

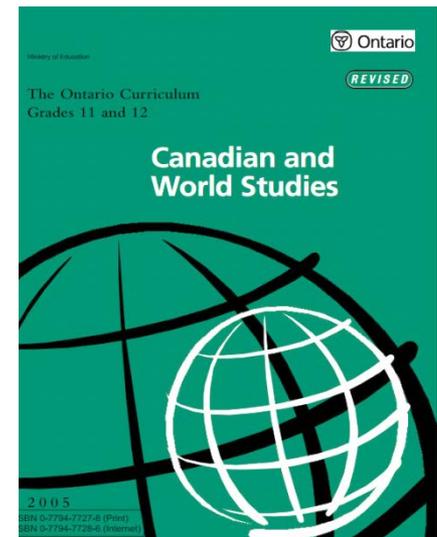
**WELCOME to**

# Implementation Training

## The Revised Ontario Curriculum

### Canadian and World Studies

### Grades 11 and 12



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# 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?



# Board Team Discussion

- How does the inclusion of the concepts of disciplinary thinking transform the learning environment?
- How does the inclusion of inquiry transform the learning environment?



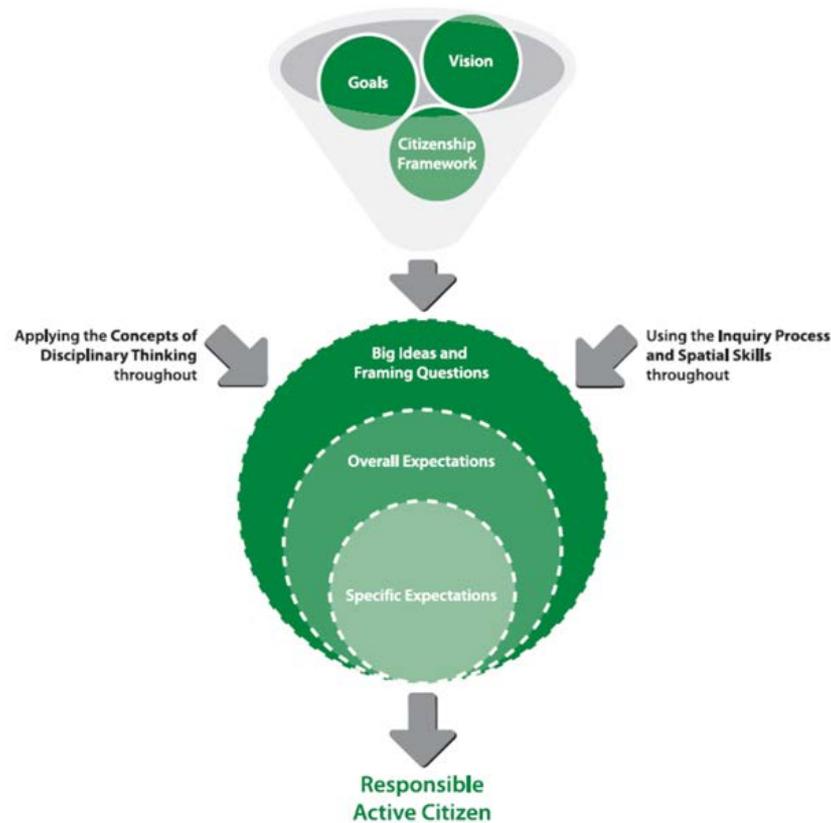
# Board Team Discussion

- 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

Improved  
assessment

Improved  
student  
outcomes

- 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)

# Big Idea

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?

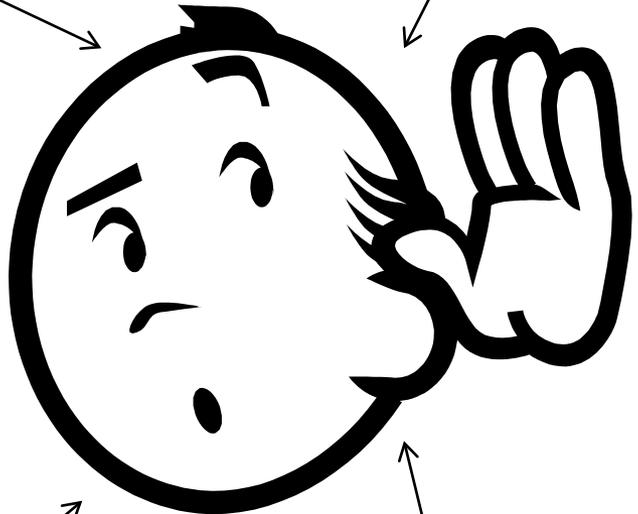
- No matter how carefully we design our teaching we cannot predict what students will learn.
- If they did, we wouldn't have to keep gradebooks, just a record of what we have taught.

Past experiences

Faith in teacher



≠



Self-perception

Safe environment



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

Dylan Wiliam. (2011). *Embedded Formative Assessment*.  
New York: Solution Tree.

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# Assessment of Inquiry

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

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



# 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

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# What is an Inquiry?

## Student responses

Trying to find out  
the truth.

Searching for  
different ways of  
looking at an issue  
before I make up  
my mind.

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?**

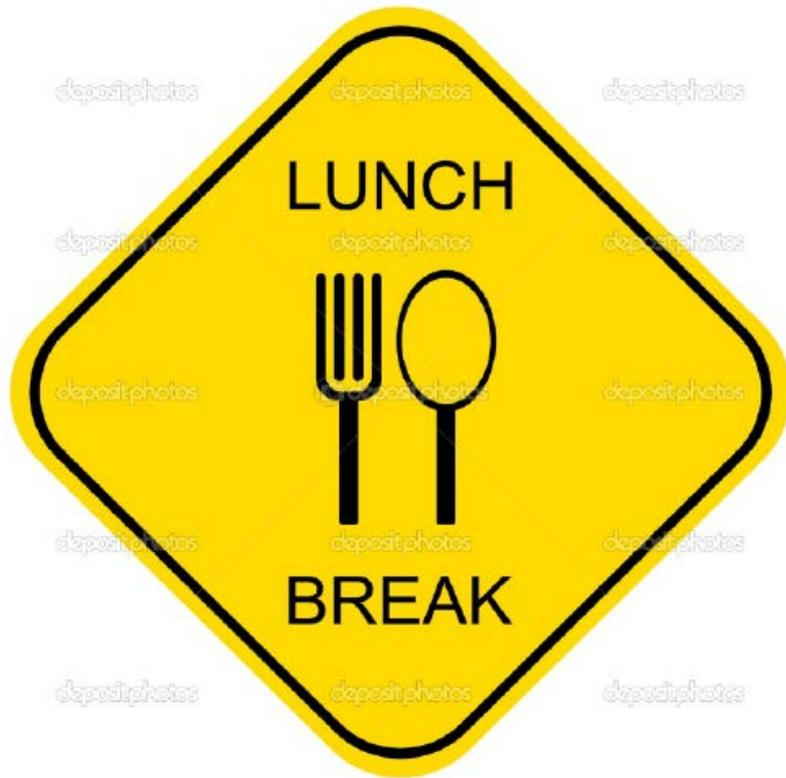
“Is Canada a fair and just society?”

“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.

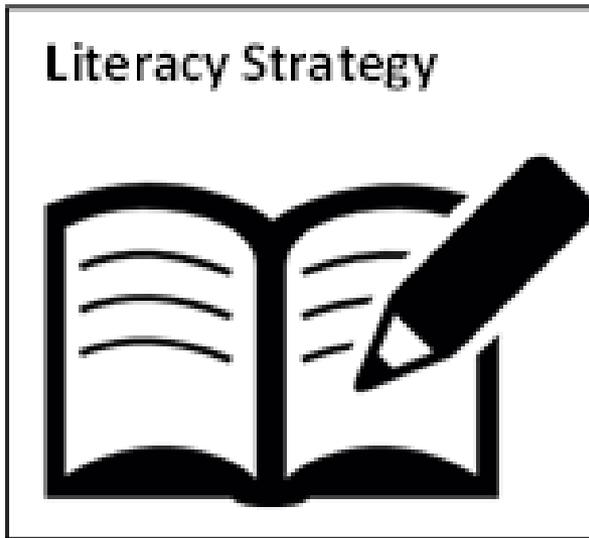
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# Enablers and Obstacles of Inquiry

## 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.

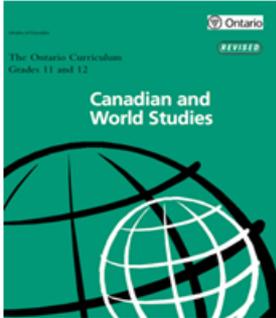
# Designing the Learning



**DESIGNING  
THE LEARNING**

Discipline:  
**Geography**

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



# Start with the Overview Pages

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
<b>D: Ecosystems and Human Activity</b>		
<b>D1. Protecting the Natural Environment:</b> assess the role of various strategies, organizations, and agreements in reducing the human impact on the environment ( <b>FOCUS ON:</b> <i>Interrelationships; Geographic Perspective</i> )	Individuals, groups, and countries have developed strategies to lessen the impact of humans on the environment.	Do all organizations and countries agree on how to protect the environment?  Why might there be conflicting strategies for reducing the human impact on the environment?
<b>D2. Impacts of Human Activities:</b> analyse impacts of human activities on ecological processes and plant and animal species ( <b>FOCUS ON:</b> <i>Spatial Significance; Interrelationships</i> )	Human activity can alter and harm natural spaces and species.	Why might an individual, a company, or a country introduce a non-native species or a pollutant into a local environment?  How does life on Earth rely on Earth's physical processes?
<b>D3. Ecological Processes:</b> explain how various ecological and biological processes sustain life on Earth ( <b>FOCUS ON:</b> <i>Patterns and Trends; Interrelationships</i> )	The earth sustains life.	
<b>E: Community Action</b>		
<b>E1. Working Together:</b> assess the contribution of various individual, workplace, and community initiatives to reducing the human impact on the natural environment ( <b>FOCUS ON:</b> <i>Interrelationships; Geographic Perspective</i> )	People need to work together to lessen the impact of humans on the environment.	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 or policies?
<b>E2. Ecological Footprints:</b> assess the impact of human behaviour on the natural environment ( <b>FOCUS ON:</b> <i>Patterns and Trends; Interrelationships</i> )	The behaviour and choices of individuals can have a significant impact on the environment.	How might you reduce your ecological footprint?
<b>E3. Community Infrastructure:</b> 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 ( <b>FOCUS ON:</b> <i>Spatial Significance; Interrelationships</i> )	Local factors can have important impacts on the natural environment.	How is infrastructure in your community being changed to lessen its impact on the natural environment? What support is there for these changes?

Living in a Sustainable World  
CGR4E



## 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

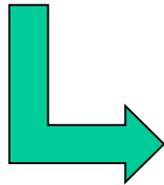
## What are Learning Goals?

- 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.

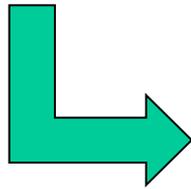


# A Process for Writing Success Criteria

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 ... ”**



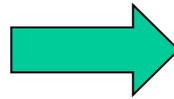
**Success Criteria:** (I will know I am successful when I can..)

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

# Developing the Learning

## Developing the Learning

How will students demonstrate their achievement of the learning goal and success criteria?



### **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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