance period in Europe to contribute to the years overall theme of developing and understanding worldviews. An important element of the Renaissance period was that of the emerging concept of Humanism. The Renaissance Art Critique project utilizes the investigation of Renaissance artists and one of their most famous works of art to aid in understanding this concept. In addition to the questions found on the worksheet, which are predominantly inquiry based, students will create a PowerPoint presentation of their findings. The assignment collectively appeals to objectives 8.2.3 and 8.2.4 of the Grade 8 Social Studies POS relating to the study of the Renaissance. The domains of *Bloom’s Taxonomy* that the assignment most appeals to are those of the Cognitive and Affective, specifically asking the students to evaluate and make judgments, respond and react, and to place value in their personal opinions. In asking students to consider the aesthetic and visual appeal of the artists work, the exercise appeals the Visual-Spatial Intelligence; to understand the relationship between images and meanings, and between space and effect. Further, it also incorporates the Intrapersonal Intelligence by placing an emphasis on personal objectivity and the need to understand oneself, one's relationship to others, and to the world.