WELCOME to

Implementation Training

The Revised Ontario Curriculum

Canadian and World Studies

Grades 11 and 12
Session Outline

• Introductions & Board Team Discussions on Inquiry
• Key Elements of the Revised Curriculum
• Refresh/Reframe – Fundamental Principles of Assessment
• Inquiry and Assessment: Subject Teams
• Designing the Learning: Course Teams
• Next Steps/Building Capacity: Board Teams
Board Team Discussion

• Implementation of revised document in school/board/faculty
  – What has been done so far?
  – What still could be done?
• How does the inclusion of the concepts of disciplinary thinking transform the learning environment?

• How does the inclusion of inquiry transform the learning environment?
Board Team Discussion

• Next Step
  – What is one next step that you could take on to support the integration of inquiry and the concepts of disciplinary thinking in your current role?
Key Elements of the Revised Curriculum
Connecting the Pieces
Fundamental Principles of Assessment

- make assessment transparent
- co-plan instruction and assessment (based on student readiness)
- provide students with ongoing feedback during learning
- provide multiple opportunities for students to demonstrate their learning
- collect evidence of student learning through conversation, observation and product (see sample planning template in package)
Evidence about learning is used to adjust instruction to better meet student needs – in other words, teaching is *adaptive* to the learner’s needs.
Why does assessment occupy such a central position in good teaching?

- No matter how carefully we design our teaching we cannot predict what students will learn.
- If they did, we wouldn’t have to keep gradebooks, just a record of what we have taught.
Past experiences ≠ Safe environment

Self-perception

Faith in teacher
“The use of formative assessment to inform instruction effectively doubles the speed of student learning.”

# Assessment of Inquiry

Goal: To conduct a successful inquiry and communicate the results.

<table>
<thead>
<tr>
<th>Success Criteria Categories</th>
<th>High degree</th>
<th>Solid degree</th>
<th>Some degree</th>
<th>Limited degree</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
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<tr>
<td>(content related to the inquiry)</td>
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<tr>
<td><strong>Thinking</strong></td>
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<tr>
<td>(inquiry skills and processes)</td>
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<td><strong>Communicate</strong></td>
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<tr>
<td>(new understandings from inquiry)</td>
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<tr>
<td><strong>Application</strong></td>
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<tr>
<td>(make conclusions/propose a course of action based on inquiry results)</td>
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</table>
Break

• Please move to discipline specific tables
What is Inquiry-Based Learning?

- a process used to solve problems, create new knowledge, resolve doubts, and find the “truth”

- it involves working with other and respecting a diversity of voices while seeking the best possible answer to the problem or answer to the question
What is an Inquiry?

Student responses

- Searching for different ways of looking at an issue before I make up my mind.
- Trying to find out the truth.
- Questioning what I see in the world and wondering how it got to be this way and whether it could be different.
What Type of Inquiry to Use?

Teacher-Directed (Guided) Inquiry

- teacher assists students through every step of the process (e.g., selecting content and questions, providing resources)

Blended Inquiry

- teacher directs some elements of the inquiry and allow students to drive the others

Open Inquiry

- students choose the question and design and conduct the inquiry independently
Gradual Release of Responsibility

Teacher
Directed

Blended
Practice

Independent
Student
Practice
Formulating Good Inquiry Questions

• With an elbow partner discuss what makes a good inquiry question
• Group co-creation of a criteria for an effective inquiry question
Applying the Criteria

• Are these examples of good inquiry questions? Why or why not?

“Is Canada a fair and just society?”
“When should Canada fight?”
Activity

• For this activity you will need the following
  – The provocation – A collection of infographics
  – The Concepts of Disciplinary Thinking
  – The Inquiry Process
  – The Criteria for the Concepts of Disciplinary Thinking
Gallery Walk

- Read some of the other groups questions
- Apply the criteria for a good inquiry question and leave some feedback for the group
Debrief

• Apply the feedback to your inquiry question(s)
• Question –
  “Why is this stage so important for student learning?”
Enablers and Obstacles of Inquiry

Enablers of Inquiry

• Student-centred teaching philosophy.
• Course-design with open-ended questions, collaborative learning, active engagement, and scaffolding of required inquiry skills.
• Resources about inquiry-based learning to support teachers.
• School culture and institutional norms that encourage the use of inquiry.
Enablers and Obstacles of Inquiry

Obstacles of Inquiry

• Comfort with teaching inquiry for the first time.
• Time needed for inquiry-based learning activities (often more time than “traditional” teaching methods).
• Coping with assessment processes.
• Providing students opportunities to practise self-reflection and self-evaluation.
Designing the Learning

**Literacy Strategy**

**DESIGNING THE LEARNING**

**Discipline:** Geography

**Course:** CGR4E—Living in a Sustainable World

[Image of a book and a pencil]
Start with the Overview Pages

### Living In a Sustainable World

<table>
<thead>
<tr>
<th>Overall Expectations and Related Concepts of Geographic Thinking</th>
<th>Big Ideas*</th>
<th>Framing Questions*</th>
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</thead>
<tbody>
<tr>
<td><strong>D1. Ecosystems and Human Activity</strong></td>
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<tr>
<td><strong>D2. Impacts of Human Activities: analyse impacts of human activities on ecological processes and plant and animal species (FOCUS ON: Spatial Significance; Interrelationships)</strong></td>
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<tr>
<td><strong>D3. Ecological Processes: explain how various ecological and biological processes sustain life on Earth (FOCUS ON: Patterns and Trends; Interrelationships)</strong></td>
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<td><strong>E. Community Action</strong></td>
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<tr>
<td><strong>E1. Working Together: assess the contribution of various individuals, workplaces, and community initiatives to reducing the human impact on the natural environment (FOCUS ON: Interrelationships; Geographic Perspective)</strong></td>
<td>People need to work together to lessen the impact of humans on the environment.</td>
<td>What are some local strategies and policies that have been proposed or adopted to protect the environment? Why might people not agree about the purpose or value of these strategies?</td>
</tr>
<tr>
<td><strong>E2. Ecological Footprints: assess the impact of human behaviour on the natural environment (FOCUS ON: Patterns and Trends; Interrelationships)</strong></td>
<td>The behaviour and choices of individuals can have a significant impact on the environment.</td>
<td>How might you reduce your ecological footprint? How is infrastructure in your community being changed to lessen its impact on the natural environment? What support is there for these changes?</td>
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<tr>
<td><strong>E3. Community Infrastructure: assess the environmental impact of various types of infrastructure, systems, and services at the community or regional level, and assess ways of reducing these impacts (FOCUS ON: Spatial Significance; Interrelationships)</strong></td>
<td>Local factors can have important impacts on the natural environment.</td>
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</table>

**Starting with the Curriculum**

**Look to the Overview Pages**

**Overall Expectation and Concepts of Thinking:**

**D2. Impacts of Human Activities:** analyse impacts of human activities on ecological processes and plant and animal species (FOCUS ON: Spatial Significance; Interrelationships)

**Big Idea:**

Human activity can alter and harm natural spaces and species.
Designing Learning Goals

What are Learning Goals?

- brief, concise statements, in student-friendly language, that describe what students are to know or be able to do at the end of a period of instruction.
A Process for Writing Learning Goals

1. Identify what students must know (nouns) and be able to do (verbs) to achieve this expectation.
2. Organize these ideas into lists of content and skills.

What do students need to know and do?

Skills and Content:
- read images and maps
- Concept of thinking—interrelationship
- Some background knowledge on deforestation, overharvesting, land use and infrastructure construction, pollution
A Process for Writing Learning Goals

3. Write a learning goal (or goals) based on this expectation. Use the phrase, “We are learning to … so that …”

Learning Goal: (We are learning to...so that…)
We are learning to read visual images and maps so that we can examine the impact that humans have had on a space and/or a species.
Designing Success Criteria

What are Success Criteria?

- statements that describe what successful achievement of a learning goal “looks like”.
- use language that students understand.
A Process for Writing Success
Criteria

1. Break down the Learning Goal into its components.
2. Look at the skills and content listed.
3. Ask questions about each aspect of the LG:
   What does it mean to…?
   What does it look like to…?
A Process for Writing Success Criteria

4. Write success criteria to address these questions. We suggest using: “I will know I am successful when I can … ”

Success Criteria: (I will know I am successful when I can..)
1. read a map and/or image to identify where humans have interacted with a space and/or a species
2. use a graphic organizer to make inferences about the impact of humans on a space and/or species
3. develop a supported opinion about the impact humans have had on a space/species
How will students demonstrate their achievement of the learning goal and success criteria?

Developing the Learning

How will students demonstrate their understanding:
Students will select an issue of their choice from a teacher collection of images and maps.

Students will use a “Reading a Visual Image” graphic organizer to write down their observations and their inferences about the impact of humans on space/species.

Students will use a “Reading a Map” graphic organizer to jot down the information they have read from the map about the impact of humans on space/species.

Students will develop a supported opinion piece about the impact of humans on this specific space/species.
Connecting to the Achievement Chart

Sort the success criteria and the developing the learning according to the achievement chart.

How do they link to the categories?

Reminder:
Not all sections of the Achievement Chart need to be addressed in every activity. Balance over the course.

Knowledge and Understanding
- subject specific content
- comprehension of meaning and significance (concepts, ideas, theories, methodologies, spatial tech.)

Thinking
- critical and creative thinking skills and processes (using inquiry process, application of concepts of disciplinary thinking)

Communication
- convey meaning in a variety of forms for different audiences

Application
- uses knowledge and skills to make connections within and between various contexts
- transfers skills and knowledge
Designing the Learning

• With a partner pick a course and begin to design the learning.
• Blank templates are on the tables or found on the USB key.
• Share with another team of educators from the same discipline.
Next Steps/Building Capacity

Please return to board team tables
Final Comments and Questions

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