

COMMUNITY



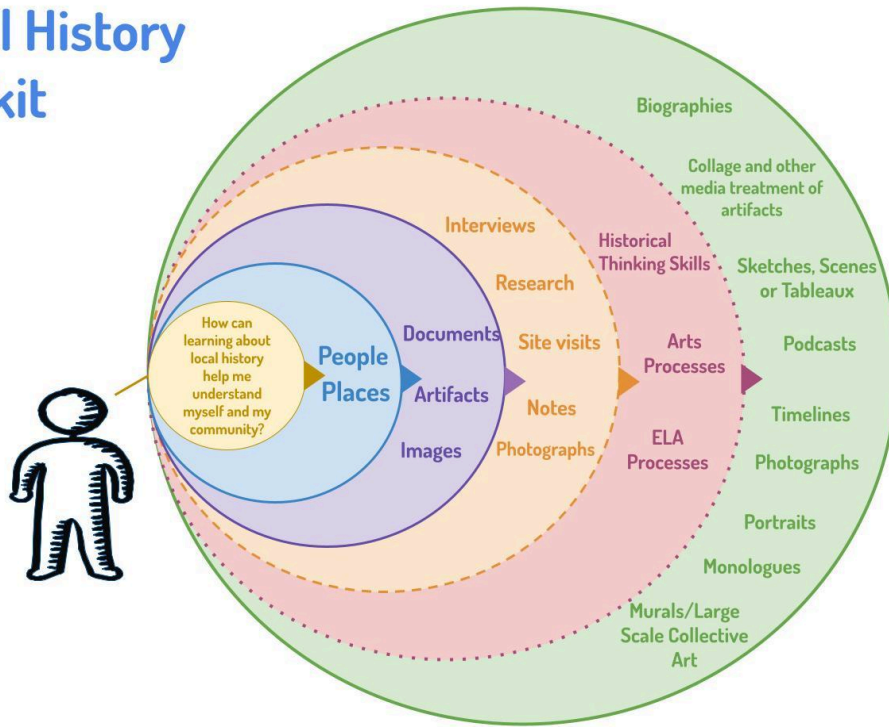
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Profiles and Portraits: The 1980s to 2020s

Elementary Cycle 3 Social Science, ELA & Art



Local History Toolkit



Purpose:

The purpose of this project is for students to explore history in a way that strengthens their relations with local people and places. These relations promote authentic student learning, engagement and citizenship.

Students' digital competency and creativity will be nurtured and celebrated during a virtual gathering. The gathering will bring together classes from across Quebec to learn about the history of various Quebec communities, network with other classes, and nurture an appreciation of difference.

We've implemented principles from the Universal Design for Learning Framework (UDL) throughout this project to ensure ALL students can access and participate in learning activities that challenge and engage them. We also incorporated the Inquiry Process.

Curricular Connections:

English Language Arts (ELA):

- ☐ Competency 1: To read and listen to literacy, popular and information-based texts (To construct meaning by applying appropriate reading strategies)
- ☐ Competency 2: To write self-expressive, narrative and information-based texts (To integrate knowledge into own writing, to use writing as a system of communicating and constructing meaning, to follow a process when writing)
- ☐ Competency 3: To represent their literacy in different media (To follow a production process in order to communicate for specific purposes, to self-evaluate as a viewer and producer of media texts)
- ☐ Competency 4: To use language to communicate and learn (To use language(talk) for learning and thinking, to communicate information, experiences and points of view, to interact in collaborative group activities)

Social Sciences:

- ☐ Competency 1: To understand the organization of a society in its territory
- ☐ Competency 2: To interpret change in a society and its territory
- ☐ Competency 3: To be open to the diversity of societies and their territories
- ☐ Intellectual Operations: Establish Facts, Situate in Time, Determine Similarities, Determine Differences

Art:

- ☐ Art appreciation and creation

Students will also learn about the [Inquiry Process](#) and nurture multiple dimensions of their [Digital Competency](#). This project also makes use of [Cross-Curricular Competencies \(CCC\)](#).



Overview of a Local History Process

[View video overview at bit.ly/7stepstolocal](https://bit.ly/7stepstolocal)

01

Define Community and Situate Oneself

02

Identify Prominent Places and People in the Local Community

03

Pick a Local Research Topic: Plan and Ideate

04

Build Relationships and Gather Information

05

Evaluate and Select Key Information

06

Use Technology to Create

07

Share, Celebrate and Appreciate Diversity

“Local history is not only about understanding where you are, but about building connections and a sense of belonging”



Shirley Ku, CC BY-SA 3.0
<<https://creativecommons.org/licenses/by-sa/3.0/>>, via Wikimedia Commons



Activity Descriptions.

Click on the number to access a longer description and resources to accompany each activity.

<u>01</u>	Define Community and Situate Oneself Students are given a choice board and asked to define what community means to them and identify which communities they belong to.
<u>02</u>	Identify Prominent Places and People in the Local Community Students watch a video to introduce the project. Then they rotate through stations to explore questions related to local places and people during the 1980s and 2020s. Then, they share which topic(s) they'd like to learn more about.
<u>03</u>	Pick a Local Research Topic: Plan and Ideate Students plan out their projects using an organizer . They determine what they would like to do for a final project and which digital tools they will use. They also explore local sources of information .
<u>04</u>	Build Relationships and Gather Information Students research their topic and keep track of their sources and findings. They can use a variety of different resources from the DCA website and learn about plagiarism and citing.



<u>05</u>	Evaluate and Select Key Information Students evaluate a collection of real and hoax websites and videos. Then they evaluate the validity of their own resources and determine what information to include in their final projects.
<u>06</u>	Use Technology to Create Students nurture their digital competency and creativity while creating a product that showcases their learning.
<u>07</u>	Share, Celebrate and Appreciate Diversity Students connect with other classes. They share their work and explore the work of others. They are encouraged to appreciate the <u>similarities and differences</u> between people and places.



<https://dca.learnquebec.ca/>

**Want support? Have feedback?
Looking to connect with other communities?**

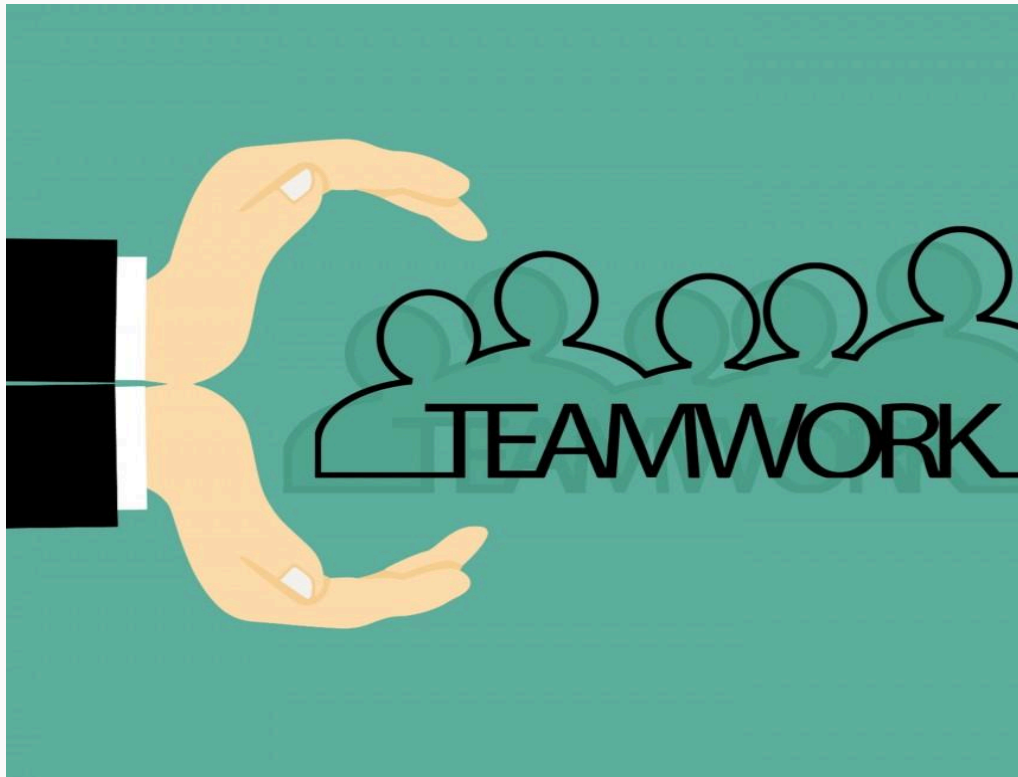
**C
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T**

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🌐 learnquebec.ca/localhistory

Feedback form: bit.ly/LEARNlocalhistory



Mohamed Hassan, Public Domain. [Pxhere.com](https://pxhere.com)



Activity 01:	Define Community and Situate Oneself
Learning Goals:	Students will explore what a community looks like and means to them. Then, they will identify which communities they belong to. ELA Competency 4: To use language (talk) for learning and thinking Social Sciences Competency 1: To understand the organization of a society in its territory - Situate oneself and one's community

Activate Knowledge and Engage Learners	Students explore photos or audio clips describing different communities OR Students could watch videos of people defining what community means to them OR The teacher or community member could share/be interviewed about how they define community and which communities they belong to.
Active Practice	Students select a question below: • “What do you think community really is/means?” • “What communities do you see around you?” • “What communities are you part of?” They pick their partner(s) and do a think-pair-share activity to explore the questions. They can also choose to work alone. They record their thoughts using a medium of their choosing. Afterward, students are welcome to share their thoughts with the class.
Reflect on and Celebrate Success	Students are given a choice board. Regardless of their choice of format, they're expected to define what community means to them and identify different communities that they belong to. Extension: Students also learn about different groups of individuals in their local communities. Students are again welcomed to share their work with their peers.



Assessment/Feedback: [One-point Assessment Rubric](#)

Activity 02:	Brainstorm and Ideate
Learning Goals:	Students will name local places and people that have/ had a significant impact on them and/or their local community around the 1980s and 2020s ELA Competency 4: To use language (talk) for learning and thinking Social Sciences Competency 1: To understand the organization of a society in its territory - Influence of people and events on social and territorial organization Social Sciences Competency 2: To interpret change in a society and its territory - To define the influence of people or events on these changes

Activate Knowledge and Engage Learners	Students watch the project prompt video. Available here. OR Students explore the cumulative map. and are approached about adding information to it. Note: This project could also be used to explore later periods than the 1980s; however, students may benefit from some prior information about the prominent individuals and places during the time period.
Active Practice	Set up stations (or break out rooms if online). Each station has recording and/or sketching tools (paper, markers or online tools like Jamboard, Micro, Padlet). Students pick a station. At each station, students brainstorm answers to one of the potential questions. (You can change these to suit your specific context.). Students record their answers by writing, speaking, or illustrating. Here is an example of a placemat that can be used to record student brainstorming for groups of 2, groups of 3 or groups of 4.
Reflect on and Celebrate Success	Students pick 3 local people and 3 places they would like to learn more about. They could record these using the My Top 6: graphic organizer or another medium of their choice. Students can share what topics they would like to learn more about and why. They may want to collaborate with peers on a topic or mutual interest.

Assessment/Feedback: It's a great time to assess speaking, listening, and collaboration skills. You could also have students self-assess their contributions. [Here is an example self-assessment rubric that can be adjusted to suit your specific context.](#) If you're going to assess students' abilities to communicate orally, just be sure to inform them first.



Activity 03:	Plan and Ideate
Learning Goals:	Students will pick a specific topic and format for their project and make a research plan/timeline. Digital Competency - Communication and Collaboration, Information Literacy

Activate Knowledge and Engage Learners	Students will review their top six choices and narrow down their project to one person or place. The students may work alone or in a group. Teachers will provide students with a project choice grid to explore project formats. OR Students will explore examples of different formats they may want to do. See examples on the cumulative map.
Active Practice	Students decided on a topic, format, and digital tools (choice grid). They pick how they will gather local sources of information and record their findings. They also brainstorm what information on places and people they will collect. Here is a graphic organizer for planning this project. You can make a copy of the organizer and adjust it to suit your context. Other planners for cycle 3: 1) Project Planner 2) Research Planner
Reflect on and Celebrate Success	Students share their plans with a classmate(s) for feedback and revision. Potential feedback prompts: 1) Do you think my project can be done in the amount of time given? 2) Do you have any ideas of how I/we can improve our plan? 3) Do you have any suggestions of what else we could include? 4) Where else could I/we look for information?

Assessment/Feedback: Students share their planning ideas with the teacher orally or in writing. The teacher offers them feedback and suggestions for improvement. [Self-Assessment Reflection Tool](#)



Activity 04:	Build Relationships and Search for Information
Learning Goals:	Students will use local sources of information to research a topic and keep track of information that they collect. ELA Competencies 1, 3 & 4: To use a response process & strategies for locating information, to constructing meaning, response Process and Media, to use language (talk) for learning and thinking Digital Competency - Communication and Collaboration, Information Literacy

Activate Knowledge and Engage Learners	Students learn about plagiarism, copyright, and resources lists. Students may view this video on note-taking OR Explore additional resources from the Digital Competency in Action website
Active Practice	Students conduct research on their given topics and keep track of their sources. Here are potential organizers: • Organizer for conducting interviews • Another organizer for interviews • Short answer interview recording tool • Yes-No Questionnaire • Determine Tasks For Group Projects • Internet Research Tool • Citing Sources Tool
Reflect on and Celebrate Success	Students reflect on the research collecting process and share difficulties and successes with their classmates. NOTE: If students plan on recording community members, you should discuss consent.



Assessment/Feedback: During the part of the project, teachers should try to meet with each group/student to talk about how the project is progressing and offer suggestions/feedback on how they can improve their research process and project.



Activity 05:	Evaluate and Select Key Information
Learning Goals:	Students will think critically and evaluate resources. They will select what information to include in their final project based on their intended audience. ELA Competencies 1, 3 & 4: To construct her/his own view of the world. . , To <i>represent her/his literacy in different media</i>, To use language to communicate and learn Digital Competency Dimensions: Communication and Collaboration, Information Literacy, Critical Thinking

Activate Knowledge and Engage Learners	Students view real and hoax information. Hoax resources from the DCA website: 1. Dog Island (website) 2. Save the Pacific Northwest Tree Octopus (website) 3. Life Hacks with Energy Drinks (video) 4. House Hippo (video) Students guess which resources are real and hoaxes. Talk about the importance of evaluating your findings to make sure you're not sharing fake information. Here are some resources and lesson plans on how to evaluate different types of online information.
Active Practice	Each student/group evaluates the validity of the information they collected. You may want to have students write a sentence or speak with others about the validity of each resource. After the students have evaluated their research, they should be asked to go back through their research and highlight or select the parts that they want to include in their final product. Prompt them to think about their audience (cycle 3 students from other communities) and what information their audience would find interesting or helpful.
Reflect on and Celebrate Success	Students share why they decided to use some information for their final project, and why they decided not to include other information.



Assessment/Feedback: [Student Self-Reflection](#)

Activity 06:	Use and Create
Learning Goals:	Students will use technology to create a project to teach others. They use technology in creative ways. ELA Competencies 2 & 3: To write and represent Digital Competency Dimensions: Innovation and Creativity, Content Production, Communication and Collaboration, Inclusion of diverse needs

Activate Knowledge and Engage Learners	Students explore different ways to present information. You may want to go back to the project choice board and/or the cumulative map. Students are prompted to think about the diverse needs of their audience. Could their presentation be read with a text reader? Are they including pictures to help people understand, could their video? Do they have captions or could they provide a script? This is an opportunity to get students thinking about accessibility. This graphic organizer on mediums may be helpful.
Active Practice	Students work on creating a product that showcases their learning. They will all create something to teach others about a person or place in their community, but what they create and the tools they use to create can differ. Here are some digital tools that students may want to use.
Reflect on and Celebrate Success	Students present their products to their classmates and local community. When the projects have been completed, they can be added to the cumulative map. The collective map will be shared during the final part of this project.



Activity 07:	Share and Celebrate
Learning Goals:	Students will use technology to communicate and share with others. They identify differences and similarities between different communities and territories. They think about how communities have changed over time. ELA Competency 4: To use language to communicate and learn Social Sciences Competency 3: To Be Open To Diversity of Societies and their Territories - To perceive the main similarities and differences between societies and different territories Digital Competency Dimensions - Communication and Collaboration, Information Literacy

Activate Knowledge and Engage Learners	Students will be invited to connect with other classes across the province using video conferencing software. Students will be welcome to share their work and explore the work of others. OR Students can explore the cumulative map.
Active Practice	Students are prompted to compare and contrast the different communities and societies that were represented on the map. Here is an organizer to compare/contrast.
Reflect on and Celebrate Success	Students talk about OR write / dictate OR. illustrate what they learned when comparing their community to others from across Quebec. Students complete a final verbal or written self-reflection.

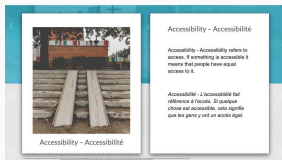


Appendix: Student Tools and Resources

Define community and situate oneself: My choices	page 15
Define community and situate oneself: One-point rubric	page 16
Brainstorm and ideate: Potential questions	page 17
Our roles: Working in groups of 2	page 18
Our roles: Working in groups of 3	page 19
Our roles: Working in groups of 4	page 20
Brainstorm and ideate: My top 6	page 21
Project choice grid: How will you showcase your learning?	page 22
Brainstorm and ideate: Self-assessment rubric	page 23
Plan and ideate: Local history sources	page 24
Plan and ideate: Information about places	page 25
Plan and ideate: Information about people	page 26
Plan and ideate: Local history project planner	page 27
Project planner	page 28
Research planner	page 29
Plan and ideate: Student self- reflection	page 30
Conducting an interview	page 31
Short Answer questionnaire	page 32
Yes - No questionnaire	page 33
Online research: Keeping track of findings	page 34
Tracking and citing sources	page 35
Evaluate and select key information: Student self-reflection	page 36
What's the medium?	page 37
Summative evaluation	page 38
Example evaluation	page 39
Compare and contrast	page 40
Reflecting on my learning	page 41



Define Community and Situate Oneself: My Choices



Make a definition card for the word community. Make sure to include 2 examples of communities or groups of people in your local environment.



Draw a photo of a community you belong to on paper or using online tools.



Write a text about what community is and include information about a community you belong to.



Create a model or diagram to show a community you belong to.



Record a video or audio clip to talk or show what community means to you and what communities you belong to.



Create a song, rap, or poem about your community and what it means to you.

images: public domain.

Define Community and Situate Oneself: One-Point Rubric Assessment

Name: _____

Date: _____

Areas of Improvement	Criteria: Standards of Performance	Evidence of Exceeding Standards
	C1: To understand the organization of a society in its territory I can define the different types of communities I belong to.	
	C1: To understand the organization of a society in its territory I can identify some of the past and present communities that were/are located on my local territory (Communities based on their interests, location, ethnicity, culture, etc.)	



Brainstorm and Ideate: Potential Questions

What have people in our local community done to improve life here and/or around the world?
Who are our local heroes? (These could be essential workers, elders, etc.)
Who were our local heroes in the 1980s?
What is there to do in our town/ on our territory?
What are some important places in our community and why?
What has changed in our community over the past 40 years?
Who were the important people in our community in the 1980's?
Add your own questions below:



Working in groups of 2

Our Roles

Who is doing what during the Project?

Plan out who will do what during your project. As you complete a task, put a check mark beside it to keep track of what you have done. If you need to add tasks, do so. If you run out of space, use post-it notes or make your own with tape.

Name:	<u>Both of Us</u>	Name:



Working in groups of 3

Our Roles

Who is doing what during the Project?

Plan out who will do what during your project. As you complete a task, put a check mark beside it to keep track of what you have done. If you need to add tasks, do so. If you run out of space, use post-it notes or make your own with tape.

Name:	Name:	Name:

We are all responsible for:



Working in groups of 4

Our Roles

Who is doing what during the Project?

Plan out who will do what during your project. As you complete a task, put a check mark beside it to keep track of what you have done. If you need to add tasks, do so. If you run out of space, use post-it notes or make your own with tape.

Name:	Name:	Name:	Name:

We are all responsible for:

Brainstorm and Ideate: My Top 6

Name: _____

Date: _____

My Top 6

Pick 3 places and 3 people that are significant to your local community in the 1980s and today. What people or places would you like to learn more about? Why would you like to learn more about them?

 Image source: Max Pixel. Creative Commons Zero - CC0	3 Local Places I Want To Learn About and Why: 1) _____ _____ 2) _____ _____ 3) _____ _____
 Image source: i4p4n. Open clipart. Public domain.	3 People Who Have Made a Difference in My Community Who I Want To Learn About and Why: 4) _____ _____ 5) _____ _____ 6) _____ _____

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Project Choice Grid: How will you showcase your learning?

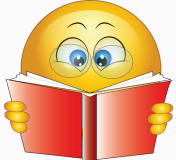
Will you create a digital story, a video about daily life in your community, a comic about a prominent individual, a timeline showing how a place has changed, a digital biography, a virtual walkthrough of a location, a then and now comparison? Here are some digital tools you might want to explore. **The possibilities are as endless as your creativity!**

NOTE: Why not try more than one way to showcase your learning? Using different tools may be more exciting and more accessible to your audience!

					
Discussions & Interviews	Written Products	Visual Products	Spoken Products	Multimodal presentations	Other Art Ideas
					
					Portrait
					Mural
 Douglas Nash, CCO, via Wikimedia Commons					Collage
 Public Domain, freepress.org					Sketch
					Dance

					Performance
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Brainstorm and Ideate: Self-Assessment Rubric

How did I do?	 Very good!	 Still Practicing!
I listened when my classmates were sharing their ideas.		
I shared my ideas with the other people in my group.		
I picked 6 topics that I would like to learn more about.		
I shared my learning goals with someone.		

images: public domain.

Plan and Ideate: Local History Sources

Sources of Local Information

Your sources will vary depending on what you're researching. While print and web resources are useful, people in your local community are also valuable sources of information. Parents, Elders, and workers at different organizations may be able to help you. You can tell them about your project and prepare questions to ask them. You can record your interviews using an audio recorder, text to speech software, in writing, etc.

REMEMBER: It is important to keep track of **WHERE** or **WHO** you get information from! Think about how you will record your findings.

1. If possible, visit the place or contact the person you want to learn more about. You may also be able to contact the people responsible for taking care of the locations in the past/present OR the relatives of the person you're studying.
2. Local media: radio stations, t.v. stations, movies, or videos made in your community
3. Your school or community library. If there is a librarian you may want to ask them to help you with your search. Librarians can help you find resources and determine keywords for searching. Old school yearbooks can sometimes be helpful resources from your local library.
4. Community members (Elders, Local storytellers, parents, museum workers, hunters, etc.)
5. Local Organizations (museums, landholding, government or community offices)
6. Maps or photos of places or people
7. Newspaper articles from the past or today
8. Community records or estate records.
9. Surveys
10. Religious organizations/churches
11. Local government websites or officials
12. Buildings, statues, and/or businesses



Plan and Ideate: Information about Places

Community Profiles and Portraits: Important Places

Name:

Location:

Who used the location in the 1980s?

What did they use the location for?

Who uses the location now (2021)?

Has the use of this location changed over time?

Why and for who is the place important too?

Is the place protected?

Is the place maintained by a person or organization?

Are there any landmarks or important features that distinguish the place?



Image source: Site Traditionnel Huron - Village Wendake. Eric Fortin,
CC BY-SA 3.0, [Via Wikimedia](#)



Plan and Ideate: Information about People

Community Profiles and Portraits: Prominent People

Here are some examples of information you may want to collect about the person you're studying. They are just meant to help you. You can collect other information that is interesting to you!

Name:

Born:

Died:

Early Life:

Job:

Hobbies:

Fun fact:

Early Life:

Major accomplishments:

Most known for:

Pictures:



Image source: Caricature of Pierre-Elliott Trudeau © Steve Gukon, Illustration sous licence Creative Commons by-sa-2.5



Plan and Ideate: Local History Project Planner

Name(s): _____

Date: _____

My local person or place is:	
I will make a : (Video, presentation, piece of art, etc.)	
I will use the following digital tools: (Book creator, ipad recording, google draw, etc.)	
What I already know about my topic:	
What I want to learn about my topic	
What information would people from other places find interesting? This is information I should include!	
Sources of local Information that I plan on exploring.	
How would I feel most comfortable sharing my project with others?	
How will I keep track of my findings?	



Project Planner

Name(s): _____

Date: _____



Question:

What do I know?

What do I need to know?

Where do I need to look?

How will I present it?



Research Planner

Name(s): _____

Date: _____

1. What do I want to know more about?	2. Where will I find the information?
	Places where I can find more information?
3. How will I organize my information?	4. How will I show my findings?
	What materials do I need?
	Who do I need to help me?



Plan and Ideate Assessment: Student-Self Reflection

Criteria: Standards of Performance	Take a moment to reflect. Share your thoughts with someone in writing or make an audio recording of your reflections.
I narrowed my topic down into a manageable project.	
I can identify my research steps and have set time goals in which to accomplish them.	
I have identified sources of information for local history.	
I have identified a project type.	
I have identified that online or material tools I will need to complete my project.	



Conducting an Interview

Interviewer(s): _____

Date: _____

Interviewee(s): _____

Interview topic:



What do I want to find out?

Make a list of the information you would like to find out on the lines below.



How can I ask it as a question?

Turn each item on your list into a question that you could ask during an interview.

Short Answer Questionnaire

Date: _____

Interviewer(s): _____

Interviewee(s): _____



Question 1:

Answer 1:

Question 2:

Answer 2:

Question 3:

Answer 3:



Yes - No Questionnaire

Interviewer(s): _____ Date: _____

Interviewee(s): _____

Questions

	Yes ✓	No x
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



Online Research: Keeping Track of Findings

Name: _____

Date: _____

Search Engine (eg. Google):	Keywords used:	
Internet URL Address 1: https://www._____ Key information found on this site: _____ _____ _____ _____ _____	Sketch and describe pictures that you may need for your presentation:	
	Saved photo as: _____	Saved photo as: _____
Internet URL Address 2: https://www._____ Key information found on this site: _____ _____ _____ _____ _____	Saved photo as: _____	Saved photo as: _____



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Tracking and Citing Sources

Resource 1:

Who created this information?

(Author, Illustrator, Creator, etc.)

What is the title?

(Title / Name of website)

What type of format?

(Book, Website, Pamphlet, Interview, etc.)

When was it created?

(Year of publication or creation)

Where did I find it?

(Library, Internet, etc.)

Is this resource reliable? Yes. No.

Resource 2

Who created this information?

(Author, Illustrator, Creator, etc.)

What is the title?

(Title / Name of website)

What type of format?

(Book, Website, Pamphlet, Interview, etc.)

When was it created?



(Year of publication or creation)

Where did I find it?

(Library, Internet, etc.)

Is this resource reliable? Yes. No.

Evaluate and Select Key Information: Student Self-Reflection

Take a moment to reflect.

Share your thoughts with someone in writing or make an audio recording of your reflections.

It is important to evaluate sources of information because . . .	
What are some ways you can evaluate sources of information?	
When selecting what information to include in your project, what was one thing you considered?	
Tell me a reason why you might decide not to include some of the information you collected in your project.	



What's the Medium?

Name(s): _____

Date: _____

Reminder: Before designing your final project, be sure you can answer the following questions:

- What is the purpose of the project?
- Who is the audience?
- How can I best showcase the local places or people I've decided to research?
- Is the project accessible to a variety of people? Can I use more than one medium to improve accessibility?

Brainstorm some ways that you could share your learning with others.

Orally- using your voice

Visually- using pictures or objects

Written- typing or writing words

Musically- using music or sounds

Symbolically- using signs or symbols

Physically- using movements, gestures or signs

Media-Related- using videos, slideshows, etc.

Final Selection(s):

Reasons for making this decision:



Use and Create: Summative Assessment

Student's name:

Project title:

ELA Competency 1: The student was able to construct meaning by applying appropriate reading strategies throughout the project. -The student completed research on their topic including information from written sources.	/ value
ELA Competency 2: The student was able to integrate their knowledge into their own writing, to communicate and construct meaning. The student made a clear plan and followed a writing/creation process. -The student completed writing tasks throughout their project. -The student created a project plan. -The student kept track of her/his sources in an organized manner. -The student had an editing/revising process	/ value
ELA Competency 3: The student followed a production process in order to communicate for a specific purpose. They were able to self-evaluate as a viewer and producer of media text. -The student completed research on their topic. -The student communicated or collaborated with others. -The student designed and evaluated their production for a specific purpose/audience -The student completed self-evaluations	/ value
ELA Competency 4: The student used language to learn, communicate, express and interact. -The student completed research on their topic including interviews. -The student communicated or collaborated with others.	/ value
Social Sciences: Competency 1 IO's Establish facts & Situate in time -The student established facts about people and places in their local community	/ value
Social Sciences: Competency 2 IO's: Determine Changes, Determine Continuities -The student is able to determine how the person or place has changed or remained constant over time.	
Social Sciences: Competency 3 IO's: Determine Similarities, Determine Differences -The student is able to perceive similarities and differences between people and places.	/ value
Art: Appreciation and Creation -The student appreciated art (photos, works) and used them as sources of information and/or -The student created art to express their understanding	
Digital Competency: Advanced knowledge when researching and creating. -Dimensions : Communication, Collaboration, Information Literacy, Innovation and Creativity, Content Production,, Inclusion of Diverse Needs, Critical Thinking	/ value

Key Strengths:



Next Learning Steps:

Evaluation

☐ Teacher:

☐ Peer:

☐ Self:

Date:



Criteria

☐

☐

☐

☐

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☐

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☐

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Description

Focus: Broad Areas of Learning:

Cross Curricular Competency:

Evaluation



Compare and Contrast

Name: _____

Date: _____

Different	Similar



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REFLECTING ON MY LEARNING

I am reflecting on: _____

Reflection question:

My reflection:

Teacher's Comments:

