



CROSS CURRICULAR LEARNING 3-5 AND FORMATIVE ASSESSMENT

Prioritizing Learning in 3-5 The 2020–21 school year will be unique. Educators will need time and flexibility to meet learners where they are. A framework was designed with a recognition that the prescribed curriculum would need to be prioritized to ensure the needs of children can be met by personalizing their learning. The framework suggests approximately 80% of instructional time will focus on developing literacy and numeracy skills. Time for exploration will be embedded in both literacy and numeracy instruction and in learning centers and/or blocks of uninterrupted time for whole class exploration. Approximately 20% of time throughout the day will support and develop social and emotional well-being which includes social-awareness, self awareness and self-management, and relationship skills so learners feel safe, valued and ready to learn.

The following formative assessment was created with global competencies in mind. It is intended to be used as a weekly observation sheet to record student experience and learning during exploration time. Intentional targeted (PLC) planning for exploration time – could be derived from these observations. The template is also editable to highlight the outcomes (GCs) that are being currently explored. It is in line with the marking rubrics already provided by the EECD.

Students, on report cards, will be assessed on Research, Subject Matter, Communication and Sharing / Presentation.

Cross Curricular Learning 3-5



Weekly observations (please note that global competencies are fluid. Not all competencies are to be targeted for each lesson. Some are explored naturally and other will need to be purposely embedded in a lesson nor will all competencies be seen throughout the week).

Global Competency Attributes	Learning Goals	# of times student displayed skill			Anecdotal notes
Ex. Child engages in Innovation and		2	3	3	Billy participated with his peers during our unit – Under the Sea. He helped generate questions to further research into water displacement and recognized that building could affect tidal areas as well as sea life.
Communication			3		He is preparing to present some of the groups findings next week.

RESEARCH	CRITICAL THINKING AND PROBLEM SOLVING					
	Ask open Questions	generates questions that lead to further exploration. asks questions or brainstorms solutions to a problem. formulates and revises questions for different information gathering purposes including questions to guide inquiry.				
	INNOVATION, CREATIVITY & ENTREPRENEURSHIP					
	Recognize Patterns	observes for repeated characteristics including events; experiences; occurrences; and processes. offers interpretations for comparative relationships; causal relationships; and chronological relationships.				
Use texts (oral, written, multi-media) to deepen learning	obtains information from reliable media to support results. uses data (evidence) to confirm or refute a hypothesis or initial problem. locates the main ideas in familiar visual, oral and written sources.					
Use of Subject Specific Learning	Use subject specific knowledge and skills	applies subject-specific vocabulary appropriate to purpose/content. uses subject-specific concepts appropriate to purpose/context.				

Teachers are encouraged to “expose” students to many other Global Competencies at these grade Levels. Please see Global Competencies: Interwoven From the Start for more information.

Collaborate	COLLABORATION				
	Draw ideas from self, peers and the world	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. applies information. compares different viewpoints. explores new ideas.			
	Contribute to ideas and project work	demonstrates a shared ownership of process and product. engages constructively with peers by: <ul style="list-style-type: none"> • communicating clearly; • listening well; • negotiating conflict constructively; and • providing feedback to peers. communicates pride in accomplishments when work is completed. listens actively to contributions of their peers and the teacher. considers what their peers have to say before stating their opinion. discusses ideas with peers.			
Share and Present	COMMUNICATION				
	Present findings (ideas, learnings and and Solutions)	communicates ideas effectively using a variety of modes.			
	Self-Awareness and Self-Management				
	Take action to sustain and care for self, peers and communities	follows guidelines for safety to: <ul style="list-style-type: none"> • carry out investigations; • create models or interpretations; and • find solutions to problems. makes decisions about possible actions. uses subject-specific knowledge when considering issues of concern to them and others. acts age-appropriately as an active citizen by: <ul style="list-style-type: none"> • being respectful; • contributing to their communities; • displaying good character; and • protecting others. 			

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