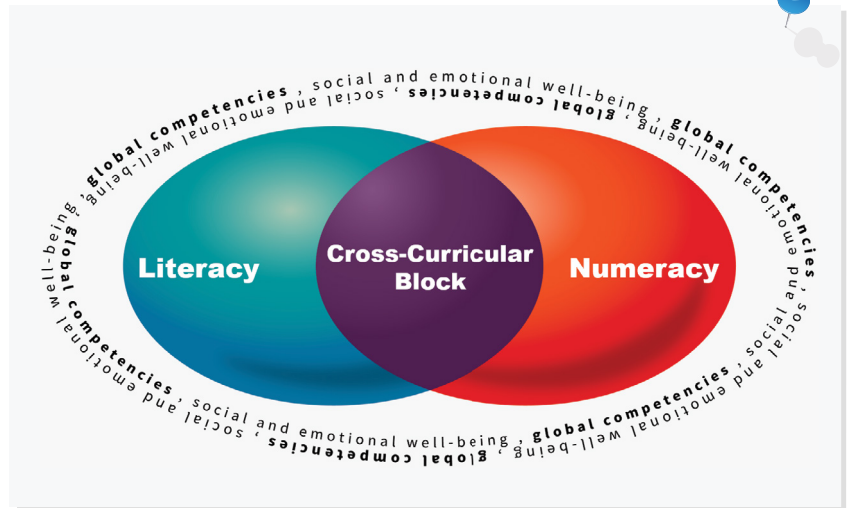


Grades 3–5 Cross-Curricular Block Guide

Introduction

For the 2020–21 school year for Grades 3–5 students in English Prime and French Immersion, approximately 60% of instructional time will be used to develop literacy and numeracy skills. The cross-curricular block for learning in other subject areas will be approximately 20% of instructional time, and the remaining 20% has been reserved as time to discuss and explore matters related to the children’s well-being and safety. These percentages should be regarded as fluid since there will be many natural and meaningful connections among learnings in literacy, numeracy and the cross-curricular block, and through support for social and emotional well-being.

The *Grades 3–5 Cross-Curricular Block Guide* outlines the prioritized learning in personal wellness, physical education, social studies, science, visual art, music, First Nation education, and applied technologies and provides a way to organize the learning through inquiry in the subject areas¹.



Literacy, numeracy and a cross-curricular block comprise the main areas of learning in Grades 3–5. Woven throughout the learning in these areas are social-emotional learning (SEL) and instruction in the NB Global Competencies.

Instruction and Assessment in the Cross-Curricular Block

This guide was designed in response to consultations with teachers who requested support for how to organize and prioritize learning in the cross-curricular block. It was developed for the delivery of instruction by a classroom teacher; however, if specialty teachers are available, they may use and augment the prioritized learnings that are in this guide.

The recommended instructional practices for the cross-curricular block include, but are not limited to:

- time to build relationships that foster and affirm identities;
- regular use of formative assessment;
- time to discover interests, passions, questions, and curiosities; and
- time to explore various sources of information which lead to questions and

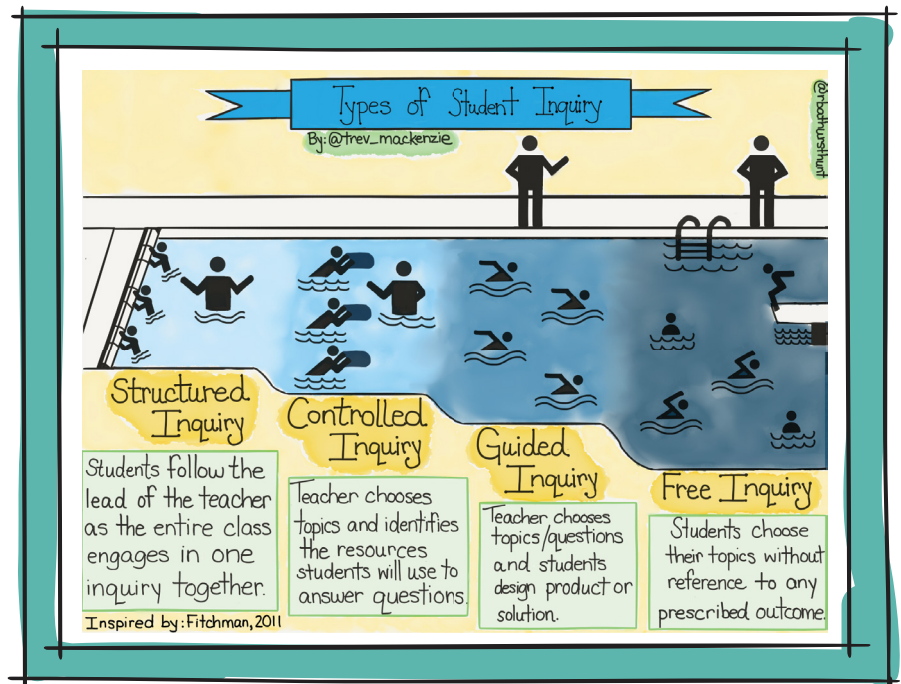
Language Learners

Language acquisition develops when supported intentionally in every subject area. Using scaffolds—subject-area word walls, graphic organizers, visuals, realia, or sentence frames—benefits *all* students and provides language learners with connections to content.

¹Technology Education for Grades 3–5 is not a discrete subject area; however, as technology is ubiquitous, learning is described within *Prioritized Learning by Subject Area*. French Second Language is considered literacy instruction; however, [Appendix A: French Immersion Resources](#), [Appendix B: FLORA Resources](#), and [Appendix C: Prioritized French Second Language Learning](#) provide information to highlight connections with the cross-curricular block.

The Inquiry Process

Inquiry is a process driven by essential questions (EQs) followed by developing a proposal and planning; exploring and researching; collecting learning evidence; creating an artifact of learning; and communicating learning to peers and wider audiences. Throughout the inquiry process, learners engage in a cycle of reflections and revisions and build new understandings, meanings, and knowledge. The learning is new (to the learner) and may be used to answer the EQs, to develop a solution, or to support a position or point of view. The learning is usually presented publicly and may result in some sort of action.



Leveraging skills developed in music, art, literacy, and numeracy, as well as the use of available technology, will support students' presentations of their learning.

The inquiry process is introduced successfully through a scaffolded approach in which the educator begins with **Structured Inquiry**, transitions to **Controlled Inquiry**, moves to **Guided Inquiry**, and, depending on the situation and the readiness of the learners, shifts to **Free Inquiry** (MacKenzie, 2016).

NB Global Competencies

The *Portrait of a Learner* states: "Learners need to develop global competencies to meet the shifting and ongoing demands of life, work, and learning; to be active and responsive in their communities; to understand and respect diverse perspectives; and, to act on issues of significance. These skills, sets of knowledge, and attitudes are transportable across disciplines and are required to take action to make life better for oneself and others" (p. 11).

The six New Brunswick global competencies will be developed through the subject-area learning and the inquiry process described in this document. The learning goals that inform assessment support the development of the competencies and learning in the subject areas.

The cross-curricular block provides a variety of learning experiences for learners to develop competency in:

- [Collaboration](#)
- [Communication](#)
- [Critical Thinking and Problem-Solving](#)
- [Innovation, Creativity, and Entrepreneurship](#)
- [Self-Awareness and Self-Management](#)
- [Sustainability and Global Citizenship](#)



First Nation Perspectives

As we adapt to our changing times, we will not lose sight of our commitments to the *Truth and Reconciliation Commission of Canada's Calls to Action*. All New Brunswick learners will develop an understanding of the impact of Indian Residential and Indian Day Schools and an appreciation for First Nation cultures, histories, and worldviews.

Objective 6 in the *Ten-Year Education Plan* commits us to ensure that First Nation languages and cultures are reflected in the curriculum and that the treaty relationship is understood and celebrated.

There is not a separate prescribed curriculum for First Nation learnings in Grades 3–5; however, learnings have been developed to align with outcomes in the other subject areas. A section for First Nation education has been provided within the prioritized subject area learnings. This will support educators to incorporate First Nation education and local Wabanaki content into learning in the cross-curricular block.

Assessment of Learning Goals in the Cross-Curricular Block

While it is informed by current subject-area curriculum, **there is only one set of learning goals for evaluation of learning in the cross-curricular block**. This common set of learning goals provides flexibility for educators and learners to explore subject area skills and knowledge through the inquiry process. Grades 3–5 report cards will feature a section for *Cross-Curricular Learning* with evaluation for *Research*, *Collaborate*, *Subject-area Skills and Knowledge*, and *Share and Present* on the 1–4 scale. Report cards will include an anecdotal space for teachers to describe the learning during that reporting period. See [Appendix D: Rubrics for Assessment](#).

For all grade levels, the learning goals for the cross-curricular block for the 2020–21 school year are as follows:

Evaluation Area	Learning Goals for the Cross-Curricular Block
Research	Ask open questions
	Recognize patterns
	Use texts (oral, written, multi-media, music, art, graphs, etc.) to deepen learning
Collaborate	Draw ideas from self, peers, and the world
	Contribute to investigations and project work
Use of Subject-Specific Learning	Use subject-specific skills and knowledge
Share and Present	Present findings (ideas, learnings, solutions, etc.)
	Take action to sustain and care for self, peers, and communities



Flexibility for Instructional Decisions

This guide outlines the prioritized learning in subject areas and provides one set of learning goals for the cross-curricular block. It also gives educators ideas to initiate and focus cross-curricular learning. It is not a replacement for the prescribed curricula and, if helpful, educators may refer to the full curriculum guides for information and suggestions about teaching and learning. Links have been embedded in the subject area titles for ease of access.

The ultimate goal is for learners to develop skills, knowledge, attitudes, and global competencies by engaging in authentic learning experiences; therefore, with their knowledge of pedagogy, and the engagement of their students, educators have the flexibility to use the ideas and suggestions to design instruction in the cross-curricular block to best respond to their contexts. Professional Learning Communities (PLCs) and co-planning will facilitate planning and help ensure consistency within and across grade levels.

How to Use the Cross-Curricular Block Guide

This guide contains two sections for each grade level: *Prioritized Learning by Subject Area* and *Inquiry Framework Yearly Theme*.

Prioritized Learning by Subject Area

This section lists the prioritized subject area learning. These should inform a balance of learning in all areas and may be used to guide school decisions about approaches to the cross-curricular block. The term prioritized is used to indicate that these are not exclusive and may be augmented by remaining outcomes in the prescribed curriculum documents, should time permit. For ease of use:

- subject area titles are linked to the prescribed curriculum documents;
- subject-specific learnings have been numbered;
- First Nation Education learnings which align with subject area outcomes have been lettered; and
- a coded, cross-curricular reference grid for each grade level is provided in the appendices.

Inquiry Framework Yearly Theme

Each grade level has an inquiry framework with a unique theme as an overarching idea for the year. The theme is divided into three focus areas which will help teachers organize the school year. Each focus area is explored with essential questions which drive the inquiry process. The focus area and EQs provide an avenue for teachers to help students develop and demonstrate the learning goals, including the use of the prioritized subject area learning.



Yearly Theme

FOCUS AREA

The focus area and big ideas statement(s) narrow the learning to be generated by the inquiry process.



ESSENTIAL QUESTIONS

These questions can be used as a mechanism to draw learners into the learning. Through discussions and brainstorming, educators can develop further questions with learners to drive the inquiry process.



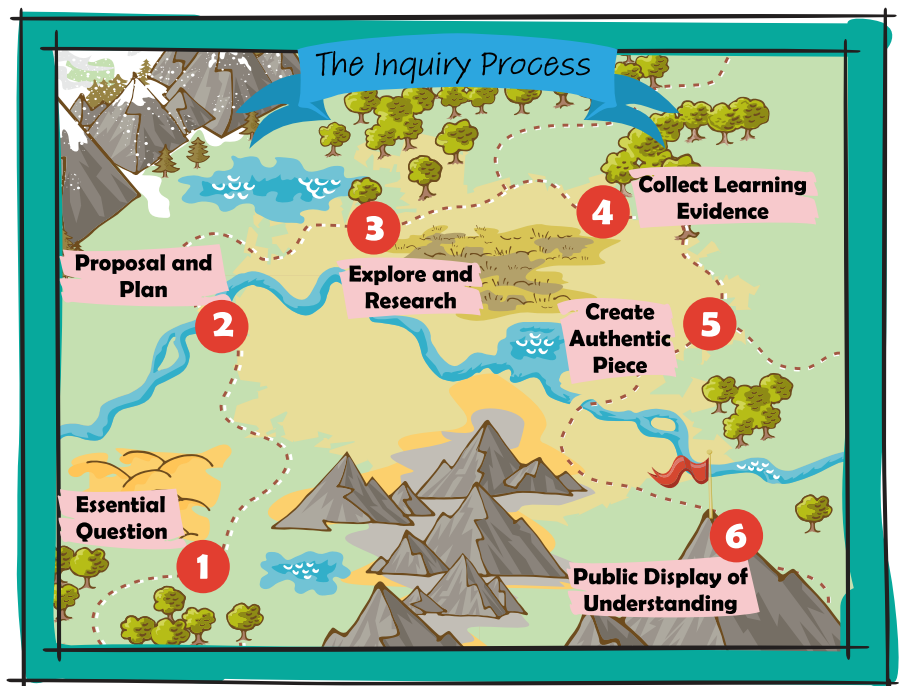
RELATED PRIORITIZED SUBJECT AREA LEARNING

The essential questions will lead to learning in the subject areas. The learning that corresponds with the outcomes and First Nation Education learnings listed in the *Prioritized Learning by Subject Area* section is coded with numbers and letters, respectively. Questions generated by learners and subsequent inquiry may expand this list.



The teacher leads students through the inquiry process to:

1. explore the essential questions;
2. develop a proposal and plan;
3. explore ideas and do research;
4. collect learning evidence;
5. create an artifact of learning; and
6. communicate learning to peers and wider audiences.



Inspired by: MacKenzie, 2016

Grade 3 Prioritized Subject Area Learning

The following is a list of prioritized learning for Grade 3 for the 2020–21 academic year. These will not be assessed discretely but will inform teachers about the learning that can be developed through the inquiry process and will be used to evaluate a student's overall ability to *use subject-specific learnings* (see [Assessment of Learning Goals of the Cross-Curricular Block](#)). Although there is no specific Grade 3 prescribed curriculum for First Nation education and applied technologies, prioritized learnings in these areas have been included to highlight opportunities for teaching and learning.

Personal Wellness

The aim of the personal wellness for Grades 3–5 is to enable learners to make informed healthy choices, to develop behaviours that contribute to the well-being of themselves and people in their lives, and to plan for their futures.

Health

1. Recognize the importance of healthy habits that contribute to improved health and wellness.
2. Use strategies to talk about emotions, build friendships and resolve conflicts.
3. Describe qualities that make each person unique and valuable.
4. Demonstrate ways to promote safety.

Career Development

5. Explore interests, skills, strengths, and personal qualities necessary to build a positive self-concept.
6. Recognize the importance of work and that there is a variety of work available to meet societal needs.

Physical Education

The primary purpose of physical education is to help learners develop the skills, knowledge, and attitudes necessary for participating in many different forms of physical activity so that they maintain a physically active lifestyle into and throughout adulthood. Physical education focuses on the development of fundamental movement skills, movement concepts and strategies, and personal and social skills.

1. Apply emotional and social skills to the learning and performance of physical activity.
2. Combine a variety of fundamental locomotor and manipulative skills.
3. Apply physical fitness concepts and principles to improve well-being and performance.
4. Explore movement concepts by trying various games and dances from a variety of cultures.

Instruction of the prioritized physical education outcomes may be part of the learning in the inquiry process but, to ensure learners receive instruction in the physical education outcomes, educators will need to embed chunks of time ('body breaks') to focus on skill development throughout the day. This will serve a dual purpose of increasing well-being and improving focus.

Social Studies

Social studies in Grade 3 focuses on applying the skills introduced in the *You and Your World* curriculum on a larger scale, with the theme of *provincial identity*. Applying these concepts in a provincial context will help learners expand their views and become more aware of the diversity, cultural richness, and uniqueness of their own province.

1. Examine the diverse peoples in their province.
2. Examine how peoples in their province express culture.
3. Take age-appropriate action to promote positive interactions among people.
4. Examine the purpose, function, and structure of governments in their province.
5. Examine the rights and responsibilities of citizens and others in a democracy.
6. Demonstrate an understanding of how citizens participate in public decision making.
7. Examine where people live and how people make a living in their province.
8. Describe the major physical features, climates, and vegetation of their province and the Atlantic region.

Social studies skills are helpful when investigating civics, history, and geography. More information can be found in [Appendix E: Social Studies Skills](#).

Science

The focus is on learners using science skills. They will use their developing science skills to explore the **interconnections and relationships between the living world (plants and animals) and the physical environment (soils)**. Through inquiry, they will develop their ideas about structure and function, relationships, and interactions. They will learn to see their community as an ecosystem. See [Appendix F: Science and Technology](#).

1. Develop the skills required for scientific and technological inquiries, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions (scientific literacy).
 - Ask questions about objects and events in their immediate environment and develop ideas about how those questions might be answered.
 - Observe materials and events in their immediate environment and record the results.
 - Identify patterns and order in objects and events studied.
 - Consider their observations and their own ideas when drawing a conclusion.
 - Collaborate with peers while exploring and investigating.
 - Communicate ideas about their explorations using appropriate science vocabulary.
2. Develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology (STSE).
 - Follow guidelines for safe use of equipment to conduct a scientific and technological investigations.
 - Undertake personal actions to care for their immediate environment.

Visual Art

Through the visual arts, learners will continue to develop their skills and strategies to create and understand the world. They will learn awareness, appreciation, and understanding of personal life experiences and events in the past and present.

1. Using a variety of media, apply elements (the "what") and principles of art (the "how") to art making.
 - Elements may include line, colour, shape, form, space, value, and texture.
 - Principles may include balance, variety, unity, repetition, pattern, hierarchy, proportion, scale, emphasis, contrast, movement, rhythm, proximity, and alignment.
 - Media may include drawing, painting, printmaking (stencil, stamp, relief printing, etc.), mixed media (collage, assemblage of natural materials, etc.), and three-dimensional (sculpture, clay, paper maché, etc.).
2. Use critical viewing to distinguish and respond to elements of visual art.
3. Construct critical awareness for the value of visual art in history and culture.

Music

While being engaged in music activities, learners learn more than music content and skills. As with any creative endeavour, many thought processes, learning strategies, and ways of expression are refined and transferred to other aspects of life. Like other art forms, music offers unique experiences from which a better understanding of the world can emerge. Learners who are engaged in music can develop a comprehensive awareness, appreciation, and understanding of personal life experiences and events.

The performance of music is an integral part of any comprehensive music program. Educators must continually work at balancing the delivery of the music program between performance and non-performance learning activities.

1. Create, rehearse, and sing/play music drawing from new concepts, elements of music, structural devices and multiple genres.

- New concepts include:

♦ d1 – l – s – m – r – d – l1 – s1

♦ ti-tica tica-ti whole note dotted half note whole rest



- Elements may include melody, harmony, beat, rhythm, dynamics, tempo, timbre, texture, articulation, etc.
 - Structural devices include ABA form as well as previously learned forms.
2. Use active listening to distinguish and respond to the elements of music.
 3. Construct critical awareness of the value of music in history and culture.

First Nation Education

The purpose of First Nation education is to build intercultural understanding and mutual respect between Indigenous and non-Indigenous learners through an exploration of what it means to be in a treaty relationship. The following learnings are aligned to outcomes in other curricular areas. They are listed to support teachers to include First Nation history, culture, worldviews, and ways of being in the cross-curricular activities.

- a. Describe the main elements of treaties.
- b. Explain how respect and promise are important elements of family life and treaty making.
- c. Explore the meaning of treaties from different perspectives.
- d. Demonstrate an understanding of the importance of respect, honour, and being connected to the creation of the Wabanaki Confederacy.
- e. Investigate the importance of the family in Indigenous cultures.
- f. Identify patterns that show the interdependence of all living things.
- g. Show how storytelling connects people to the past and each other.
- h. Demonstrate an understanding of the importance of waterways and bodies of water for Indigenous peoples.
- i. Examine the positive and negative impacts on the environment caused by development.

The following resources contain a series of cross-curricular lesson plans, as well as associated learning materials.

- [K-12 Visual Arts](#)
- [K-12 Literacy](#)
- [Office of First Nation Education One Site](#)
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)

Applied Technologies

Technology is associated with science in K-5. While science is concerned with the natural world, technology is concerned with the built world (See [Appendix F: Science and Technology](#)). There is no dedicated curriculum for applied technologies at the Grades 3-5 level; however, through the inquiry process as learners tinker, create, invent, and innovate, there will be many opportunities to develop **practical applied technology skills**, including using tools, materials, and information communication technology; describing specific problems; considering solutions and ways to put an idea into action; and creating simple technical drawings that include views of objects and alternate representations, such as physical models.



Grade 3 Inquiry Framework Yearly Theme: Living Well, Together

See [Appendix G: Grade 3 Cross-Curricular Reference Grid](#)



Living Well, Together

FOCUS AREA



A Healthy and Happy Life

Personal habits, creative expression, and care for the community are important to a happy and healthy life.

ESSENTIAL QUESTIONS



How can we develop habits to live well?

How is creativity important to a happy and healthy life?

How do my communities help people live together?

RELATED PRIORITIZED SUBJECT AREA LEARNING



- Personal Wellness (1, 2, 4 and 5)
- Physical Education (1, 2, 3 and 4)
- Science (1 and 2)
- Visual Art (1)
- Music (1)

- Personal Wellness (1, 5 and 6)
- Social Studies (2)
- Visual Art (2 and 3)
- Music (2 and 3)
- First Nation Education (g)

- Personal Wellness (2, 3 and 6)
- Physical Education (4)
- Social Studies (1, 2, 4, 5 and 6)
- Science (1 and 2)
- Visual Art (3)
- Music (1 and 3)
- First Nation Education (b, c, d, e and g)



 **Living Well, Together**

FOCUS AREA



Structure of Community

Communities have ecological and social structures. They change. Living well together requires empathy, respect, and care for the life that is supported in our communities.

ESSENTIAL QUESTIONS



What is community?

What is the relationship between nature and community?

What is the relationship between culture and community?

RELATED PRIORITIZED SUBJECT AREA LEARNING



- Personal Wellness (2, 3, 4 and 6)
- Social Studies (1, 3, and 7)
- Science (1 and 2)
- Visual Art (3)
- Music (3)
- First Nation Education (b, d and e)

- Personal Wellness (4)
- Social Studies (7 and 8)
- Science (1 and 2)
- Visual Art (2)
- First Nation Education (f, h and i)

- Personal Wellness (4)
- Physical Education (4)
- Social Studies (1, 2, 7 and 8)
- Visual Art (3)
- Music (3)
- First Nation Education (c and g)



 **Living Well, Together**

FOCUS AREA



Sustaining Healthy Communities

Communities are habitats. The actions we take and the way we organize have impact on the health of our communities. We can make design decisions that will have positive results for living well together, today and in the future.

ESSENTIAL QUESTIONS



How can we use our strengths, skills and interests to make our communities better?

What are the rights and responsibilities of citizens (and others) in a democracy?

How can we improve the design of a public space in our community to make it sustainable?

RELATED PRIORITIZED SUBJECT AREA LEARNING



- Personal Wellness (1, 2, 3, 4, 5 and 6)
- Social Studies (1, 3 and 6)
- Science (1 and 2)
- Visual Art (1, 2 and 3)
- Music (1, 2 and 3)
- First Nation Education (b)

- Personal Wellness (1, 2 and 4)
- Social Studies (4, 5 and 6)
- Science (1 and 2)
- First Nation Education (a, c and d)

- Personal Wellness (4 and 6)
- Social Studies (3 and 8)
- Science (1 and 2)
- Visual Art (1 and 3)
- Music (3)
- First Nation Education (f)

4 Grade 4 Prioritized Subject Area Learning

The following is a list of prioritized learning for Grade 4 for the 2020–21 academic year. These will not be assessed discretely but will inform teachers about the learning that can be developed through the inquiry process and will be used to evaluate a student’s overall ability to *use subject-specific learnings* (see [Assessment of Learning Goals of the Cross-Curricular Block](#)). Although there is no specific Grade 4 prescribed curriculum for First Nation education and applied technologies, prioritized learnings in these areas have been included to highlight opportunities for teaching and learning.

Personal Wellness

The aim of the personal wellness for Grades 3–5 is to enable learners to make informed healthy choices, to develop behaviours that contribute to the well-being of themselves and people in their lives, and to plan for their futures.

Health

1. Use strategies for regulating emotions and for helping others manage their emotions.
2. Build healthy relationships by showing empathy and appreciation and by using healthy communication strategies.
3. Examine the importance of healthy habits that contribute to improved health and wellness.
4. Apply strategies to resolve conflict.

Career Development

5. Link interests, skills, strengths, and personal qualities to a positive self-concept.
6. Explain positive habits at school that are transferable to the workplace.

Physical Education

The primary purpose of physical education is to help learners develop the skills, knowledge, and attitudes necessary for participating in many different forms of physical activity so that they maintain a physically active lifestyle into and throughout adulthood. Physical education focuses on the development of fundamental movement skills, movement concepts and strategies, and personal and social skills.

1. Apply movement concepts in a variety of physical activities.
2. Apply emotional and social skills to the learning and performance of physical activity.
3. Explore combinations of fundamental locomotor skills and manipulative skills in various movement contexts.
4. Analyze physical fitness concepts and principles to improve well-being and performance.

Instruction of the prioritized physical education outcomes may be part of the learning in the inquiry process but, to ensure learners receive instruction in the physical education outcomes, educators will need to embed chunks of time ('body breaks') to focus on skill development throughout the day. This will serve a dual purpose of increasing well-being and improving focus.

Social Studies

Social studies in Grade 4 engages with the theme of *exploration* and includes both the concept of and motivations for exploration, as well as the impacts of exploration on people, places, and ideas. Learners will conduct their own explorations of physical, political, and human landscapes in Canada to more fully develop this concept.

1. Explore the concept of exploration.
2. Examine the stories of various explorers of land, ocean, space, and ideas.
3. Analyze factors that motivate exploration.
4. Evaluate the impact of exploration over time.
5. Describe the physical landscape of Canada.
6. Examine the human landscape of Canada.
7. Describe the political landscape of Canada.
8. Examine symbols associated with Canada's landscape.
9. Examine the relationship between humans and the physical environment.

Social studies skills are helpful when investigating civics, history, and geography. More information can be found in [Appendix E: Social Studies Skills](#).

Science

Learners investigate the ways humans adapt to a changing landscape and learn how rock and mineral characteristics help determine their use. They will use their developing science skills to explore the **properties of rocks, minerals, and erosion and discover Earth materials that make up their world**. They might examine the processes of erosion, transport, and deposition, and determine how wind, water, and ice reshape the landscape. They will learn to understand that **humans must use and replenish resources responsibly to sustain life in healthy ways on the planet**. See [Appendix F: Science and Technology](#).

1. Develop the skills required for scientific and technological inquiries, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions (scientific literacy).
 - Make predictions related to questions posed.
 - Record observations, descriptions and measurements of objects and events.
 - Develop sorting rules to group objects and events.
 - Consider their observations and their own ideas to draw conclusions.
 - Collaborate with peers while exploring and investigating.
 - Communicate ideas about their explorations using appropriate science vocabulary.
2. Develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology (STSE).
 - Follow guidelines for safe use of equipment to conduct a scientific and technological investigations.
 - Undertake personal actions to care for their community.

Visual Art


Through the visual arts, learners will continue to develop their skills and strategies to create and understand the world. They will learn awareness, appreciation, and understanding of personal life experiences and events in the past and present.

- Using a variety of media, apply elements (the "what") and principles of art (the "how").
 - Elements may include line, colour, shape, form, space, value, and texture.
 - Principles may include balance, variety, unity, repetition, pattern, hierarchy, proportion, scale, emphasis, contrast, movement, rhythm, proximity, and alignment.
 - Media may include drawing, painting, printmaking (stencil, stamp, relief printing, etc.), mixed media (collage, assemblage of natural materials, etc.), and three-dimensional (sculpture, clay, paper maché, etc.).
- Use critical viewing to distinguish and respond to elements of visual art.
- Construct critical awareness for the value of visual art in history and culture.

Music

While being engaged in music activities, learners learn more than music content and skills. As with any creative endeavour, many thought processes, learning strategies, and ways of expression are refined and transferred to other aspects of life. Like other art forms, music offers unique experiences from which a better understanding of the world can emerge. Learners who are engaged in music can develop a comprehensive awareness, appreciation, and understanding of personal life experiences and events.

The performance of music is an integral part of any comprehensive music program. Educators must continually work at balancing the delivery of the music program between performance and non-performance learning activities.

- Create, rehearse, and sing/play music drawing from new concepts, elements of music, structural devices and multiple genres.
 - New concepts include:
 - ◆ d1 - t - l - s - f - m - r - d - t1 - l1 - s1
 - ◆ ti st
- 
- Elements may include melody, harmony, beat, rhythm, dynamics, tempo, timbre, texture, articulation, etc.
 - Structural devices include rondo, theme and variation, as well as previously learned forms.

- Use active listening to distinguish and respond to the elements of music.
- Construct critical awareness of the value of music in history and culture.

First Nation Education

The purpose of First Nation education is to build intercultural understanding and mutual respect between Indigenous and non-Indigenous learners through an exploration of what it means to be in a treaty relationship. The following learnings are aligned to outcomes in other curricular areas. They are listed to support teachers to include First Nation history, culture, worldviews, and ways of being in the cross-curricular activities.

- a. Identify the consequences of exploration and development on the environment.
- b. Recognize the importance of the natural environment for Indigenous people.
- c. Explore Indigenous technologies and innovations.
- d. Examine Mi'kmaq, Wolastoqey and Peskotomuhkati ways of living throughout time.
- e. Describe the importance of respecting the treaty relationship.
- f. Describe the significance of Indigenous rights to self-determination.
- g. Explore what it means to be in a treaty relationship.
- h. Describe changes in lifestyles of Wabanaki peoples before and after the arrival of European settlers.

The following resources contain a series of cross-curricular lesson plans, as well as associated learning materials.

- [K-12 Visual Arts](#)
- [K-12 Literacy](#)
- [Office of First Nation Education One Site](#)
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)

Applied Technologies

Technology is associated with science in K-5. While science is concerned with the natural world, technology is concerned with the built world (See [Appendix F: Science and Technology](#)). There is no dedicated curriculum for applied technologies at the Grades 3-5 level; however, through the inquiry process as learners tinker, create, invent, and innovate, there will be many opportunities to develop **practical applied technology skills**, including using tools, materials, and information communication technology; describing specific problems; considering solutions and ways to put an idea into action; and creating simple technical drawings that include views of objects and alternate representations, such as physical models.



Grade 4 Inquiry Framework Yearly Theme: Knowing the World

See [Appendix H: Grade 4 Cross-Curricular Reference Grid](#)



Knowing the World

FOCUS AREA



Making Our World a Better Place to Live

All actions have reactions, and human choices and developments impact the world we live in.

ESSENTIAL QUESTIONS



How do human activity and environment affect each other?

How have developments in technology impacted social and cultural lives?

Which resources make a better world for individuals and communities?

RELATED PRIORITIZED SUBJECT AREA LEARNING



- Personal Wellness (1 and 5)
- Physical Education (1, 2 and 4)
- Social Studies (1, 2, 3, 4, 5 and 9)
- Science (1 and 2)
- First Nation Education (a, d and h)

- Personal Wellness (2, 5 and 6)
- Physical Education (3 and 4)
- Social Studies (2 and 4)
- Science (1 and 2)
- Visual Art (2)
- Music (2)
- First Nation Education (b, c, and h)

- Personal Wellness (1 and 3)
- Physical Education (3 and 4)
- Social Studies (3)
- Science (1 and 2)
- Visual Art (3)
- Music (3)
- First Nation Education (e)



Knowing the World

FOCUS AREA



Exploring Ideas, Cultures and Values

Knowing, understanding and valuing ourselves helps us to know, understand and value others.

ESSENTIAL QUESTIONS



How can understanding culture help us live better?

What are my values and why do they matter? How do I express my values?

How has the interactions of cultures influenced or changed life?

RELATED PRIORITIZED SUBJECT AREA LEARNING



- Personal Wellness (2)
- Physical Education (2)
- Social Studies (Outcomes 3, 4, 5, 6 and 7)
- Visual Art (Outcomes 2 and 3)
- Music (Outcomes 2 and 3)
- First Nation Education (b, c, and h)

- Personal Wellness (1, 2, 3, 4, 5 and 6)
- Physical Education (2)
- Social Studies (7 and 9)
- Visual Art (1)
- Music (2 and 3)
- First Nation Education (e and g)

- Personal Wellness (2)
- Physical Education (1)
- Social Studies (2, 3, 4, 6 and 9)
- Visual Art (3)
- Music (3)
- First Nation Education (b, d, g and h)



Knowing the World

FOCUS AREA



Thinking About the Past, Looking to the Future

Canadians have diverse backgrounds and histories. Developments impact our life today and our choices can have a positive influence on future generations.

ESSENTIAL QUESTIONS



How has the past influenced our world?

What do you predict the world will be like in the future?

RELATED PRIORITIZED SUBJECT AREA LEARNING



- Social Studies (2, 3, 4, 5, 6, 7 and 9)
 - Science (1 and 2)
 - Visual Art (3)
 - Music (3)
 - First Nation Education (c, d and h)
-
- Personal Wellness (6)
 - Social Studies (2, 3, 4, 5, 6, 7 and 9)
 - Science (1 and 2)
 - First Nation Education (f)



Grade 5 Prioritized Subject Area Learning

The following is a list of prioritized learning for Grade 5 for the 2020–21 academic year. These will not be assessed discretely but will inform teachers about the learning that can be developed through the inquiry process and will be used to evaluate a student’s overall ability to *use subject-specific learnings* (see [Assessment of Learning Goals of the Cross-Curricular Block](#)). Although there is no specific Grade 5 prescribed curriculum for First Nation education and applied technologies, prioritized learnings in these areas have been included to highlight opportunities for teaching and learning.

Personal Wellness

The aim of the personal wellness for Grades 3–5 is to enable learners to make informed healthy choices, to develop behaviours that contribute to the well-being of themselves and people in their lives, and to plan for their future.

Health

1. Assess personal health habits and their relationship to wellness.
2. Identify sources and signs of stress and ways to manage it.
3. Demonstrate ways to regulate emotional reactions.
4. Describe empathetic responses and their impact on interpersonal relationships.
5. Analyze how appreciation of diversity enhances community relationships.
6. Analyze strategies to deal with conflict across a variety of interpersonal relationships.

Career Development

7. Describe the way jobs change over time in response to society’s needs.
8. Investigate specific careers and their relatedness to personal skills and interests.

Physical Education

The primary purpose of physical education is to help learners develop the skills, knowledge, and attitudes necessary for participating in many different forms of physical activity so that they maintain a physically active lifestyle into and throughout adulthood. Physical education focuses on the development of fundamental movement skills, movement concepts and strategies, and personal and social skills.

1. Refine movement concepts with a variety of movement activities.
2. Apply physical fitness concepts and principles to construct personal wellness plans.
3. Apply combinations of fundamental locomotor skills and manipulative skills to more complex movement contexts.
4. Model emotional and social skills that apply to the learning and performance of physical activity.

Instruction of the prioritized physical education outcomes may be part of the learning in the inquiry process but, to ensure learners receive instruction in the physical education outcomes, educators will need to embed chunks of time ('body breaks') to focus on skill development throughout the day. This will serve a dual purpose of increasing well-being and improving focus.

Social Studies

Social studies in Grade 5 focuses on building the skills of historical thinking with the theme of *investigating past societies*. By using these skills to investigate past societies, learners will learn how historical narratives are created and develop a foundational understanding of Atlantic Canada's past.

1. Develop an understanding of how we learn about the past.
2. Explain how environment influenced the development of an ancient society.
3. Demonstrate an understanding of the diverse societies of First Nations and Inuit in what later became Canada.
4. Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada.
5. Examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada.
6. Illustrate the similarities and differences of past societies and your society.

Social studies skills are helpful when investigating civics, history, and geography. More information can be found in [Appendix E: Social Studies Skills](#).

Science

Materials in the world around us have properties that have led to them being used in certain ways. Learners will use their developing science skills to **study properties** (e.g., buoyancy, hardness, solubility, texture, transparency, and electrical and thermal conductivity) of materials; **how properties are used to identify materials, and how substances can be changed physically and chemically to display new properties**. Learners will come to understand there are a variety of properties in the materials they see and use in their daily lives and develop an awareness of the **role of energy** (e.g., elastic, heat, light, and electric) in enabling changes in materials. See [Appendix F: Science and Technology](#).

1. Develop the skills required for scientific and technological inquiries, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions (scientific literacy).
 - Identify and control major variables in investigations.
 - Develop plans to investigate questions or solve practical problems.
 - Collect qualitative and quantitative observations that are relevant to a given question or problem.
 - Compile data by hand or using digital technologies in a variety of formats (e.g., frequency tallies, tables, and bar graphs).
 - Collaborate with peers to develop and carry out a plan.
 - Communicate ideas about their investigations using appropriate science vocabulary.
2. Develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology (STSE).
 - Follow guidelines for safe use of equipment to conduct a scientific and technological investigations.
 - Undertake personal actions to care for their community.

Visual Art

Through the visual arts, learners will continue to develop their skills and strategies to create and understand the world. They will learn awareness, appreciation, and understanding of personal life experiences and events in the past and present.

- Using a variety of media, apply elements (the "what"), and principles of art (the "how").
 - Elements may include line, colour, shape, form, space, value, and texture.
 - Principles may include balance, variety, unity, repetition, pattern, hierarchy, proportion, scale, emphasis, contrast, movement, rhythm, proximity, and alignment.
 - Media may include drawing, painting, printmaking (stencil, stamp, relief printing, etc.), mixed media (collage, assemblage of natural materials, etc.), and three-dimensional (sculpture, clay, paper maché, etc.).
- Use critical viewing to distinguish and respond to elements of visual art.
- Construct critical awareness for the value of visual art in history and culture.

Music

While being engaged in music activities, learners learn more than music content and skills. As with any creative endeavour, many thought processes, learning strategies, and ways of expression are refined and transferred to other aspects of life. Like other art forms, music offers unique experiences from which a better understanding of the world can emerge. Learners who are engaged in music can develop a comprehensive awareness, appreciation, and understanding of personal life experiences and events.

The performance of music is an integral part of any comprehensive music program. Educators must continually work at balancing the delivery of the music program between performance and non-performance learning activities.

- Create, rehearse, and sing/play music drawing from new concepts, elements of music, structural devices and multiple genres.
 - New concepts include:
 - 2-part singing/playing
 - 6/8 time
 - Dotted quarter + eighth note
 - Major scale
 - Key signatures: C, F and G major
 - Eighth note + quarter + eighth note: syncopation



- Elements may include melody, harmony, beat, rhythm, dynamics, tempo, timbre, texture, articulation, etc.
 - Structural devices include bridge and coda, as well as previously learned forms.
- Use active listening to distinguish and respond to the elements of music.
 - Construct critical awareness of the value of music in history and culture.

First Nation Education

The purpose of First Nation education is to build intercultural understanding and mutual respect between Indigenous and non-Indigenous learners through an exploration of what it means to be in a treaty relationship. The following learnings are aligned to outcomes in other curricular areas. They are listed to support teachers to include First Nation history, culture, worldviews, and ways of being in the cross-curricular activities.

- a. Explore how Indigenous peoples used the land in the past.
- b. Describe how lifestyles change over time and how this can have positive and negative implications.
- c. Recognize how Elders serve as knowledge keepers and the importance of story-telling.
- d. Explore the ongoing relationship between Indigenous peoples and the natural environment.
- e. Explore Wabanaki culture through art, music, dress, and design.
- f. Illustrate the similarities and differences of Wabanaki society in the past and today.
- g. Examine the role and contributions of contemporary Indigenous leaders.

The following resources contain a series of cross-curricular lesson plans, as well as associated learning materials.

- [K–12 Visual Arts](#)
- [K–12 Literacy](#)
- [Office of First Nation Education One Site](#)
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)

Applied Technologies

Technology is associated with science in K–5. While science is concerned with the natural world, technology is concerned with the built world (See [Appendix F: Science and Technology](#)). There is no dedicated curriculum for applied technologies at the Grades 3–5 level; however, through the inquiry process as learners tinker, create, invent, and innovate, there will be many opportunities to develop **practical applied technology skills**, including using tools, materials, and information communication technology; describing specific problems; considering solutions and ways to put an idea into action; and creating simple technical drawings that include views of objects and alternate representations, such as physical models.



Grade 5 Inquiry Framework Yearly Theme: Knowing the Past, Shaping the Future

See [Appendix I: Grade 5 Cross-Curricular Reference Grid](#)



Knowing the Past, Shaping the Future

FOCUS AREA



The Past Informs the Present

Connections exist between all aspects of life and actions can have both immediate and lasting effects. Human behaviour affects the security of the planet.

ESSENTIAL QUESTIONS



How do our choices affect our health, communities, and the planet?

How does where we are influence who we are?

How do we shape the land? How does the land shape us?

RELATED PRIORITIZED SUBJECT AREA LEARNING



- Personal Wellness (1, 3, 4, 5 and 6)
- Physical Education (1, 2 and 4)
- Social Studies (1, 4 and 5)
- Science (1 and 2)
- First Nation Education (b and d)

- Personal Wellness (2, 3 and 7)
- Physical Education (3)
- Social Studies (1, 2, 3 and 5)
- Science (1 and 2)
- Visual Art (3)
- Music (3)
- First Nation Education (a, d, and e)

- Personal Wellness (7 and 8)
- Physical Education (3)
- Social Studies (1, 2, 3 and 5)
- Science (1 and 2)
- Visual Art (2)
- First Nation Education (a and d)



Knowing the Past, Shaping the Future

FOCUS AREA



Preserving, Sustaining and Improving

Cultures, ideas, and systems are sustained across places and generations. Resources support social structures, natural environments, and quality of life now and in the future.

ESSENTIAL QUESTIONS



What is happening in our communities to preserve cultures and resources?

How can we sustain positive relationships?

How can we improve how we use what we have?

RELATED PRIORITIZED SUBJECT AREA LEARNING



- Personal Wellness (5, 6, 7 and 8)
- Social Studies (1, 2, 3, 4, 5 and 6)
- Science (1 and 2)
- Visual Art (1, 2 and 3)
- Music (1, 2 and 3)
- First Nation Education (a, c, d and e)

- Personal Wellness (2, 3, 4, 5 and 6)
- Physical Education (4)
- Visual Art (3)
- Music (3)
- First Nation Education (c and g)

- Personal Wellness (1 and 8)
- Physical Education (1, 2, 3 and 4)
- Science (1 and 2)
- Visual Art (1)
- Music (1 and 2)
- First Nation Education (b)



Knowing the Past, Shaping the Future

FOCUS AREA



Innovation and Creativity

Necessity encourages exploration creatively and innovation. Nature provides an inspiration for design and the property of materials determines how we will use them.

ESSENTIAL QUESTIONS



How did people in past and in current societies adapt to and use innovation and creativity to their advantage?

What can communities learn from natural systems to improve shared futures?

What is the connection between structure and function?

RELATED PRIORITIZED SUBJECT AREA LEARNING



- Personal Wellness (8)
- Physical Education (2)
- Social Studies (1, 2 and 6)
- Science (1 and 2)
- Visual Art (3)
- Music (3)
- First Nation Education (d, e, and f)

- Physical Education (2 and 3)
- Social Studies (2 and 6)
- Science (1 and 2)
- First Nation Education (c)

- Physical Education (3)
- Science (1 and 2)
- Visual Art (1)
- Music (1)
- First Nation Education (d)

Appendix A: French Immersion Resources

Grade 3 French Immersion:

Les questions d'enquête dans le plan annuel peuvent continuer à vous servir :

Essential Question: A Healthy and Happy Life

- Question d'enquête 1 : Comment mon individualité peut-elle contribuer à mon entourage?
- Question d'enquête 7 : Comment puis-je vivre ma vie au maximum?

Essential Question: Structure of Community

- Question d'enquête 2 : Qu'est-ce qui rend ma communauté/province riche et diverse?

Essential Question: Sustaining Healthy Communities

- Question d'enquête 5 : Quels rôles joue le gouvernement dans mon entourage?

Grade 4 French Immersion:

Les questions d'enquête dans le plan annuel peuvent continuer à vous servir :

Essential Question: Making our World A Better Place to Live

- Question d'enquête 1 : Comment puis-je faire une différence dans ma vie et dans la vie des autres?
- Question d'enquête 3 : Comment peut-on se servir des ressources de la terre de façon durable?

Essential Question: Exploring Ideas, Cultures, and Values

- Question d'enquête 5 : Pourquoi mon pays est-il riche et unique?
- Question d'enquête 7 : Comment le corps humain change-t-il au fil du temps ET Comment puis-je prendre soin de ma santé?

Essential Question: Thinking About the Past, Looking to the Future

- Question d'enquête 4 : Quelles importances ont les montagnes, les fleuves, les océans, les déserts et les îles pour les gens qui habitent différents continents?
- Question d'enquête 7 : Comment le corps humain change-t-il au fil du temps ET Comment puis-je prendre soin de ma santé?

Grade 5 French Immersion

Il n'y a pas de plan annuel pour la 5e année, point d'entrée 3e année. Tout ce qui est suggéré dans ce document peut être fait en immersion française. Référez à vos documents, et plans d'unités de 5e année pour vous guider. Il va falloir juger la capacité de vos élèves, et enseigner à leur niveau.

Appendix B: French Learning Opportunities for Rural Areas (FLORA) Resources

This program is designed to support learners in developing early oral communication, reading and writing skills in French. The electronic modules are intended to be part of a **blended learning environment** in which the use of technology is combined with effective second language classroom instruction. The electronic modules can be used on an interactive whiteboard (for educator-led instruction and modelling) and on tablets that learners can use in the classroom.

Exposure to the target language is important and determines if learners will develop language skills. Therefore, it is important to seek opportunities to integrate French into other subject areas and into the routines of the day outside of “French time.”

In Grade 3, there are also connections which can be made with the following modules of FLORA, if learners are at an appropriate level of linguistic readiness. Note that the Level 1, Module 3 suggestion and the music could be used with learners in their first year of French. FLORA pilot schools will have other learners who are ready for Level 3.

- Level 3, Module 4: Express likes and dislikes and personal preferences for activities in each season.
- Level 3, Module 5: French relaxation video designed to have a calming effect.
- Level 1, Module 3: Express feelings and emotions in French.
- All levels, Module 5: Numerous cross-curricular suggestions relating to music.
- Level 3, Module 1: Write and illustrate a story (in French) about family members’ occupations.



Appendix C: Prioritized French Second Language Learning

Grade 4: French Second Language for English Prime

For Grade 4 learners who would normally learn French in either Pre-Intensive French or Intensive French in a combined class, FLORA Level 1 suggestions would be appropriate, as would the suggested themes from Pre-Intensive or Intensive at Grade 4. Learners from the FLORA pilot sites may be able to move further into the other levels of the FLORA program. In New Brunswick, all learners should have the opportunity to learn French.

- **L'école et moi:** How would I describe myself? What are the subjects at school that I enjoy? What am I good at? (**FLORA Level 1, Module 4** Le sac à dos or **Level 4, Module 4** L'école – depending on how much French learners have previously learned).
- **La famille proche:** How do I understand the cultural importance of family? Who is in my family and what are the types of physical activities that my family enjoys?
- **Les grandes fêtes (Pre-IF)/Les fêtes et les célébrations (FLORA Level 4 Module 4):** What are the festivities and cultural celebrations that we celebrate (pluricultural perspective).
- **FLORA Level 4 Module 1 – La communauté:** What are the types of employment in my community? Where do people in my community work?

Grade 5: French Second Language: Intensive French/FLORA

Learners will be expected to:

- share personal information by using complete sentences and by asking and answering simple questions;
- participate in classroom routines conducted in French using phrases and expressions that are useful in many different situations (e.g., asking for repetition, clarification, position, and direction);
- relate personal experiences with some understanding of the present, past and future, and express feelings;
- share their preferences and interests with respect to familiar topics;
- listen to others' ideas and respond in simple sentences;
- ask and respond to a variety of simple questions;
- express opinions and give simple explanations for some of their opinions;
- participate in conversation and small group discussions, when linguistically prepared, recognizing their roles and responsibilities as speakers and listeners;
- use gestures and tone to help clarify and convey meaning in conversations and presentations;
- respond to and give simple directions or instructions;
- engage in simple oral presentations and respond to oral presentations of others;
- use some basic courtesies and conventions of conversations in group work; and
- show an awareness of the kinds of language appropriate to different situations and audience to the degree possible given their linguistic preparedness.

The specific learning outcomes for Intensive French are developed through a number of topics, including, but not limited to:

- travel and family, friends and self
- hobbies, interests and sports
- animals, pets, weather and seasons
- music
- school and community
- holidays, celebrations, calendar, health, food and nutrition
- travel within Canada

The modules below (in the FLORA program) connect to the identified essential questions:

Level 4, Module 1 – La routine du jour

Level 4, Module 2 – Les animaux

Level 4, Module 3 – La nourriture

Level 4, Module 4 – Des fêtes et des célébrations

Please note that instructional resources for the new, scaffolded version of FLORA modules (for online delivery) and for Grade 5 Intensive French will be available in MS Teams to support educators during the upcoming school year.



Appendix D: Rubrics for Assessment

Grade 3: Rubric for Assessment of Cross-Curricular Learning Goals

	Learning Goals	4 – Excelling The student consistently:	3 – Meeting The student often:	2 – Approaching The student occasionally:	1 – Working Below The student rarely:
Research	Ask open questions	generates questions that lead to further exploration.	generates questions that lead to further exploration.	generates questions that lead to further exploration.	generates questions that lead to further exploration.
	Recognize patterns	observes events, experiences, occurrences, and processes for repeated characteristics. groups information skillfully, according to repeated characteristics. applies grouped information thoughtfully in specific situations to solve problems.	observes events, experiences, occurrences, and processes for repeated characteristics. groups information according to repeated characteristics. applies grouped information in specific situations to solve problems.	observes events, experiences, occurrences, and processes for repeated characteristics. groups information independently, according to repeated characteristics. uses grouped information in specific situations to solve problems.	observes for repeated characteristics. groups information according to identified repeated characteristics. uses grouped information to solve problems.
	Use texts (oral, written, multi-media, music, art, graphs, etc.) to deepen learning	uses texts to: <ul style="list-style-type: none"> gain more knowledge about a specific topic; develop awareness of processes and procedures; and increase understanding of technical vocabulary. 	uses texts to: <ul style="list-style-type: none"> gain more knowledge about a specific topic; develop awareness of processes and procedures; and increase understanding of technical vocabulary. 	uses texts to: <ul style="list-style-type: none"> gain more knowledge about a specific topic; develop awareness of processes and procedures; and increase understanding of technical vocabulary. 	uses texts to: <ul style="list-style-type: none"> gain more knowledge about a specific topic; develop awareness of processes and procedures; and increase understanding of technical vocabulary.

	Learning Goals	4 – Excelling The student consistently:	3 – Meeting The student often:	2 – Approaching The student occasionally:	1 – Working Below The student rarely:
Collaborate	Draw ideas from self, peers, and the world	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. respectfully compares different viewpoints. thoughtfully explores new ideas.	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. compares different viewpoints. explores new ideas.	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. compares different viewpoints, with prompting. explores new ideas.	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. compares different viewpoints. explores new ideas.
	Contribute to investigations and project work	demonstrates a shared ownership of process and product. engages constructively and respectfully 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.	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.	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.	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.
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.	applies subject-specific vocabulary appropriate to purpose/content. uses subject-specific concepts appropriate to purpose/context.	applies subject-specific vocabulary appropriate to purpose/content. uses subject-specific concepts appropriate to purpose/context.	applies subject-specific vocabulary. uses subject-specific concepts.



	Learning Goals	4 – Excelling The student consistently:	3 – Meeting The student often:	2 – Approaching The student occasionally:	1 – Working Below The student rarely:
Share and Present	Present findings (ideas, learnings, solutions)	skillfully presents ideas in a manner that is: <ul style="list-style-type: none"> • clear; • concise; and • logical. 	presents ideas in a manner that is: <ul style="list-style-type: none"> • clear; • concise; and • logical. 	presents ideas in a manner that is either: <ul style="list-style-type: none"> • clear; and/or • concise; and/or • logical. 	presents ideas in a manner that is: <ul style="list-style-type: none"> • clear; and/or • concise; and/or • logical.
	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; and • find solutions to problems. respectfully considers audience unique backgrounds and needs. 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. 	follows guidelines for safety to: <ul style="list-style-type: none"> • carry out investigations; and • find solutions to problems. considers audience unique backgrounds and needs. 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. 	follows guidelines for safety to: <ul style="list-style-type: none"> • carry out investigations; and • find solutions to problems. considers audience unique backgrounds and/or needs. 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. 	follows guidelines for safety to: <ul style="list-style-type: none"> • carry out investigations; and • find solutions to problems. considers audience unique backgrounds and/or needs. demonstrates awareness of being an active citizen.

4



Grade 4: Rubric for Assessment of Cross-Curricular Learning Goals

Learning Goals	4 – Excelling The student consistently:	3 – Meeting The student often:	2 – Approaching The student occasionally:	1 – Working Below The student rarely:
Research	<p>Ask open questions</p> <p>generates questions that lead to further exploration.</p> <p>revises questions for different information gathering purposes including questions to guide inquiry.</p>	<p>generates questions that lead to further exploration.</p> <p>revises questions for different information gathering purposes including questions to guide inquiry.</p>	<p>generates questions that lead to further exploration.</p> <p>with prompting, revises questions for different information gathering purposes including questions to guide inquiry.</p>	<p>generates questions that lead to further exploration.</p> <p>shows understanding of different purposes for questions.</p>
	<p>Recognize patterns</p> <p>groups information skillfully according to repeated characteristics, including events; experiences; occurrences; and processes.</p> <p>applies grouped information thoughtfully in specific situations to solve problems.</p> <p>identifies comparative relationships; causal relationships; and chronological relationships.</p>	<p>groups information according to repeated characteristics, including events; experiences; occurrences; and processes.</p> <p>applies grouped information in specific situations to solve problems.</p> <p>identifies comparative relationships; causal relationships; and chronological relationships.</p>	<p>groups information according to repeated characteristics, including events; experiences; occurrences; and processes.</p> <p>applies grouped information in specific situations with support to solve problems.</p> <p>identifies comparative relationships; causal relationships; and chronological relationships.</p>	<p>groups information according to repeated characteristics.</p> <p>works with grouped information in specific situations to solve problems.</p> <p>identifies types of relationships.</p>
	<p>Use texts (oral, written, multi-media, music, art, graphs, etc.) to deepen learning</p> <p>uses strategies and an understanding of text features to:</p> <ul style="list-style-type: none"> gain more knowledge about a specific topic; develop awareness of processes and procedures; and increase understanding of technical vocabulary. <p>identifies relevant, dependable sources of information for various questions.</p> <p>locates main ideas skilfully in visual, oral and/or written sources.</p>	<p>uses strategies and text features to:</p> <ul style="list-style-type: none"> gain more knowledge about a specific topic; develop awareness of processes and procedures; and increase understanding of technical vocabulary. <p>identifies relevant, dependable sources of information for various questions.</p> <p>locates main ideas in visual, oral and/or written sources.</p>	<p>uses strategies and text features to:</p> <ul style="list-style-type: none"> gain more knowledge about a specific topic; develop awareness of processes and procedures; and increase understanding of technical vocabulary. <p>with prompting, identifies relevant, dependable sources of information for various questions.</p> <p>with prompting, locates main ideas in visual, oral and/or written sources.</p>	<p>uses texts to:</p> <ul style="list-style-type: none"> gain knowledge about a specific topic; follow processes and procedures; and learn technical vocabulary. <p>identifies sources of information for various questions.</p> <p>locates main ideas in visual, oral and/or written sources.</p>

	Learning Goals	4 – Excelling The student consistently:	3 – Meeting The student often:	2 – Approaching The student occasionally:	1 – Working Below The student rarely:
Collaborate	Draw ideas from self, peers, and the world	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. applies information. respectfully compares different viewpoints. thoughtfully explores new ideas.	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. applies information. compares different viewpoints. explores new ideas.	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. applies information. compares different viewpoints, with prompting. explores new ideas.	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. applies information. compares different viewpoints. explores new ideas.
	Contribute to investigations and project work	demonstrates a shared ownership of process and product. engages constructively and respectfully 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.	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.	demonstrates a shared ownership of process and product. with prompting, 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.	demonstrates a shared ownership of process and product. engages with peers by: <ul style="list-style-type: none"> • communicating; and/or • listening; and/or • negotiating conflict; and/or • providing feedback to peers. communicates pride in accomplishments when work is completed.
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.	applies subject-specific vocabulary appropriate to purpose/content. uses subject-specific concepts appropriate to purpose/context.	applies subject-specific vocabulary appropriate to purpose/content. uses subject-specific concepts appropriate to purpose/context.	applies subject-specific vocabulary. uses subject-specific concepts.



	Learning Goals	4 – Excelling The student consistently:	3 – Meeting The student often:	2 – Approaching The student occasionally:	1 – Working Below The student rarely:
Share and Present	Present findings (ideas, learnings, solutions)	<p>presents ideas in a skillful manner that is:</p> <ul style="list-style-type: none"> • clear; • concise; and • logical. 	<p>presents ideas in a manner that is:</p> <ul style="list-style-type: none"> • clear; • concise; and • logical. 	<p>presents ideas, with prompting, in a manner that is:</p> <ul style="list-style-type: none"> • clear; and/or • concise; and/or • logical. 	<p>presents ideas in a manner that is:</p> <ul style="list-style-type: none"> • clear; and/or • concise; and/or • logical.
	Take action to sustain and care for self, peers, and communities	<p>follows guidelines for safety to:</p> <ul style="list-style-type: none"> • carry out investigations; and • find solutions to problems. <p>respectfully considers audience's unique backgrounds and needs.</p> <p>acts age-appropriately as an active citizen by:</p> <ul style="list-style-type: none"> • being respectful; • contributing to their communities; • displaying good character; and • protecting others. 	<p>follows guidelines for safety to:</p> <ul style="list-style-type: none"> • carry out investigations; and • find solutions to problems. <p>considers audience's unique backgrounds and needs.</p> <p>acts age-appropriately as an active citizen by:</p> <ul style="list-style-type: none"> • being respectful; • contributing to their communities; • displaying good character; and • protecting others. 	<p>follows guidelines for safety, with prompting, to:</p> <ul style="list-style-type: none"> • carry out investigations; and • find solutions to problems. <p>considers audience's unique backgrounds and needs, with prompting.</p> <p>acts age-appropriately as an active citizen, with prompting, by:</p> <ul style="list-style-type: none"> • being respectful; • contributing to their communities; • displaying good character; and • protecting others. 	<p>follows guidelines for safety to:</p> <ul style="list-style-type: none"> • carry out investigations; and • find solutions to problems. <p>considers audience.</p> <p>demonstrates awareness of being an active citizen.</p>



Grade 5: Rubric for Assessment of Cross-Curricular Learning Goals

	Learning Goals	4 – Excelling The student consistently:	3 – Meeting The student often:	2 – Approaching The student occasionally:	1 – Working Below The student rarely:
Research	Ask open questions	consistently generates questions that lead to further exploration. asks questions or brainstorms solutions to a problem; applies ideas to unknown situations. formulates and revises questions skillfully for different information gathering purposes including questions to guide inquiry.	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.	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, with prompting.	generates questions that lead to further exploration. brainstorms solutions to a problem. formulates and/or revises questions to gather information.
	Recognize patterns	skillfully identifies repeated characteristics including events; experiences; occurrences; and processes. insightfully offers interpretations for comparative relationships; causal relationships; and chronological relationships.	observes for repeated characteristics including events; experiences; occurrences; and processes. offers interpretations for comparative relationships; causal relationships; and chronological relationships.	observes for repeated characteristics: events; experiences; occurrences; and processes. with prompting, offers interpretations for comparative relationships; causal relationships; and chronological relationships.	observes for repeated characteristics. able to offer interpretations for relationships.
	Use texts (oral, written, multi-media, music, art, graphs, etc.) to deepen learning	obtains information skillfully from reliable media to support results. uses multiple data sources (evidence) to confirm or refute a hypothesis or initial problem. locates the main ideas in unfamiliar visual, oral and written sources.	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.	obtains information from reliable media to support results. uses data (evidence) with prompting to confirm or refute a hypothesis or initial problem. locates the main ideas in familiar visual, oral and written sources.	obtains information from media; seldom 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.



	Learning Goals	4 – Excelling The student consistently:	3 – Meeting The student often:	2 – Approaching The student occasionally:	1 – Working Below The student rarely:
Collaborate	Draw ideas from self, peers, and the world	skillfully co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. analyzes information. respectfully integrates different viewpoints. thoughtfully analyzes new ideas.	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. applies information. compares different viewpoints. explores new ideas.	co-creates: <ul style="list-style-type: none"> • knowledge; • meaning; and • products. applies information, with prompting. compares different viewpoints, with prompting. explores new ideas.	co-creates: <ul style="list-style-type: none"> • knowledge; and/or • meaning; and/or • products. applies information, with prompting. compares different viewpoints. explores new ideas.
	Contribute to investigations and project work	demonstrates a shared ownership of process and product. engages constructively and respectfully 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.	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.	demonstrates a shared ownership of process and product. engages constructively with peers with prompting 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, with prompting, to contributions of their peers and the teacher. considers what their peers have to say before stating their opinion. discusses ideas with peers.	demonstrates a shared ownership of process and product. engages with peers by: <ul style="list-style-type: none"> • communicating; and/or • listening; and/or • negotiating conflict; and/or • 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.
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.	applies subject-specific vocabulary appropriate to purpose/content. uses subject-specific concepts appropriate to purpose/context.	applies subject-specific vocabulary appropriate to purpose/content. uses subject-specific concepts appropriate to purpose/context.	applies subject-specific vocabulary. uses subject-specific concepts.



Learning Goals	4 – Excelling The student consistently:	3 – Meeting The student often:	2 – Approaching The student occasionally:	1 – Working Below The student rarely:
Present findings (ideas, learnings, solutions)	communicates ideas skillfully using a variety of modes.	communicates ideas effectively using a variety of modes.	communicates ideas, with prompting, using a variety of modes.	communicates ideas.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Share and Present</p> <p>Take action to sustain and care for self, peers, and communities</p>	<p>follows guidelines for safety to:</p> <ul style="list-style-type: none"> • carry out investigations; • create innovative models or interpretations; and • find creative solutions to problems. <p>makes thoughtful decisions about possible actions.</p> <p>uses subject-specific knowledge thoughtfully when considering issues of concern to them and others.</p> <p>acts age-appropriately as an active citizen by:</p> <ul style="list-style-type: none"> • being respectful; • contributing to their communities; • displaying good character; and • protecting others. 	<p>follows guidelines for safety to:</p> <ul style="list-style-type: none"> • carry out investigations; • create models or interpretations; and • find solutions to problems. <p>makes decisions about possible actions.</p> <p>uses subject-specific knowledge when considering issues of concern to them and others.</p> <p>acts age-appropriately as an active citizen by:</p> <ul style="list-style-type: none"> • being respectful; • contributing to their communities; • displaying good character; and • protecting others. 	<p>follows guidelines for safety, with prompting, to:</p> <ul style="list-style-type: none"> • carry out investigations; • create models or interpretations; and • find solutions to problems. <p>makes decisions, with prompting, about possible actions.</p> <p>uses subject-specific knowledge when considering issues of concern to them and others.</p> <p>acts age-appropriately as an active citizen, with prompting, by:</p> <ul style="list-style-type: none"> • being respectful; • contributing to their communities; • displaying good character; and • protecting others. 	<p>follows guidelines for safety to:</p> <ul style="list-style-type: none"> • carry out investigations; and/or • create models and/or interpretations; and/or • find solutions to problems. <p>makes decisions about possible actions.</p> <p>uses subject-specific knowledge when considering issues of concern to them and others.</p> <p>demonstrates awareness of being an active citizen.</p>

Appendix E: Social Studies Skills

Citizenship thinking skills	Historical Thinking Skills	Geographical Thinking Skills
1. Articulate worldview	1. Establish historical significance	1. Determine spatial significance
2. Reason critically about causes and morality	2. Use primary source evidence	2. Investigate patterns and trends
3. Explain social organization and participation	3. Examine continuity and change	3. Examine interrelationships
4. Demonstrate democratic decision-making	4. Analyze cause and consequence	4. Develop geographical perspective
5. Develop capacity for civil discourse	5. Take historical perspectives	5. Employ evidence and interpretation
6. Assess the feasibility of change from social action and commitment.	6. Attempt to understand the ethical dimension of history	6. Engage in ethical judgment

All NB educators can sign up with their NBED email address for a free account at the [Critical Thinking Consortium](#). With this membership, educators can access materials to support teaching these concepts. Register [here](#).

Appendix F: Science and Technology

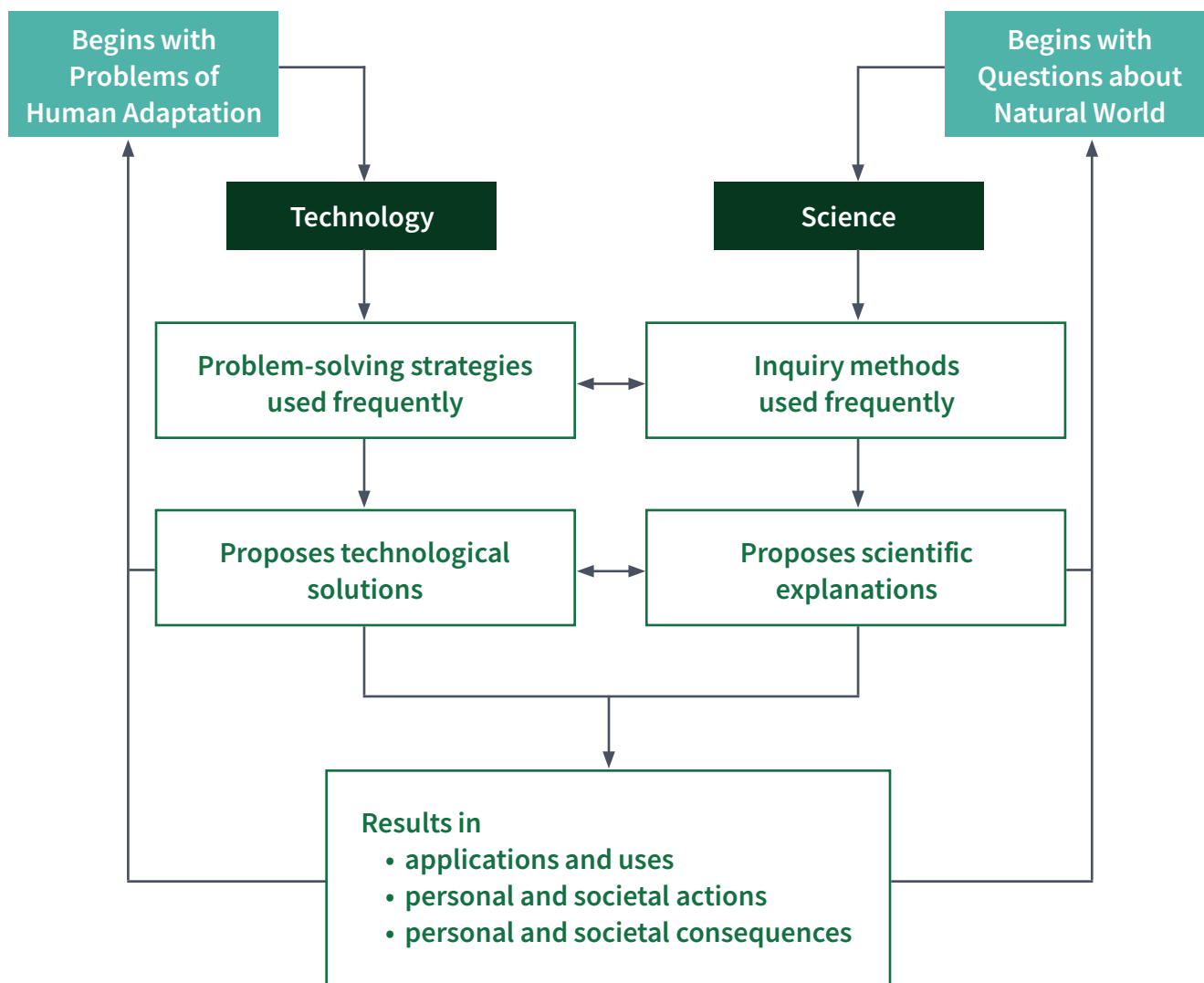


Figure 4 - Technology-Science Relationship

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/TechnologyVocational/TechnologyEducation.pdf>, p. 6 Figure 4 - Technology-Science Relationship

Appendix G: Grade 3 Cross-Curricular Reference Grid

Please note: the blue blocks indicate opportunities to embed First Nation education learnings. The orange blocks indicate opportunities for students to learn and apply skills in visual art, music, and applied technologies while developing products and preparing effective presentations.

		Personal Wellness						Physical Education				Social Studies								Science		Visual Art			Music			First Nation Education									Applied Technologies
		1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6	7	8	1	2	1	2	3	1	2	3	a	b	c	d	e	f	g	h	i	
A Happy and Healthy Life	How can we develop habits to live well?	•	•		•	•		•	•	•	•									•	•	•															
	How is creativity important to a happy and healthy life?	•				•	•						•									•	•														
	How do my communities help people live together?		•	•			•					•	•	•		•	•			•	•			•	•			•	•	•							
Structure of Community	What is community?		•	•	•		•				•		•						•	•			•		•		•	•	•								
	What is the relationship between nature and community?					•																	•	•													
	What is the relationship between culture and community?					•					•	•	•										•			•			•								
Sustaining Healthy Communities	How can we use our strengths, skills and interests to make our communities better?	•	•	•	•	•	•			•		•		•				•	•			•	•	•	•	•	•										
	What are the rights and responsibilities of citizens (and others) in a democracy?	•	•		•																																
	How can we improve the design of a public space in our community to make it sustainable?					•		•	•																												

Appendix I: Grade 5 Cross-Curricular Reference Grid

Please note: the blue blocks indicate opportunities to embed First Nation education learnings. The orange blocks indicate opportunities for students to learn and apply skills in visual art, music, and applied technologies while developing products and preparing effective presentations.

		Personal Wellness								Physical Education				Social Studies						Science		Visual Art			Music			First Nation Education							Applied Technologies
		1	2	3	4	5	6	7	8	1	2	3	4	1	2	3	4	5	6	1	2	1	2	3	1	2	3	a	b	c	d	e	f	g	
Grade 5: Knowing the Past, Shaping the Future	The Past Informs the Present	How do our choices affect our health, communities, and the planet?	•		•	•	•	•		•	•		•	•							•	•													
		How does where we are influence who we are?		•	•				•					•								•	•												
		How do we shape the land? How does the land shape us?							•	•				•								•	•		•										
	Preserving, Sustaining, and Improving	What is happening in our communities to preserve cultures and resources?					•	•	•	•												•	•	•	•	•	•	•	•						
		How can we sustain positive relationships?		•	•	•	•	•						•											•										
		How can we improve how we use what we have?	•							•	•	•	•	•	•							•	•	•											
	Innovation and Creativity	How did/do people in past and current societies adapt to and use innovation and creativity to their advantage?							•			•										•	•												
		What can communities learn from natural systems to improve shared futures?										•	•							•		•	•												
		What is the connection between structure and function?												•								•	•	•											