Implementation Training

The Revised Ontario Curriculum for First Nations, Métis, and Inuit Studies

Grades 9 - 12

Day 1
Introductions
Curriculum Review Process

Components of the Curriculum Review
Key Elements of the Revised Curriculum
Connecting the Pieces

Applying the Disciplinary Thinking Concepts:
- GOALS
- VISION
- ESSENTIAL UNDERSTANDINGS

Big Ideas and Framing Questions

Overall Expectations

Specific Expectations

Using the Inquiry Process
What Do I Need to Know?
What Do I Need to Understand?
What do I Need to Honour?
What do I Need to Do?
Inquiry Activity
Inquiry Based Learning - A Natural Fit

Cultural Inquiry
What is it?
Why is it Important?
LUNCH TIME
Learning to Listen and Listening to Learn
Assessment and Evaluation
and the First Nations, Métis, and Inuit Studies Curriculum
Fundamental Principles of Assessment

- co-plan instruction and assessment tasks (based on student readiness)
- make assessment transparent
- provide students with ongoing feedback to improve learning
- provide multiple opportunities for students to demonstrate their learning

Improved assessment = Improved student outcomes
Assessment – evidence about learning – should be used to adjust instruction to better meet student needs.
Ideal Learning & Assessment contexts in First Nations, Métis, and Inuit Studies

Self-reflection and personal growth

Self
Family
Community
Approaches to Assessment

Western View
- subject-specific
- time-bound
- competitive
- based on written documentation
- quantifiable

Indigenous View
- integrated
- mastery focussed
- cooperative
- holistic: reflect a number of domains
- qualitative

Learning for All
Current Assessment Thinking

Assessment FOR Learning
Assessment AS Learning
Assessment OF Learning

(Growing Success: Assessment, Evaluation and Reporting in ON Schools, 2010)
Determining a Report Card Grade

(Growing Success: Assessment, Evaluation and Reporting in ON Schools, 2010)
Learning from One School Community
Some Key Learnings

- English Language Learning
- Learning is a Life Long Journey
- Culturally Relevant Education
- 4 domains of learning
- Student-Family-Community
Question

How would a culturally responsive assessment approach along with culturally appropriate assessment tools address essential understandings through the course?
Good Assessment Practices for All students

- student self-assessment of progress
- demonstration of knowledge and skills in a variety of ways (e.g., narrative text, journaling)
- explicit review of content before each test/exam
- ample time for reading and writing tests/exams
Walking our Talk – Reflection on the Learning

Tell Me Your Learning Journey Story (from Today…)

support every child reach every student
Pre-Publication Documents
First Nations, Métis, and Inuit Studies

Having had some time to look at the documents....
What are your initial WONDERINGS?
Launching an Inquiry

Criteria for an effective inquiry question:

- is an invitation to think, not recall or summarize
- is open ended
- is tied to essential understandings and key ideas of a discipline
- results in the creation of additional questions
- generates deep thinking and deep feelings

Application of Inquiry

1. Choose two or three questions from yesterday's artefact exploration

2. Select one or two of the questions you assessed and bump them up

3. Select one of your revised questions and jot down some additional questions
Inquiry Questions from Artefact Exploration
Break Time
Designing the Learning

Discipline:
History

Course:
NAC20
Curriculum and Essential Understandings

B. Prior to 1500: Indigenous Turtle Island/North America

OVERALL EXPECTATIONS
By the end of this course, students will:

B1. Social, Economic, and Political Context: explain the purpose of key political alliances as well as key aspects of the social and economic lives of some Aboriginal peoples from different regions of Turtle Island/North America prior to 1500 (FOCUS ON: Continuity and Change; Historical Perspective)

B2. Communities, Conflict, and Cooperation: demonstrate an understanding of some key interactions and settlement patterns of major First Nations and Inuit groups in Canada prior to 1500 (FOCUS ON: Historical Significance; Cause and Consequence)

B3. Identity, Culture, and Sovereignty: explain how various factors contributed to the identity, well-being, and heritage of some First Nations and Inuit groups from different regions of Turtle Island/North America prior to 1500 (FOCUS ON: Historical Significance; Historical Perspective)
Designing Learning Goals

What they are...

- 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.
Writing Learning Goals

1. Identify what students *must know* (nouns) and *be able to do* (verbs) to achieve this expectation.

2. Organise these ideas into lists in the related boxes - **know**, **understand**, **honour** and **do**.
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 and analyse maps and statistics so that we can examine the relationship different indigenous nations had with the land and with each other.
Designing Success Criteria

What they are…

- statements that describe what successful achievement of a learning goal “looks like”.
- use language that students understand.
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…?
4. Write success criteria to address these questions.

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

- read maps and statistics to identify the location of various indigenous nations and where their territories overlapped
- gather information to describe the relationships different indigenous nations had with the land
- make supported inferences about why and when indigenous nations may come into contact with each other
- use a cause and consequence organizer to jot down my ideas about the interactions between various indigenous nations
Developing the Learning

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

How will students demonstrate their understanding:

- Students will use a graphic organizer to jot down the information they have read from the map and statistics about the indigenous nations.
- Students will work in groups and use teacher generated sources to gather information about a specific indigenous nations relationship with the land.
- Students will share their information with the class.
- Students will use a “Making a Supported Inference” organizer to explain their thinking as to why nations came into contact with each other.
- Students will use a cause and consequence organizer to help them draw conclusions about the interactions between nations.
Lunch Time
Local Capacity Building
Additional Supports

Consistent Infusion:

Embedding First Nations, Métis, and Inuit Perspectives across grades, courses, and disciplines from K – 12

http://www.edu.gov.on.ca/eng/curriculum/elementary/elementaryFNMI.pdf
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EXIT CARD