**EDUC 4031 – Language Arts – Assignment #2 – *(Template Sample)***

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| **Planning with Critical Literacy and Inquiry in Mind - Part 1 (1 Page Maximum)** | | | | |
| **Educator as Provocateur**   * Defends instructional decisions (choice of Big Ideas/Themes and Media Connections) based on credible resources * Reviews and articulates teacher and student roles in inquiry process | **Big Ideas/Themes**  1. Bias and perspective  **2. Colonization, especially via residential schools**  3. Belonging and culture  (Bold focus Big Idea/Theme)  **Rationale for Focus**  I have chosen this focus because colonization of Canada’s indigenous population has not been given its due attention. | **Link to Media Connection**  <http://projectofheart.ca/>  **Rationale for Choice**  The media connection was chosen because it is possible to review perspective on the topic of residential schools and impacts of colonization through the activities presented in this website. Even though the website doesn’t always present a diversity of perspectives, it is useful because the Grade 5 curriculum for social studies has a relevant connection to it, where the strand and overall expectation is defined in the following words respectively, “Strand B. People and Environments: The Role of Government and Responsible Citizenship” and “B2. use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues” (p. 111)  Teaching about perspectives is important because “At this stage in their cognitive development, they are developing the capacity to think more about their beliefs about knowledge and facts, and they are “developing a rational approach to knowledge” (Stepping Stones, 2012). That is, they are thinking more critically about how it is they come to know something about a topic or issue rather than simply accepting it. They begin to understand that many of the things they considered facts are not independent of others’ perspectives.” (Adolescent Alert – Engaging Research and Teaching, page 1) | | *(Taken from p. 21 – 22 of Arts curriculum, 2009, MOE and from Harvey Daniels p. 90 and p. 92)*  **Teacher Role**   * “Introduce the initial idea, challenge, stimulus, inspiration, experience” * “Provide model, examples and learning goals” * “Provide a rich variety of materials and resources” * “Provides positive reinforcement for risk taking“ * “Connects the curriculum to group inquiry” * “Encourage reflection” * “Link evaluation to criteria and the lessons taught” * “Support kids in taking action beyond the classroom”   **Student Role**   * “Use creative ideas at stimulus for creation” * “Create the work” * “Share preliminary work with peers; invite outside opinions; develop and refines the formal concepts” * “Conduct research online” * “Annotate by writing” * “Develop interview questions and conduct practice interviews” |
| **Planning with Critical Literacy and Inquiry in Mind - Part 2 (2 Page Maximum)- s** | | | | |
| **Analyze the Text**   * Uses framework (Haste/Vasquez) to analyze text | **FOUR DIMENSIONS OF CRITICAL LITERACY FRAMEWORK**   |  |  |  | | --- | --- | --- | | **Critical Literacy Skills** | **Media Item Analysis**  <http://projectofheart.ca/> | **Connections to Curriculum and Ministry Resources** | | Disrupt the common place.  Identify biases, stereotypes and assumptions. | The media item defines itself as an “inquiry based, hands-on, collaborative, inter-generational, artistic journey of seeking truth about the history of Aboriginal people in Canada.” Thus, by virtue of its mandate, it attempts to disrupt the stereotypes present around Indian Residential Schools and aboriginal children. It also attempts to explain the reason behind the stereotypical representation of Indigenous people. Lastly, by encouraging students to investigate, it provides an opportunity to practice self-reflexivity and re-visit our assumptions. | Strand: Reading  OE: Reading for meaning  SE: 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts  In CBS # 27 – The Third Teacher , it is stated on page 3 that, “Today’s literate learners experience “a constant stream of ideas and information” – they need strategies for interpretation and making sense and lots of practice in identifying meaning, bias and perspective (Ontario Ministry of Education, 2009, 2006).” The monograph goes onto states some essentials needed for a physical environment for literacy learning, and the media text attempts to facilitate the presence of some of those spaces by its mere design. | | Consider multiple viewpoints. Whose voice is present? Whose voice is missing? Connect with Language Arts Curriculum Expectations 1.9- Point of View | “Project of Heart seeks to:   * expand the opportunities available for the wisdom of Aboriginal Elders to be heard, recognized and honored * change attitudes and behaviors – hearts and minds – as Elders give voice to language, values, traditions and teachings that were suppressed by residential schooling * inspire the building of relationships between Aboriginal and non-Aboriginal people in Canada based on mutual understanding, respect and collective action to create a different future”   The media text attempts to center the voices of the former students, their families and communities of the Indian Residential Schools. Since only the point of view of students and their communities is explored, one could argue that the voices of those working for and/or instituting the practice of Indian Residential Schools is missing. | Strand: Reading  OE: Reading for meaning  SE: 1.9 identify the point of view presented in  texts, ask questions to identify missing  or possible alternative points of view,  and suggest some possible alternative  perspectives  Thus, the answer to the teach prompt mentioned in the Language Arts Curriculum Expectation 1.9 (strand: reading), “Whose point of view is fully explored” would be answered by claiming that it is hoped to fully explore the oft-ignored point of view of the survivors of Indian Residential Schools. It also hopes to give voice to Elders and other Aboriginal peoples.  The Adolescent Alert on Engaging Research and Teaching states on p. 1 that “Inquiry also broadens adolescents' understanding of perspective, invites them to ask critical questions about the multiple sources of information they use in their inquiries, and consider a wide range of audiences and purposes to guide how they assemble and communicate their conclusions”  Thus, this is an appropriate or excellent media text because it attempts to mobilize inquiry for the very purposes mentioned above. | | Focus on the sociopolitical.  What is the author’s message? How is language used to persuade? What is the agenda? | Project Heart defines it purposes in the following words,   * “Examine the history and legacy of Indian Residential Schools in Canada and to seek the truth about that history, leading to the acknowledgement of the extent of loss to former students, their families and communities * Commemorate the lives of the thousands of Indigenous children who died as a result of the residential school experience. * Call Canadians to action, through social justice endeavors, to change our present and future history collectively” | Strand: Media Texts  OE: Understanding Media Texts  SE: 1.1 identify the purpose and audience for  a variety of media texts  CBS # 27 – The Third Teacher states on page 3, “Crick et al. (2007) propose that in order to create a learning environment that builds learning power a teacher must create positive interpersonal relationships, honor student voice and encourage perspective taking.” This media text, by centering the voices of survivors and the voices of the students learning from these survivors, attempts to honor student voice and encourages perspective taking. | | Take Action  How can you promote social justice and/or to improve the situation. What can you do personally to make a difference? | The media text was specifically chosen because it includes an action component. Step 5 of the Project Heart states that “Action is the more important part of learning…The learner group now has the task of selecting a Social Justice Action that they will participate in to help to bring about positive change in their school, their community, our country or our world.”  In fact, the media text goes onto state that “It was originally designed to bring awareness both to the settler community and communities of new Canadians. Project of Heart *has evolved, through community ownership of the project itself,* to educate all Canadians about the history and legacy of this crime and tragedy.” Thus, it is clear through this quote that the media text has at its core the importance of making a difference, promoting social justice and improving the situation. | Strand; Media Texts  OE: Creating Media Texts  SE: 3.4 produce a variety of media texts for  specific purposes and audiences, using  appropriate forms, conventions, and  techniques  The Adolescent Alert on Engaging Research and Teaching states on p. 1 that “Inquiry gives students an opportunity to see topics and issues as multidimensional (e.g., examining war from a variety of points of view), to make interpretations (e.g., posing possible explanations based on a set of data), and to explore implications on a broader scope (e.g., determining consequences related to social justice). “ | | | | |
| **Practice with Critical Literacy and Inquiry in Mind - Part 1 (2 Page Maximum)** | | | | |
| **Asking Effective Questions and Creating Rich Tasks**   * Research and development of higher order inquiry questions * Design three Rich Tasks | **Variety of questions to ignite student thinking and engagement**  These questions have been taken from Step 1 of the Project Heart website.   * “Why were Indian Residential Schools established? * What was the goal of the government? * What were the goals of the churches involved? * What happened to the children who attended Indian Residential Schools? * Did every child have the same experience? * What do survivors have to say about their own IRS experience? * How did Indian Residential Schools affect the children who went there? * How did this affect parents and families? * How did this affect communities? * Did the impacts end when the children came home?” | | **Three Inquiry Questions**  1. What do survivors have to say about their own Indian Residential School experience?  2. What the impacts of the Indian Residential School continued when the children came home?  3. What was the goal of the government and churches involved in establishing the Indian Residential School system?  Adolescent Alert – Engaging Research and Teaching states the following on page 1: “Making meaning starts not with answers but with questions. Teachers who wish their students to be skilled at formulating their own meaning and their own understanding realize that lessons should not frequently commence with statements stressing answers but with questions.” Hunkins quoted in Walsh & Sattes, 2011” Thus, the hope is to ignite student thinking and engagement with these engagement and inquiry questions. | |
| **Three Rich Tasks**  1. Create a documentary that interviews and records the story of an elder, as they speak about their connection to and experience of the Indian Residential School system.  2. Investigate the history and current status of “Jordan’s Principle.” Write a letter to your Prime Minister and Member of Parliament urging them to take action so that this child-first principle is applied in all situations in Canada.  3. Read up on the information presented on the following initiatives: “Shannen’s Dream”, “Have a Heart” and “Kairos Blanket Exercise.” Choose one activity to practice in class, and defend your decision for choosing the initiative you selected. | | | |
| **Practice with Critical Literacy and Inquiry in Mind - Part 2 (3 Page Maximum)** | | | | |
| **Planning a Language Arts Lesson Sequence Using Novels, Inquiry and Critical Literacy** | **See supplementary Backward Design planning template.** | | | |
| **Practice with Critical Literacy and Inquiry in Mind - Part 3 (3 Page Maximum)** | | | | |
| **Assessment and Documentation of Inquiry Process and Learning**   * Document learning through a variety of practices * Effectively reference various research-based resources including *Growing Success* | * Growing Success (2010) mentions on page 6 the seven fundamental principles of assessment and evaluation. An attempt is made to realize each of the seven principles in the assessment and documentation associated with this rich culminating task. * I agree with Cooper when he states “Assessment must be balanced including oral, performance, and written tasks, and be flexible in order to improve learning for all students.” (2007, p. 106) In addition, my developing philosophy of assessment holds, at its core, the presence of peer assessment, self-assessment, performance assessment and authentic assessment. I believe performance and authentic assessment are important because these forms of assessment are better representatives of how we perform on-the-job, and because I believe the primary goal of education is to assist students in securing and performing highly in full-time jobs after the students graduate. I believe in peer and self-assessment because “students need to be assessment literate… students need to be taught how to give feedback responsibly… (and because) self-assessment involves several interconnected parts: evaluation, reflection, metacognition and goal setting.” (Drake, 2014, p. 89) Thus, I agree with Earl’s belief that “self-assessment and metacognition are the pinnacle of assessment.” (Drake, 2014, p. 89) * The following quote illustrates the difference between evaluation and assessment, “During the 20th century, assessment was often defined as evaluation and assessment. Evaluation is summative assessment conducted at the end of an instructional period to measure achieved learning. It is also the term used for standardized measures such as large-scale provincial assessments. In comparison, assessment is now considered classroom-based and includes diagnostic and formative feedback during the instructional period to improve learning.” (Drake, 2014, p. 13) Thus, today, we identify three forms of assessment: as, for and of. * For the assessment and documentation of inquiry and process learning, significant emphasis is being made on performance assessment through out the seven lessons of this unit plan. In addition, an attempt is made to practice authentic assessment. * Page 32 of A Guide to Effective Literacy Instruction - Volume 2: Assessment (2006) states the following about linking assessment to planning and instruction, thus closing the assessment loop through the help of effective feedback:   + “explicitly teaches the material to be learned, models relevant skills, and provides multiple and varied opportunities for students to practice and demonstrate their newly learned skills and knowledge;   + uses a range of assessment strategies and tools to gather information about how students are learning and to provide explicit, timely, relevant feedback to students about their performance;   + uses assessment data to inform instruction and planning.” * The design of this backward design unit plan follows the format suggested in Adolescent Alert – Engaging Research and Teaching, page 2, under the section titled “Try it out: curious questioners” * While talking about assessment, I believe the following quote from p. 29 of Growing Success is pivotal, “It is worth noting, right from the start, that assessment is a human process, conducted by and with human beings, and subject inevitably to the frailties of human judgement. However crisp and objective we might try to make it, and however neatly quantifiable may be our “results”, assessment is closer to an art than a science. It is, after all, an exercise in human communication. (Sutton, p. 2)”   Lesson # 1: Students respond to the diagnostic (assessment ‘for’ learning) question, “What do you know so far about Indian Residential Schools.” Students can respond in bullet/point form. Adolescent Alert-Evaluating Perspectives and Biases states that the first step is to “As a teacher, begin by reflecting on your personal perspectives and biases, and how they may influence your work with students.” The diagnostic attempts to start this reflective process for both the teacher and student by identifying the reservoirs of knowledge and biases both the students and the teacher are bringing to the topic. This also fulfills the definition of diagnostic assessment as mentioned on p. 31 of Growing Success, “occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.”  Sample tool for Assessment ‘for’ learning:  Provocation: “What do you know so far about Indian Residential Schools.”  Lesson # 2:Page 2 of the resource titled Adolescent Alert – Evaluating sources of information has a section called “Getting Started” By asking students to peer-teach and model research skills, the goal of this lesson is to actualize the following three instructions for getting started, “• Explore the purposes of research, and how the skills of researching serve a variety of purposes, including academic and personal goals. • Explicitly teach vocabulary related to evaluatng sources of informaton for research such as accuracy, authority, credibility, reliability, academic rigor, confict of interest. • Model how to evaluate a source of informaton (e.g., by doing a think-aloud using a website).”  Lesson # 3: The following checkbric will be used by students as they conduct assessment “As” learning during lesson # 3. This checkbric has been adapted from the section labelled “**Using Criteria to evaluate sources of information**”, on page 3 of Adolescent Alert – Evaluating sources of information. This checkbric is also important because, as mentioned in the Adolescent Alert, students will be able to identify bias before they go on to find answers to posed questions in lesson # 4.  Sample tool for Assessment ‘as’ learning   |  |  | | --- | --- | | Check off all that apply |  | | Two different people are speaking |  | | Direct quotations were used |  | | Name of organization conducting interviews is visible |  | | Credentials of interviewer and interviewee are mentioned |  |   Lesson # 4: By making a mind-map that responds to the questions posted in step 1 of the Project Heart, the students are able to start on their path of inquiry-based learning. Inquiry based learning is important because, “One of the goals of inquiry is to engage students in deep learning and understanding. Inquiry supports adolescents’ sense of contribution and autonomy because it allows for many paths of investigation, offers choices prompted by open-ended questions, and positions students as knowledge creators rather than knowledge retrievers.” (Adolescent Alert – Engaging in Inquiry Learning)  Lesson # 5: This lesson’s activity of posing one’s own questions are important because it increasing student’s ability to problem-solve, among other things. The Adolescent Alert – Engaging Research and Teaching states the following, “If teachers pose most of the questions, then they are likely doing most of the thinking. When students have the time, space and support to pose and pursue their own questions, they are problem solving, assessing their own starting places for building their understanding, and determining how they might go about answering the questions. In addition, students feel valued and are more engaged when they ask their own questions and set out to answer them (Zwiers & Crawford, 2011).” Adolescent Alert – Engaging Research and Teaching goes onto state that “Developing effective questioning skills not only helps students access the information, it also helps them be critical consumers of the information when they pose questions to determine credibility, reliability and validity of sources.” This lesson also involves inside-outside circles, and Adolescent Alert - Engaging in Inquiry Learning describes inside-outside circles in the following words, “Inside-Outside Circle is one way for students to share with a number of peers in a relatively short amount of time. Inside-Outside Circles structures a series of low-risk conversations between pairs of students. This instructional strategy can also be especially supportive of English Language Learners and students who may experience literacy challenges.” (p. 4)  Lesson # 6: Lesson # 6 continues to build on the advice mentioned in the Adolescent Alert – Engaging in inquiry learning by employing a hear-think-wonder graphic organizer, which is an adaptation of the see-think-wonder organizer. The Alert defines see-think-wonder organizers in the following words, “One way to stimulate student questions is through a See-Think-Wonder graphic organizer. See-Think-Wonder allows students to gain a “foundation for greater insights, grounded interpretations, evidenced-based theory building, and broad-reaching curiosity” (Ritchhart, Church & Morrison, 2011).” The alert goes onto state that “See-Think-Wonder provides a framework that takes See Think Wonder students through noting observations (See), to making interpretations (Think), to posing questions (Wonder) that can launch an inquiry.” This lesson incorporates assessment ‘as’ learning as described on p. 31 of Growing Success, “occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.”  Lesson # 7: In this less, students are judged according to a rubric on their ability to produce a documentary and an accompanying 2-4 page report. Growing Success states the following about information gathered during an assessment ‘of’ learning, “The information gathered is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.” | | | |

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| **Practice with Language Arts Planning, Critical Literacy and Inquiry in Mind - Part 4 (1 Page Maximum)** | |
| **Educator as Reflective Practitioner**   * Defends instructional decisions (planning, practice and assessment) while referencing several credible resources | **Provide a one page summary**  The goal of this rich culminating task, and all of its supporting lessons, was to instill an inquiry stance which sparks life-long learning such as, in my case, of wanting to investigate why people fight.  My beliefs about assessment and evaluation are captured in the following quote, “Students are required to demonstrate the skills of assessment (making a judgement), so this skill should be targeted for evaluation and reporting. Assessment is a higher-order thinking skill (HOTS) that needs to be taught to students (or reviewed) to establish validity. Similarly, historical thinking and communication skills will need to be taught or reviewed.” (Drake, 2014, p. 66)  21st century skills are defined in the following excerpt, “Teachers will be more familiar with the higher-order thinking skills (HOTS) that are end goals in most twenty-first-century curriculum…. Renowned curriculum and assessment theorist Susan Brookhart (2004) includes the following in her definition of HOTS:   * Analysis, evaluation and creation * Logical reasoning * Judgement and critical thinking * Problem solving, creativity and creative thinking” (Drake, 2014, p. 37)   Significant dialogue is built into the unit because the guide goes on to state that dialogue is an effective way of fostering student ownership for their learning.  A Guide to Effective Literacy Instruction - Volume 2: Assessment states on page 32, “Continuous communication is an essential component of literacy assessment in the junior grades. Communication of assessment is reciprocal and cyclical and involves teachers, students, and parents. At all stages, teachers communicate assessment information to students and parents. As well, teachers in the school communicate with one another and with the administration” (2006).  I sincerely believe that all reasons of undesirable classroom behavior can be addressed with effective curriculum and assessment planning. Thus, planned purposeful assessment can play the role of indirect classroom management as it provides a safe, predictable environment to students who are aware of how the different forms of assessment is further helping them grow as learners.  In addition, self-assessment by teachers is essential, as is stated in the following quote, “The last step in backward design involves evaluation the effectiveness of your planning through consolidation and reflection during and after implementation. There are various ways to collect the reflective data to accomplish this task, such as ongoing student-teacher learning journals, reflections on daily lesson plans and anecdotal observations of effective instructional strategies, rich performance tasks, assessment tools, blog/web responses and unit artefacts… In the spirit of AfL, it is important to use assessment information to improve one’s learning.” (Drake, 2014, p. 91)  Thus, the lesson plans were designed keeping the following criteria in mind. These criteria were taken from a PowerPoint presented during Week # 13 of class.   * “A rich tasks requires dialogue, discourse or accountable talk * Rich tasks invoke learning because [they are] accessible, interesting and extendable * Rich tasks invoke learning because [encourages] high student engagement * Rich tasks invoke learning because [it] allows learners to make decisions * Rich tasks invoke learning because involve explaining, justifying, reflecting and interpreting, * Rich tasks invoke learning because [they] promote discussion and communications * Rich tasks invoke learning because [they] encourage originality, creativity and invention * Rich tasks invoke learning because [they] encourage 'what if' and 'what if not' questions * Rick tasks “require judgments that most young people would expect of thoughtful citizens * A rick task involves inquiry, constructivism, and collaborative learning” |
| ***One Page Defense of Instructional Decisions*** | |

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| **Brief Unit Overview, Lesson Sequence and Assessment Plan** ***(3 page maximum)***  (adapted from Damien Cooper – *Talk about Assessment* pp. 301 – 303) | |
| **Unit/Strand**  Language Arts - Grade 5 - Oral Communication  Language Arts - Grade 5 - Reading  Language Arts - Grade 5 - Writing  Language Arts - Grade 5 - Media Texts | **Big Ideas: (List 3 and bold focus one)**  **Social justice**, empathy, courage  “When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.” (Social Studies Curriculum, p. 111) |
| **Inquiry/Critical Literacy Focus and Skills:**  “Taking a stance and engage in a response in the interest of equity, fairness and social justice” (Adolescent Alert - Engaging students in critical literacy) | **Inquiry Questions:**  What do survivors have to say about their own Indian Residential School experience? |
| **Culminating Task - Rich Performance Task Description *(Making Learning Public):* (Provide a thorough description of the Culminating Task. Identify Language Arts strands, minimum 3 being assessed and O.E./S.E. being assessed. Identify Cross-Curricular connections – max 1 O.E. and 1. S.E. being assessed). (Assessment strategy/task and tool – See Assessment Of Learning)**  Students will self-select groups, and as a group, create a short documentary about the survivor’s experience in and since residential school. In groups of 3 – 5, students will collaboratively make a documentary featuring an Elder and their story of how they were impacted by the Indian Residential School system. For evaluation, the video will be evaluated as well as a write-up that each student is expected to submit. This write-up will be 2 – 5 pages long, and will require the student to speak about their role in the documentary making process, a section explaining the process of making a documentary, as well as what they learnt through the process and how they grew in their thinking and practice.  *Grade 5 –Language Arts*  Writing - O.E. # 1 - S.E.# 1.2  Writing - O.E. # 3 - S.E.# 3.7  Media Texts - O.E. # 1- S.E.# 1.6  Reading - O.E. # 1 - S.E.# 1.4  Media texts - O.E. # 1 - S.E.# 1.2  Oral communication - O.E. # 1 - S.E.# 1.2  Media texts - O.E. # 3 - S.E. # 3.4  *Social Studies Cross-Curricular connections*  O.E. B2 - Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues (FOCUS ON: Perspective)  S.E. B2.6 communicate the results of their inquiries, using appropriate vocabulary and formats | |
| **L.A. - Overall Expectation(s): *(Only those being assessed in the unit/lesson sequence)***  Writing - O.E. # 1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;  Writing - O.E. # 3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;  Media Texts - O.E. # 1. demonstrate an understanding of a variety of media texts;  Reading - O.E. # 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning  Media texts - O.E. # 1. Demonstrate an understanding of a variety of media texts;  Oral communication - O.E. # 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;  Media texts - O.E. # 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; | **L.A. - Specific Expectations: *(Only those being assessed in the unit/lesson sequence)***  Writing - S.E.# 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose  Writing - S.E.# 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout  Media Texts - S.E.# 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded  Reading - S.E.# 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details  Media texts - S.E.# 1.2 use overt and implied messages to draw inferences and construct meaning in media texts  Oral communication - S.E.# 1.2 demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a range of situations, including work in groups  Media texts - S.E. # 3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques |
| **Cross Curricular Connections: (Include subject, strand and O.E. and S.E. – 2 maximum)**  Subject: Social Studies  Strand: People and Environments: The role of government and responsible citizenship  O.E. B2 - Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues (FOCUS ON: Perspective)  S.E. B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues  S.E. B2.6 communicate the results of their inquiries, using appropriate vocabulary and formats | **Assessment Of Learning: *Based on Culminating Task Description Above. Please attach assessment tool (Rubric based on of Language Arts four categories of achievement. You may choose to add a category of achievement for the cross curricular subject focus and an assessment for the target Learning Skill)***  Rubric follows this lesson plan |
| **Assessment For Learning *(Diagnostic/Formative)*:**  *(Briefly describe 3 opportunities for assessment ‘for’ learning in the lesson sequence and attach recording tool samples)*  See part 3 of assignment for tool samples | **Assessment As Learning:**  *(Briefly describe 3 opportunities for assessment ‘as’ learning in the lesson sequence and attach recording tool samples)*  See part 3 of assignment for tool samples |
| **Learning Skill Focus: *(1 only – Include a brief rationale for choice.)***  Collaboration – through the culminating rich performance task, the students will be challenged to collaboratively produce a short documentary that attempts to chronicle the journey and story of an elder in the community. While the students are required to exhibit all of the learning skills mentioned in p. 11 of Growing Success, the one that will be most pivotal will be their ability to collaborate in a group project | |
| **Lesson#1: Introduction: Strand: Writing *(Consider diagnostic assessment)***  O.E. # 1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;  S.E.# 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose  Lesson description: The teacher will identify the reservoir of linguistic and life experiences that students are bringing to topic of Indian Residential Schools. The teacher will do so by requesting a written response to the question, “What do you know so far about Indian Residential Schools”  Assessment strategy/task and tool: Students will provide information by submitting written responses and this information will serve to fulfill the diagnostic assessment requirement for the educator | |
| **Lesson 2: Strand: Writing**  O.E. # 3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;  S.E.# 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout  Lesson Description: Students will prepare a presentation on how to make a documentary film. The students will present their presentations to peers. The presentations will each last five minutes, and  Assessment strategy/task and tool: The peers will assess if the presentation gave them new research skills, thus becoming a practice of assessment ‘as’ learning | |
| **Lesson 3: Strand: Media Texts**  O.E. # 1. demonstrate an understanding of a variety of media texts;  S.E.# 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded  Lesson description: Students will find news articles or YouTube clips where survivors if Indian Residential Schools are telling their story assessment strategy/task and tool)  Assessment strategy/task and tool: Students will use a checkbric to identify certain qualifying traits of the media text. The checkbric can be found in Part 3 of this assignment, and fulfills the requirement of assessment ‘as’ learning | |
| **Lesson 4: Strand: Reading**  O.E. # 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning  S.E.# 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details  Lesson description: Make a mind-map that answers questions on step 1 of Project Heart (<http://projectofheart.ca/>)  The goal of this lesson is to provide front-loading, as suggested in the Adolescent Alert – engaging in inquiry learning  Assessment strategy/task/tool: The students will conduct collaborative annotation, as described in week 12 readings, and this will serve as an assessment for learning as it will indicate to the educator what important foundational facts the students are missing about the Indian Residential School system. | |
| **Lesson 5: Strand: Media Texts**  O.E. # 1. Demonstrate an understanding of a variety of media texts;  S.E.# 1.2 use overt and implied messages to draw inferences and construct meaning in media texts  Lesson description: The students will watch the CBC documentary titled 8th Fire while making notes of questions that they have as they watch the documentary.  Assessment strategy/task and tool: As assessment for learning, the students will be requested to submit these questions through Google Classroom, so the educator knows what knowledge deficit to address in class, and what knowledge deficit to address on an individual level. In addition, the students will be facilitated to participate in an inside-outside circles activity, as they reflect upon what they watched in the documentary. | |
| **Lesson 6: Strand: Oral Communication**  O.E. # 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;  S.E.# 1.2 demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a range of situations, including work in groups  Lesson Description: An Elder will be invited to share their story, and the students will be required to fill out a hear-think-wonder graphic organizer and submit these organizers as to guide the conversation of what further details the Elder shares with the class as students prepare to interview them for their documentary.  Assessment strategy/task and tool: Assessment as learning takes place as students share their heart-think-wonder organizers with peers in self-selected groups | |
| **Lesson #7: Culminating Task – Rich Performance Task *(Making Learning Public):* *Information Provided Above***  O.E. # 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;  S.E. # 3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques | |

**Achievement Chart Rubric for Integrated Language/Social Studies Culminating Task Evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language Arts**  *Grade 5*  *Writing - O.E. # 1 - S.E.# 1.2*  *Writing - O.E. # 3 - S.E.# 3.7*  *Media Texts - O.E. # 1- S.E.# 1.6*  *Reading - O.E. # 1 - S.E.# 1.4*  *Media texts - O.E. # 1 - S.E.# 1.2*  *Oral communication - O.E. # 1 - S.E.# 1.2*  *Media texts - O.E. # 3 - S.E. # 3.4* | Level 1 | Level 2 | Level 3 | Level 4 |
| ***Knowledge and Understanding*** |  |  |  |  |
| Understanding of Indian Residential Schools (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes) | demonstrates limited understanding of Indian Residential Schools | demonstrates some understanding of Indian Residential Schools | demonstrates considerable understanding of Indian Residential Schools | demonstrates thorough understanding of Indian Residential Schools |
| ***Thinking*** |  |  |  |  |
| Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) | uses planning skills with limited effectiveness, as explained in the 2-4 page write up | uses planning skills with some effectiveness, as explained in the 2-4 page write up | uses planning skills with considerable effectiveness, as explained in the 2-4 page write up | uses planning skills with a high degree of effectiveness, as explained in the 2-4 page write up |
| ***Communication*** |  |  |  |  |
| Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in oral, visual, and written forms, including media forms | Communicates, with limited effectiveness, to different audiences and with purpose of raising awareness of reconciliation | Communicates, with some effectiveness, to different audiences and with purpose of raising awareness of reconciliation | Communicates, with considerable effectiveness, to different audiences and with purpose of raising awareness of reconciliation | Communicates, with high degree effectiveness, to different audiences and with purpose of raising awareness of reconciliation |
| ***Application*** |  |  |  |  |
| Making connections within and between various contexts (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school; between disciplines) | makes connections, with limited effectiveness, within and between the past history of residential schools and the elder’s current life struggles | makes connections, with some effectiveness, within and between the past history of residential schools and the elder’s current life struggles | makes connections, with considerable effectiveness, within and between the past history of residential schools and the elder’s current life struggles | makes connections, with high degree effectiveness, within and between the past history of residential schools and the elder’s current life struggles |
| ***Social Studies***  ***Grade 5 Social Studies – Strand B***  ***O.E. B2***  ***S.E. 2.6*** | ***Level 1*** | ***Level 2*** | ***Level 3*** | ***Level 4*** |
| ***Application*** |  |  |  |  |
| Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues) | makes connections, with limited effectiveness, within and between the past history of residential schools and the current attempts towards reconciliation | makes connections, with some effectiveness, within and between the past history of residential schools and the current attempts towards reconciliation | makes connections, with considerable effectiveness, within and between the past history of residential schools and the current attempts towards reconciliation | makes connections, with high degree effectiveness, within and between the past history of residential schools and the current attempts towards reconciliation |
| ***Learning Skill*** |  |  |  |  |
| Collaboration  • accepts various roles and an equitable share of work in a group;  • responds positively to the ideas, opinions, values, and traditions of others;  • builds healthy peer-to-peer relationships through personal and media-assisted interactions;  • works with others to resolve conflicts and build consensus to achieve group goals;  • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions. | Demonstrates one of the sample behaviors | Demonstrates a few of the sample behaviors | Demonstrates a variety of the sample behaviors | Demonstrates most of the sample behaviors |