support every child
reach every student
accompagner chaque enfant
appuyer chaque élève

Classical Studies and International Languages,
Grades 9 – 12, 2015

Implementation Training Session for Classical Studies
May 2015
salvete omnes!
Welcome!
Learning Goal and Success Criteria

• We are learning to understand the contents, structure and organization of the revised Classical Studies and International Languages curriculum so that we can plan instruction and assessment effectively for our students.

I know I have reached the learning goal if I can/am able to:

• identify all the components of the revised Classical Studies component of the curriculum and know the function of each in my instruction and assessment

• identify the key changes in the curriculum and make potential adjustments to my instruction and assessment

• use the revised curriculum to effectively plan for assessment and evaluation through the use of learning goals and success criteria
Agenda

• Questions for Reflection
• Curriculum Review Process
• Exploring the Revised Curriculum
  – Vision, Goals and Enduring Ideas - consolidation
  – New changes to course codes
  – Looking at the revised courses
  – Assessment and Evaluation
  – Intercultural Understanding
  – Making Connections with Key Policies, Programs and Strategies
  – Considerations for Program Planning
  – Resources
  – Board Planning/Consolidation
• Features of the Revised Curriculum
Questions for Reflection

1. Why is the Classical Studies and International Languages curriculum an important part of the Ontario curriculum?

2. How does learning Classical languages prepare students for living in today's world?
Curriculum Review Process

• 100’s of people have “touched” the draft document throughout the revision process
Components of Curriculum Review

- RESEARCH
- CONSULTATIONS
- WRITING
- EDITING
- APPROVAL + RELEASE
- THIRD PARTY CHECK
- RESEARCH

Focus Groups:
- Stakeholders
- Students
- Parents
- Educators
- MACSE NGO's
- Stakeholders Educators
- FNMI
- First Nation, Métis & Inuit
- NGOs's
- Universities
- Employers
- Other Branches & Ministries
- Subject/Division Associations
- Benchmarking
- Faculties of Education
- Colleges
- Environmental Education
- Financial Literacy
- Feedback
- Academic
- Training
- Writing
- Revision
- Resources
- Technical Analysis

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Stages in CS Curriculum Review

2009-2010
- Research, technical analysis, focus groups, consultation, synthesis of recommendations
- Initial revision summer writing

Winter Spring 2012
- Initial feedback consultation, initial revisions based on feedback

Summer 2012
- Revision writing of Classical Studies and International Languages courses
Stages in CS Curriculum Review

2012-2015
- revisions based on feedback
- editing of Classical Studies and International Languages courses

Spring 2015
- fact checking
- training for implementation
- anticipated release of revised documents
So… What’s New?

• Consolidation of all secondary courses in one document

• **Common front matter** and messaging regarding the teaching and learning of Classical Studies and International Languages in Ontario

• **Expanded** Front Matter
So… What’s New?

• Concepts underlying the curriculum – a framework of enduring ideas

• **Enduring ideas** provide the framework for all Classical Studies and International Languages programs for teachers, students and parents
So… What’s New?

• Updated examples and teacher prompts help clarify the expectations and provide a sense of how the expectation might be achieved

• They are more inclusive of diverse perspectives and experiences

• A more detailed section: Assessment and Evaluation of Student Achievement
So… What’s New?

• An **expanded glossary** that provides more detail and is linked directly to expectations, examples and prompts

• **Changes in course codes** for consistency and better alignment; one single course code for each International language
So… What’s New?

• Classical Languages strands: **Oral Communication, Reading, Writing and Intercultural Understanding**

• Addition of a **Critical Thinking and Literacy Skills strand** in the Gr. 12 Classical Civilization course and a reorganization of the strands
So… What’s New?

Intercultural Understanding

• It has been incorporated into the Classical Studies program
• For Classical Languages, it is the fourth strand.
• For the Grade 12 Classical Civilization course, it is an overall expectation in all the strands – Intercultural and Other Connections.
So… What’s New?

• Addition of Metacognition in Classical Languages courses

• Metacognition is included as a Specific expectation in strands A, B, and C
Front Matter

• Preface and Introduction

• The Program

• Assessment and Evaluation of Student Achievement

• Some Considerations for Program Planning
Supporting Students’ Well-being and Ability to Learn

Stepping Stones: A Resource on Youth Development
Front Matter – Introduction

• provides an overview of the goals and key elements of the approach and pedagogy in the subject
• roles of teachers, parents, students, principals, and the community

Vision

Classical Languages: Students will learn the language skills required to read and translate in the classical language with growing confidence in classroom contexts, while developing the knowledge, skills and perspectives of life-long language learners essential to appreciating the interconnectedness of ancient and modern languages and the rich cultural legacy of the classical world.
Front Matter - The Program

• overview of the structure of the intended learning
• organization of the knowledge and skills relevant to the subject
Alignment of Language Programs

• The revised FSL elementary curriculum policy document was released in fall 2013 and the secondary document was released in fall 2014
• We have aligned language programs and the revised documents have similar structural changes
• Strands, overall expectations, and some sub-headings for specific expectations are similar
Vision and Goals of the Classical Studies and International Languages Curriculum

Vision

• **Classical Languages**: Students will learn the language skills required to read and translate in the classical language with growing confidence in classroom contexts, while developing the knowledge, skills and perspectives of life-long language learners essential to appreciating the interconnectedness of ancient and modern languages and the rich cultural legacy of the classical world.

Goals

• The goals of the Classical Studies and International languages curriculum are:
  • To promote the value of second/additional language learning;
  • To use the target language to communicate and interact effectively in a variety of social settings;
  • To demonstrate that International Language programs foster plurilingualism;
  • To give students insights into their first language and appreciate more fully the particular nature and function of language itself;
  • To demonstrate that the study of Classical languages helps to build connections between their first language and English;
  • To use effective language learning strategies;
  • To be responsible for their own learning, as they work independently and in groups;
  • To appreciate and acknowledge the interconnectedness and interdependence of the global community;
  • To provide students with valuable skills that will permit them to interact and connect with individuals and communities, for personal growth, for active participation as world citizens, and for life-long language learning.
Enduring Ideas are fundamental concepts which focus on the development of skills that are necessary for life-long language learning.

The emphasis on the 5 Enduring Ideas encourages students to apply their knowledge of the target language and communicate ideas, information, and opinions for authentic purposes, to different audiences in a variety of real-life situations.
Enduring Ideas

**Task:** read the relevant pages in the document
- Jot down some reflections on worksheet
- Write an idea/learning on a post-it note for one of the 5 Enduring Ideas
  - Place notes on the chart paper – 1 of the 5 Enduring Ideas
- **Gallery walk:** read all comments for your chosen Enduring Idea and bring back 1 new message for this idea for sharing at table group
- **Recap** – sharing of key messages for each Enduring Idea
Changes in Course Codes

Changes in course codes for consistency and better alignment; one course code for each Classical language
Level 1= B, Level 2= C, Level 3= D

Impact on course offerings/selections – table discussion/sharing
Revised CS courses

• The course pathways remain the same:
  • Academic/ University prep – Levels 1-3
  • Alignment with other language programs (i.e. FSL – strands, overall and specific expectations)
ASSESSMENT and EVALUATION FOR IMPROVED STUDENT LEARNING

Integrating Assessment and Instruction

Classical Studies: Gr. 9 - 12, 2015
Intercultural Understanding

- **Minds On**: What is culture? What is Intercultural Awareness?
- Definitions of culture and intercultural understanding
- Iceberg of culture
- Interactive discussion
Definitions

• “Culture is a set of distinctive spiritual, material, intellectual and emotional features of society, or a social group, and that it encompasses, in addition to arts and literature, lifestyles, ways of living together, value systems, traditions and beliefs.” (UNESCO, 2002)

• “Culture is a shared system of assumptions, values and beliefs of people which result in characteristic behaviour.” (Milton Bennett, 2001)

• “…the way we do things around here” (Milton Bennett, 2001)
Definitions

Intercultural Awareness

“knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and ‘the world of the target community’ produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of the regional and social diversity of both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner’s L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers awareness of how each community appears from the perspective of the other, often in the form of national stereotypes.” (CEFR, 2001)
Definitions

Intercultural Competence

• “is the ability to interact effectively and appropriately in intercultural situations, based on specific attitudes, intercultural knowledge, skills and reflection” (UNESCO, 2013)

• “abilities to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini & Tirmizi, 2006)

• “effective and appropriate behaviour and communication in intercultural situations” (Deardorff, 2006)
Iceberg of culture
Guiding questions

• What are some of the challenges for teaching culture/ intercultural understanding?
• How is it different from teaching culture (big C, little c approach)?
• How will this impact your planning, teaching and assessment?
Intercultural expectations

• **Classical Languages**: the fourth strand is called D. Intercultural Understanding

• **Classical Civilization** course: each strand has an Overall expectation called Intercultural and Other Connections
Making Connections with Key Policies, Programs and Strategies
Policies, Strategies, Frameworks, Resources
Making Connections with Key Policies, Programs and Strategies

In your board teams, select a document and a course

Action

• Examine the sample curriculum expectations with links to:
  – Equity and Inclusive Education
  – Environmental Education
  – First Nations, Métis and Inuit Framework
  – Financial Literacy
  – 21st Century Learning

• Consider connections to relevant policies, programs, strategies and resources.
• Make connections to relevant sections in the front matter of a recently revised curriculum document.
Considerations for Program Planning in Classical Studies and International Languages, Grades 9 to 12

- Instructional Approaches
- Planning for Students with Special Education Needs
- Program Considerations for English Language Learners
- Environmental Education
- Healthy Relationships
- Equity and Inclusive Education
- Financial Literacy
- Literacy, Inquiry Skills and Numeracy
- Critical Thinking and Critical Literacy

- The Role of the School Library
- The Role of Information and Communications Technology
- The Ontario Skills Passport: Making Learning Relevant and Building Skills
- Education and Career/Life Planning
- Cooperative Education and Other Forms of Experiential Learning
- Planning Program Pathways and Programs Leading to a Specialist High Skills Major
- Health and Safety
- Ethics
Subject Association supports for Classical Studies and International Languages

- Ontario Classical Association (OCA) www.ontarioclassicalassociation.ca
- Ontario Modern Language Teachers’ Association (OMLTA) www.omlta.org
- International Languages Educators’ Association (ILEA) www.ilea.ca
- Modern Languages Council (MLC)
Resources in development

OCA project
electronic teaching resources to support learning about material culture (archaeology) in both the Classical Languages and Classical Civilization course.
Other Resources

Ministry Resources:
EduGAINS
- Differentiated Instruction
- Adolescent Literacy
- AER GAINS
- Curriculum GAINS
- Financial Literacy GAINS
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WRAP UP

• 3-2-1

• Three things I have learned
• Two things I will try
• One thing I am still wondering about/want to explore further
Thank You