

## Artifact 2016

### Genius Hour

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Loreburn Central School

Grade level: Grade 3 & 4 (this can be used at any grade level)

Subject: Cross Curricular but was assessed in ELA and Art (rubric attached below)

21C Competencies: Creativity, Collaboration, Communication, Critical Thinking, Digital Literacy

Outcomes covered: CC3.1/4.1, CC3.2/4.2, CC3.3/3.4, AR3.1/4.1, AR3.2/4.2

Goal: Genius Hour is an inquiry based research project chosen by a student on a topic they are passionate about and are interested in deepening their knowledge about. This self-selected inquiry based presentation was then made to classmates, the entire school, to parents during tri-conferences and finally to our guests on Leadership Day in April.

Summary: The students were given one period each week for 5 weeks to explore their interests and plan, implement and produce a Genius Hour Presentation in a format of their choosing. They began with a few worksheets to identify their interest areas and various ideas in which they may present their information and also various formats both electronically and paper-based which they could use to showcase their learning. The students used books, ipads and computers to access information. Various showcases included working replicas of battery-operated cars and helicopters, working volcanoes, a hockey rink, baking, painting and posters. Students were so engaged that most students completed the majority of their projects outside of school on their own time.

Reflection: This project showcases all of the 21C Competencies we have been focusing on this year. The students were actively engaged the entire time because they were given the power to choose the subject area, the pace and place of learning and the end format to "show what they know". I will definitely have my students do this project again in the future as it was a very rewarding experience for both my students and myself. Showcasing their projects to the school community, their parents and families and also to our guests on Leadership Day was extremely rewarding. Three of my students were highlighted on the front page of the Davidson Leader with their projects and more within the paper itself; this was very exciting for my students and myself.

Pictures:



Clockwise: Macy Norrish- Dance Forms; Audrey Santos: Eiffel Tower; Coltyn Lemcke: Battery-operated Helicopter; Morgan Tastad: replica Hockey Rink; Erika Swedberg: Volcano and fundraising for Ronald McDonald House

## Genius Hour Rubric

Name: \_\_\_\_\_

### Outcomes:

**CC3.1/4.1 I can compose and create a range of visual, multimedia, oral, and written texts**

**CC3.2/4.2 I can communicate ideas and information to an audience.**

**CC3.3/4.3 I can speak to present ideas and information in a formal and informal setting.**

**AR3.1/4.1 I can assess and reflect on speaking, writing and representing.**

**AR3.2/4.2 I can set personal goals to speak, write and represent.**

| Knowledge/ Skills                                                                                                                                                                                           | Level 5                                                                                                                                                                                                                                            | Level 4                                                                                                                                                                                                                                             | Level 3                                                                                                                                                                                                                               | Level 2                                                                                                                                                                                                                                                  | Level 1                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding Concepts:</b> <ul style="list-style-type: none"> <li>Identifies materials that can be placed between an object and a magnet without diminishing the strength of the attraction.</li> </ul> | Identifies and gives insightful explanation that a depth of understanding                                                                                                                                                                          | Identifies and gives a detailed explanation that shows thoughtful understanding                                                                                                                                                                     | Identifies and gives basic explanation that shows understanding                                                                                                                                                                       | Identifies and gives partial explanation that shows some understanding                                                                                                                                                                                   | Students shows difficulty of understanding. There is little or no evidence of learning.                                                                                                          |
| <b>Design Skills:</b> <ul style="list-style-type: none"> <li>Choice of materials and tools</li> <li>Produces a design drawing</li> <li>Develops and follows a plan</li> <li>Tests and modifies</li> </ul>   | <ul style="list-style-type: none"> <li>Accurately and independently chooses appropriate tools and measures</li> <li>Prepares a design drawing that has precise details</li> <li>Develops an insightful plan</li> <li>Insightfully tests</li> </ul> | <ul style="list-style-type: none"> <li>Independently chooses appropriate tools and measures</li> <li>Prepares a design drawing that has specific details</li> <li>Develops a specific plan</li> <li>Tests appropriately and meaningfully</li> </ul> | <ul style="list-style-type: none"> <li>Chooses appropriate tools and measures with no assistance</li> <li>Prepares a design drawing that has basic details</li> <li>Develops an adequate plan</li> <li>Tests appropriately</li> </ul> | <ul style="list-style-type: none"> <li>Chooses appropriate tools and measures with some assistance</li> <li>Prepares a design drawing that has some details</li> <li>Develops a simple plan</li> <li>Tests appropriately with some assistance</li> </ul> | <p>Students shows difficulty in choosing materials and tools.</p> <p>There is little or no evidence of a design drawing or plan.</p> <p>No attempts of modifications or testing was evident.</p> |

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|                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Makes accurate and precise attempts to modify design</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Makes thoughtful attempts to modify design</li> </ul>                         | <p>with no assistance</p> <ul style="list-style-type: none"> <li>Makes clear attempt to modify design</li> </ul> | <ul style="list-style-type: none"> <li>Makes some attempt to modify design</li> </ul>                     |                                                                                                                         |
| <b>Communication</b> <ul style="list-style-type: none"> <li><b>Clarity and precision of work</b></li> <li><b>Use of appropriate science and technology terminology</b></li> </ul> | <ul style="list-style-type: none"> <li>Insightfully presents all of the main ideas and thoroughly includes details and appropriate scientific terms and vocabulary</li> </ul> | Accurately presents of the main ideas and details and clearly includes appropriately scientific terms and vocabulary | Presents the main ideas and details and includes appropriate scientific terms and vocabulary                     | Presents some of the main ideas and details and includes some appropriate scientific terms and vocabulary | Student shows difficulty presenting and communicating details of the challenge and the scientific terms and vocabulary. |

*Adapted from TeachersPayTeachers*

Teacher Comments: