Social Sciences and Humanities
Grades 9 to 12

Fall 2013
Session Goals

- To increase awareness of how curriculum review has evolved and how Ministry policies and priorities are reflected in revised curriculum as a result of the curriculum review process
- To increase awareness of important changes in the revised Social Sciences and Humanities curriculum
- To deepen understanding of the Research and Inquiry strand and its effective integration
- To deepen understanding of the Ideas Underlying the Social Sciences and Humanities curriculum
- To begin planning for implementation and training of Social Sciences and Humanities in boards
Quotations

Individually:
• Read the four quotations and pick one that resonates most with your thinking.

At your tables:
Each person takes one minute to:
  – share their selected quotation
  – explain why they selected this quotation
• Take five minutes as a table group to discuss the importance of Social Sciences and Humanities education in the 21st century
Components of Curriculum Review
Alignment with Ministry Policies, Strategies, Frameworks
Policies, Strategies, Frameworks, Resources
Key Shifts with Revised Curriculum
Curriculum Structure and Features

• Curriculum Expectations
  • Overall expectations
  • Specific expectations
  • Examples, sample prompts, questions, issues
• Front Matter
• Glossary
• Overviews (course, division, grade, appendices)
Front Matter

• Preface and Introduction
• The Program
• Assessment and Evaluation of Student Achievement
• Some Considerations for Program Planning
Front Matter – Preface

- Schools in the 21st century
- Supporting students’ well-being and ability to learn
- The Role of Mental Health
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
Front Matter - The Program

• overview of the structure of the intended learning
• organization of the knowledge and skills relevant to the subject
considerations aligned with Growing Success policy and the achievement charts for the subject
Front Matter - Considerations for Program Planning

- Instructional Approaches
- Cross-curricular and Integrated Learning
- Planning for Students with Special Education Needs
- Considerations for English Language Learners
- Environmental Education
- Healthy Relationships
- Equity and Inclusive Education
- Financial Literacy
- Literacy, Mathematical Literacy, and Inquiry
- Critical Thinking and Critical Literacy
- The Role of the School Library
- The Role of Information and Communications Technology
- Education and Career/Life Planning
- Health and Safety
- Politique d’aménagement linguistique (PAL)
- L’approche culturelle de l’enseignement
Program Planning in Social Sciences and Humanities (Pages 33-53)

Divide your table groups:

- Special Education Needs: 35-38
- ELL: 38-40
- EE and Healthy Relationships: 40-42
- Equity and Financial Literacy: 42-45
- Critical Thinking and Critical Literacy: 46-48
- Education and Career/Life Planning: 51
Curriculum Expectations

• Overall Expectations

• Specific Expectations

*All curriculum expectations must be accounted for in instruction, but evaluation focuses on students’ achievement of the overall expectations.*
Examples and Teacher Prompts

• Not mandatory
• Sample illustrations for content
• Suggest intended scope, depth and level of complexity

C1.1 analyse the impact of current social and demographic factors on housing (e.g., changing family structures, population fluctuations, economic conditions, government policies and services, technological advances, environmental issues, green space regulations)

Teacher prompts: “How do technological developments affect housing?” “What is the Ontario Greenbelt and what impact does it have on housing developments?” “What impact has increasing urbanization had on housing?” “How have economic factors and government policies affected rates of homelessness?” “What groups are particularly vulnerable to homelessness (e.g., Aboriginal people, new immigrants, people living in poverty, people suffering from mental illnesses)? Why?”
The Ontario Curriculum

Is….  
- The mandatory knowledge and skills that students are expected to know and be able to demonstrate in each subject at each grade.
- Standard for all students in English-language and French-language publicly funded schools in the province

Isn’t …. 
- Resources, frameworks or policies that support the implementation of curriculum policy documents
- Textbooks, videos, literature
Ideas Underlying the Curriculum

Individually:

• Read pages 8 and 9 of the SSH document
4 A’s Text Protocol

As you read, note:

• What **Assumptions** are embedded in the text?

• What do you **Agree** with in the text?

• What do you want to **Argue** with in the text?

• What **Aspirations** do you have a result of the text?
Sharing and Discussion

**Individual Sharing:**
Each person in turn shares one point with their table group.

**Table Discussion (10 minutes):**
What does this text mean for effective implementation of the Social Sciences and Humanities curriculum?
Research and Inquiry Strand

Exploring:
- explore topics related to the subject area
- identify concepts and formulate questions to guide research and inquiry

Communicating and Reflecting:
- communicate the results of research and inquiry clearly and effectively
- reflect on and evaluate research, inquiry, and communication skills

Processing Information:
- assess, record, organize, analyse, and synthesize information
- document sources; form conclusions

Investigating:
- create research plans and locate and select information relevant to chosen topics
- using appropriate research and inquiry methods
- formulate hypotheses, questions, theses
Overall Expectations

• Exploring
• Investigating
• Processing Information
• Communicating and Reflecting
Integration of Research and Inquiry

Individually:
Considering the expectations in the “Content Strands” in your subdiscipline, how would you integrate the Strand A (Research and Inquiry) overall expectations?
Integration of Research and Inquiry

• Move to the station corresponding to your specific subdiscipline (take your curriculum document with you)
• Introduce yourself to the other people at your station
• Nominate one person to be the recorder
Integration of Research and Inquiry

In your subdiscipline teams discuss:

• How does an integrated Research and Inquiry strand deepen the understanding of the other expectations?

• What are some opportunities and challenges in effectively integrating Research and Inquiry in this subdiscipline?
Gallery Walk

• Visit up to three other stations to learn about the challenges that other groups identified.

• If you have suggestions for creative ways to address some of the challenges raised, post them on stickies on the chart paper.
Board Team Consolidation

In board teams:

• Discuss the challenges raised in your subdiscipline discussions and on your gallery walk.

• Which challenges would be an issue in your board? Why?

• How might these challenges be addressed to ensure effective integration of the Research and Inquiry strand?
Ethics in Social Sciences and Humanities

• *Read page 53*

• Considering your understanding of the section on Ethics:
  
  • Which concepts, ideas and understandings confirmed what you already believe, know and/or do?
  
  • Which concepts surprised you?
Ethical Research in Social Sciences and Humanities

With an elbow partner:

• Review one Research Scenario

• Discuss:
  – What are the ethical issues that arise in this scenario?
  – How could the issues have been avoided?

How could a set of criteria for ethical research be used to avoid such scenarios?
Cheers, Fears and Unclears

Individually, in small groups or as a board team post on the designated chart paper your:

• Cheers!
• Fears and/or
• Unclears
Making Connections with Key Policies, Programs and Strategies
Making Connections with Key Policies, Programs and Strategies

In your board teams, divide the Curriculum Connections document:

• Equity and Inclusive Education – Pages 2-6
• Environmental Education – Pages 7-10
• FNMI – Pages 10-14
• Financial Literacy – Pages 15-17
• Mental Health – Pages 18-21
• Career/Life Planning - Pages 22-24
Making Connections with Key Policies, Programs and Strategies

• Review your selected section of the Curriculum Connections document.

• As you review your section, think about:
  – How the curriculum expectations deepen understanding of the relevant policy/program/strategy
  – How the relevant policy/program/strategy deepens understanding of the curriculum area
  – How this program/strategy helps educators to support student learning for all students across the school
Chalk Talk: Reflection on Connections

In a moment, you will move to a station in the room corresponding to the section which you reviewed. You will work in silence. During this time, anybody can write their reflections on the designated chart paper. Others can respond by writing comments, doodling responses, writing questions to broaden thinking etc.
Think, Express, Reflect

**Think**
access, manage, create and evaluate information in order to think imaginatively and critically to solve problems and make decisions, including those related to issues of fairness, equity and social justice.

**Express**
use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss and think critically about ideas.

**Reflect**
apply metacognitive knowledge and skills, develop self-advocacy, sense of self-efficacy and interest in life-long learning.
Adolescent Literacy Connections
Levels of Text Protocol

Individually

- Read the ALERT
- Select a passage that you believe is significant for effective learning and teaching in Social Sciences and Humanities
Levels of Text Protocol

Each person:

- reads aloud the passage they selected
- talks about their interpretation of the passage.
- shares implications for learning and teaching in SSH

The group:

- responds
Incorporating Explicit Literacy Instruction

Question for Table Discussion:

• When explicit literacy instruction is incorporated into Social Sciences and Humanities learning and teaching, how would learning be deepened?

• How might you, as a board team, incorporate Adolescent Literacy into your board SSH implementation plans?
Keeping Our Learners In Mind

HOW

YOUTH

LEARN

A NED TALK
Connect to Social Sciences and Humanities

• I have to feel okay.
• It matters.
• It’s active.
• It stretches me.
• I have a coach.
• I have to use it.
• I have to think back on it.
• I plan my next steps.
Learning Goals

Students can hit any target they can see that holds still for them.  
(Stiggins et al, 2006)

When we invest time up front to build the vision [of what students are to be learning], we gain it back later in increased student motivation and the resulting higher-quality work.  
(Chappuis, 2009)
Learning Goals

**Individually:**
- Review the Learning Goals Checklist.
- Rank order the list of criteria from 1) most important to 8) least important

**With a partner:**
- Share your rankings and try to come up with one rank ordered list.
Assessing Learning Goals

With your partner:

• Assess the sample learning goals against the criteria in the Learning Goals Checklist.
Creating Learning Goals

*In Subdiscipline Teams:*

- Choose a set of up to three curriculum expectations from one course.
- Discuss the intended learning for this set of curriculum expectations.
- Write up to three learning goals for this set of curriculum expectations.
- Assess your learning goals against the checklist.
- Post your learning goals on chart paper.
Assessing Learning Goals

Using the checklist, take turns **peer assessing** the learning goals of another team. Be gentle! This is all work-in-progress and we are all learning.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Give Feedback (use checklist, Post Its, constructive thoughts)</th>
<th>Receive Feedback (listen, reflect, respond)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td>Family Studies</td>
<td>Equity Studies</td>
</tr>
<tr>
<td></td>
<td>General Social Sciences</td>
<td>Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World Religions</td>
</tr>
<tr>
<td>Round 2</td>
<td>Equity Studies</td>
<td>Family Studies</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
<td>General Social Sciences</td>
</tr>
<tr>
<td></td>
<td>World Religions</td>
<td></td>
</tr>
</tbody>
</table>
When you return from break:

Sit at a table where you have not sat before.

Ensure that there are at least two other people with whom you have not spoken before.
World Café Guidelines

- Have fun!
- Play, draw, doodle
- Listen together for patterns, insights, and deeper connections
- Focus on what matters
- Listen to understand
-Link and connect ideas
- Speak with your mind... and heart
- Contribute your thinking
- Facilitate yourself and others
- Slow down so you have time to think and reflect
World Café: Round One

- What opportunities for enhanced student support, achievement and engagement do you see with the revised Social Sciences and Humanities curriculum?
World Café: Round Two

• What challenges do you face with supporting the effective implementation of the revised Social Sciences and Humanities curriculum in your boards?
World Café: Round Three

• What are some next steps that you, as part of a board team, or you, as an individual, can take to begin the implementation process of the revised Social Sciences and Humanities curriculum in your boards?
Board Team Consolidation

*In your board teams discuss:*

• 3 things from the work of our session so far that you are excited about

• 2 things that you want to explore further (e.g., *with someone in the room, with someone in your board – today, tomorrow, next week*)

• 1 thing that you are wondering about
Activity

Please write down your wondering and post it on the designated chart paper on your way to lunch.
You Were Wondering…
Subject Association Supports for Social Sciences and Humanities

- OFSHEEA/OFS$^3$HLC
- OHASSTA/OHHSSCA
- OPTA
Resources in Development

Research and Inquiry Process Posters

In your subdiscipline teams:

• Review the Research and Inquiry Process posters.

• Discuss: How might these posters be used to support the learning of all students in your subdiscipline.
Resources in Development

Subdiscipline Support:

• Equity Studies
• Family Studies
• General Social Sciences
• Philosophy
• World Religions
Resource Exploration

• Examine 1-2 of the sample resources.
• Consider how these resources could support your work, personally, and how they could support the effective implementation of the SSH curriculum in your board.
Board Team Consolidation