

The Ontario Curriculum: Social Sciences and Humanities, Grade 11-12, 2013 – Overview of the PREFACE

This document is intended to provide an overview of the curriculum revisions. Teachers are required to refer to the curriculum documents for program planning.

Heading	Summary of Key Points for Philosophy
Secondary Schools in the 21st Century	● Today and in the future students need to be critically literate ● Important that students see themselves in what they are taught ● Students need to develop the skills and knowledge they need to be active citizens
Ideas underlying the Social Sciences and Humanities Curriculum	● Effective learning depends on the development and understanding of: ○ Disciplined inquiry and critical literacy ○ Problem solving ○ Understanding of self and others ○ Local and global mindedness
Teacher roles and responsibilities	● Teacher responsibilities: ○ Develop appropriate instructional strategies and assessment and evaluation methods ○ Provide numerous opportunities for students to develop critical-thinking, problem-solving and communication skills ○ Provide varied assessment and specific feedback to refine student skills ○ Connect knowledge and skills from the classroom to their lived realities ○ Communicate student progress to parents
Curriculum Expectations	● <i>Overall expectations</i> describe the general knowledge and skills students need to demonstrate ● <i>Specific expectations</i> ○ Describe the expected knowledge and skills in greater detail ○ Are grouped under numbered headings to indicate the strand and overall expectation to which the group of specific expectations corresponds ○ Are accompanied by examples and teacher prompts ▪ Examples and prompts are intended as suggestions, rather than a mandatory list

Assessment and Evaluation of Student Achievement	• <i>Growing Success</i> outlines the Ministry of Education's assessment, evaluation and reporting policy • Aim: to maintain high standards and improve student learning • Fundamental principles for assessment and evaluation procedures - o Are fair, transparent, and equitable for all students - o Support all students - o Are planned to reflect expectation, interest and learning styles of all students - o Are communicated clearly to students and parents - o Are ongoing and varied in nature - o Provide ongoing descriptive feedback - o Develop student self assessment skills
Learning Skills and Work Habits	• Development of learning skills and work habits is an integral part of student learning • Should not be considered in the determination of a student's grade
Assessment <i>for</i> Learning and <i>as</i> Learning	• Primary purpose of assessment is to improve student learning • Essential steps in assessment for and as learning - o Share learning goals and success criteria with students - o Gather evidence of student learning before, during, and at the end of a period of instruction - o Use a variety of assessment strategies and tools - o Use assessment to inform instruction - o Provide descriptive feedback - o Help students develop skills of peer and self assessment
Evaluation	• Evaluation refers to the process of judging the quality of student learning • All expectations must be accounted for in instruction and assessment, but evaluation focuses on the students' achievement of the overall expectations • 70% of the final grade should be based on evaluation conducted throughout the course - o Should reflect the student's most consistent level of achievement with a focus on most recent evidence • 30% of the final grade will be based on a final evaluation toward the end of the course
The Achievement Chart	• Four Categories: Knowledge and Understanding, Thinking, Communication and Application • The achievement chart provides criteria and descriptors to assist teachers in their assessment and evaluation of student learning

	• Level 3 represents the provincial standard for achievement
Considerations for Program Planning	• Differentiated Instruction - o Adjust method or pace of instruction, use different types of resources, allow a wider choice of topics to support student strengths, needs, learning styles and interests • Lesson Design - o Activate prior knowledge, clarify purpose for learning, make connections to context - o Scaffold instruction to meet the needs of the students • Special Education Needs - o Examine expectations and the student's particular strengths and learning needs to determine what support is needed - o Accommodations: ▪ Allow the student to access the curriculum without any changes to the expectations ▪ Accommodations must be identified in the IEP • English Language Learners - o Approximately 20% of the students in Ontario English Language schools have a first language that is not English - o Appropriate adaptations include: ▪ Modification of some or all of the expectations so that they are challenging but attainable ▪ Use of a variety of instructional strategies ▪ Use of a variety of learning resources ▪ Use of assessment accommodations
Equity and Inclusive Education	• Focuses on respecting diversity and identifying and eliminating discriminatory biases • Draws attention to the contributions of women, various ethnocultural and racial communities • Students should see themselves reflected in the curriculum
Critical Thinking and Critical Literacy	• Includes skills such as questioning, predicting, analyzing, synthesizing, detecting bias and distinguishing between alternatives • Students use critical thinking skills when they - o Assess, analyze or evaluate - o Make reasoned judgements about what to believe about problems that do not have clear solutions - o Reflect on their own thought process

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| | <ul style="list-style-type: none">• Students are encouraged to reflect on how they can apply these skills to their lives in a meaningful and authentic way |
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