CURRICULUM CRATE

A curriculum crate allows for a "teacher to apply a current and comprehensive repertoire of effective planning , instruction, and assessment practices to meet the learning needs of every student"(TQS 3). We start by **dissecting a learning outcome** to examine what students need to know, experience, and demonstrate in their learning journey for that outcome during this timeframe. We then use this to **plan an appropriate lesson**(s). This crate is an example moment in time that can showcase possibility to educators. Ideally you will customize this lesson to meet the needs of your students and know that learning outcomes are returned to many times throughout the year as we layer on our knowledge, understandings, skills, and procedures of each learner outcome. Thank you to teacher working groups who worked side by side with consultants to create these.

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CREATED BY	Thank you to teacher working groups who worked side by side with consultants to create this crate. Kyoko Aura Samatha Harvey Mimosa Bui

GRADE	SUBJECT(S)	DATE
2	MATH	9/7/2022

Dissecting a Learning Outcome for Teacher Understanding

Why dissect a learning outcome? A learning outcome describes what students are required to know, understand, and be able to do by the end of a grade. For teachers, having a clear understanding of the anatomy of an outcome drives instruction and ensures that assessments hit the intended target of the learning outcome.

LEARNING OUTCOME(S)

Please note the nouns and verbs to help focus on concepts and skills as part of the learning outcome

Students relate data to a variety of representations.

Focus KUSP: Data can be expressed through First Nations, Métis and Inuit stories.

LEARNING EXPERIENCES & LESSONS

Consider how the verbs within the outcomes provide direction for the instruction. What are the ways students will acquire knowledge and skills? How will they "learn it"? Consider the instructional steps (acquire, build, consolidate) along the way. Think about the thoughtful sequence of learning experiences throughout the timeframe of learning (such as September). Remember Universal Design for Learning: anticipate & plan for a wide range of student needs. ONE of these learning experiences will be planned as a lesson below.

Acquire
"I am being introduced to a new topic or skill."
activate prior knowledge and engage students' attention, motivation, and interest
Build
"I am building upon my understanding of the concept/skill."
expand, delve, practice, apply
Consolidate
"I am getting ready to demonstrate my proficiency with the concept/skill."

make connections, analyze, synthesize, evaluate, extend practice

Acquire
- Discuss what data is and how it is represented. Record in a KWL chart to be revisited after the lesson or use I Used to Think... Now I Think… after the lesson.
- Discuss: Where do we find data? Does data always have to be numbers?

Build
- In pairs/large groups look for data/factual information found in a variety of stories.
- Make an anchor chart or on a Math word wall record different sources of data (graph, stories, table etc.)
- Look for data/factual information in other formats (story robes, pictures, videos etc.)
- Kinesthetic - Can data/factual information be represented in movement/dance? How? Represent data/factual information in a dance (ex. show physical geography for one of the 3 communities studied, changes in states of matter of liquids).

Consolidate
- Compare and contrast data collected from a variety of sources.
- Identify a variety of sources of data/information.
- Identify new ideas about data sources.

EVIDENCE OF LEARNING

These are the collection of assessments for the learning outcome(s) during this time frame. Consider how the verbs within the outcomes provide direction for the assessment. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

Observations	Conversations	Products
- Students can find data/facts within the read aloud text - Students can find data/facts within other stories.	- What data/factual information can you find in the story? - What other stories convey data/factual information. - Does data have to be numbers? - What other ways can data be communicated?	- Students write their own story that conveys data about a topic. - Students record data/information gleaned from stories in their journal. - Students identifymdata/information found in stories using stickies. - Students use flipgrid to record their understanding of data and where data can be found.

MAKING CONNECTIONS WITH COMPETENCIES

Literacy & Numeracy	Student Competencies
Literacy - Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment. - Students, through guided activities, determine a purpose for their information search and develop questions to explore topics and search for useful sources of information.	**Critical Thinking** - ask relevant questions to help me learn. -I use simple criteria to form opinions or make decisions. - I synthesize new understandings by comparing and contrasting information. -I reflect on contexts or experiences that influence my thinking.

- Students gather information from a limited number of sources to respond to a problem, question, or topic. - Students, with guidance, evaluate information by identifying fact and fiction, determining relevant and irrelevant information, and considering the intent of the message. - Students make connections to their background knowledge to support understanding of a new idea or topic **Numeracy** - Students identify tasks that involve numeracy and determine which information may be used to complete a task. - Students organize objects, ideas, or information using a classification system. - Students formulate questions for a specific investigation and collect, record, and discuss the data using charts or graphs. - Students extract specific data from a graph or chart to make comparisons or inferences.	- I consider how my thoughts may be similar to or different from those of others **Problem Solving** - I determine information that is relevant to help me solve problems. **Research & Managing Information** - I collect information for a specific audience or purpose. - I organize and combine information from a number of sources. -I consider the content of information to determine its use. **Creativity or Innovation** - I use individual or group brainstorming to build or expand my ideas. **Communication** - I communicate with peers and adults for specific purposes. - I consider the contributions and feelings of others when exchanging ideas or information.

Lesson Plan - A Potential Learning Experience

Below you will see a potential learning experience for a learner outcome in the new curriculum. You will be able to use this lesson as a strong pedagogical example as well as have the freedom to customize it based on your student needs. This can be part of a thoughtful sequence of learning experiences for students as part of ongoing teaching and assessment within the learning outcome.

LESSON TITLE
What is data?

LEARNING GOALS	STUDENT CRITERIA FOR SUCCESS	EVIDENCE OF LEARNING
Learning goals are written in kid-friendly language. What are the learning goals for THIS LESSON a single outcome may be too large for a single intention -- write multiple learning intentions as necessary	What will I see or hear students do or say DURING THIS LESSON that tells me they understand? Use the KUSPs to guide you. All KUSPS of the learning outcome must be addressed by the end of the year. Remember the verbs from Bloom's Taxonomy	This is the assessment(s) for THIS LESSON. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? How will you gather this evidence? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration
I understand that data is factual information that can be used to reason, discuss or calculate. I understand that data can be communicated through First Nations, Métis, or Inuit stories.	Identify data communicated through First Nations, Métis, or Inuit stories.	See Evidence of Learning above.

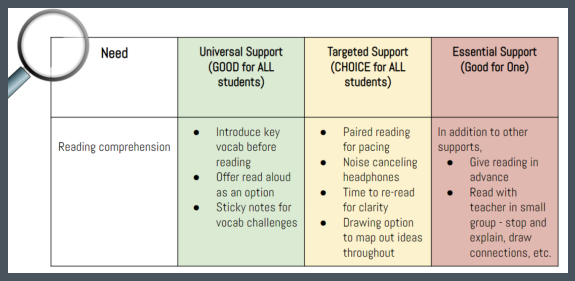
TO DO BEFORE THE LESSON

- [ ] Prior to this lesson, students will need an understanding of the seasons and seasonal change

RESOURCES NEEDED

- [ ] Book: Birdsong by Julie Flett
- [ ] Optional books: Crackle with Cold by Bernice Johnson-Laxdal and Miriam Korner, Kā-āciwīkicik, The Move by Doris George and Don K. Philpot

CONSIDERATION FOR LEARNER NEEDS



Need	Universal Support (GOOD for ALL students)	Targeted Support (CHOICE for ALL students)	Essential Support (Good for One)
Reading comprehension	• Introduce key vocab before reading • Offer read aloud as an option • Sticky notes for vocab challenges	• Paired reading for pacing • Noise canceling headphones • Time to re-read for clarity • Drawing option to map out ideas throughout	In addition to other supports, • Give reading in advance • Read with teacher in small group - stop and explain, draw connections, etc.

Scaffolding:
- If students are having trouble identifying factual information, accept other connections or learnings gleaned by the student.
- Have students work in groups/pairs to illustrate factual information.

Extending:
-Create Venn diagrams to show occurrences that are found only in one season or in both seasons.
-Write their own story to convey important factual information.
-Distinguish between fiction and nonfiction.
- Read When Trees Crackle with Cold by Bernice Johnson-Laxdal and have students come up with descriptive names for the months that convey factual information about the months.

TEACHER INSTRUCTION / STUDENT EXPERIENCE & PRACTICE

Minds On:
Ask students what their favorite story is. Challenge students' thinking about the purpose of stories (entertain vs. conveying data/information).
Have you ever learned factual information from a story?

Action:
Do a picture walk of the book Birdsong by Julie Flett.
Read the book again, having students make connections.
Discuss the idea that factual information about the seasons is also contained within the story.
Group students into season groups. Discuss what they know about the season.
Read the book again looking for factual information about the seasons (in text & pictures).
In groups discuss what factual information was conveyed in the story about their season.
Represent the seasonal data in a picture.

Consolidate:
In a large chart with the seasons, students post and explain the information they gathered about the season.
Discuss how stories can convey information/data.
Can they think of other stories that convey information/data?

TEACHER REFLECTION / NEXT STEPS