

# 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.



Click here for an editable [Google Doc](#) or [Microsoft Word](#)

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GRADE
1

SUBJECT(S)
ELAL and Social

DATE
Oct 1st, 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

#### ELAL:

Learning Outcome: Students investigate meaning communicated in texts (Comprehension).

Understand words and phrases from texts that have been read aloud. (Cm)

Respond to texts that have been read aloud. (Cm)

Answer questions requiring literal recall and understanding of examples, details, or facts in texts. (Cm)

Make predictions prior to and while reading, viewing, or listening to a text. (Cm)

Compare actual outcomes to predictions made. (Cm)

#### Social Studies:

Students develop listening and speaking skills through sharing stories and information

What helps us to recognize different groups or communities(e.g., landmarks, symbols, colours, logos, clothing)?

In what ways do we belong to more than one group or community at the same time?

What are some familiar landmarks and places in my community?

Respond appropriately, verbally and in written forms, using language respectful of human diversity.

## 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

Students will acquire the information of belonging and how they interact with others

Picture book ( on each slide).

### Build

Students will build their understanding through classroom discussion, connections, and oral presentations

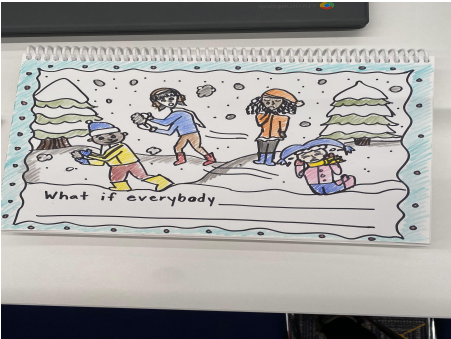
Activity: All about me bags.

### Consolidate

Students will consolidate their learning throughout the various presentations and shared experiences.

## 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
<p>Observation checklist for students as they present their information</p>	<p>Teachers will make anecdotal notation as the students share their experiences. Look and make notes on student presentations using success criteria noted on the slides.</p> <p>Teachers are listening for: key vocabulary, accuracy, and connections.</p>	<p>Various all about me drawings, item curation, writing assignments</p> 

## MAKING CONNECTIONS WITH COMPETENCIES

### Literacy & Numeracy

### Student Competencies

#### Literacy

- Students recognize that literacy is used for

#### Critical Thinking

- I ask relevant questions to help me learn.

<p>many purposes in their everyday lives and provides enjoyment.</p> <ul style="list-style-type: none"> <li>• Students make connections to their background knowledge to support understanding of a new idea or topic.</li> </ul>	<ul style="list-style-type: none"> <li>• I use simple criteria to form opinions or make decisions.</li> <li>• I synthesize new understandings by comparing and contrasting information.</li> <li>• I reflect on contexts or experiences that influence my thinking.</li> <li>• I consider how my thoughts may be similar to or different from those of others.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• I consider the possible outcomes of solutions.</li> </ul> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>• I use individual or group brainstorming to build or expand my ideas.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• I communicate with peers and adults for specific purposes.</li> <li>• I use a variety of formats to communicate.</li> <li>• I consider the contributions and feelings of others when exchanging ideas or information.</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• I contribute actively and respectfully to group work.</li> </ul> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• I consider similar or different points of view across a variety of contexts.</li> <li>• I consider positive and negative outcomes of decisions made in familiar contexts.</li> </ul> <p><b>Personal Growth and Well Being</b></p> <ul style="list-style-type: none"> <li>• I communicate how groups and individuals care for each other.</li> </ul>
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## 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.

<p>ALL ABOUT ME</p>
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**LEARNING GOALS**

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

-Speaking and listening effectively

**STUDENT CRITERIA FOR SUCCESS**

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](#)

- [See lesson slides](#)

**EVIDENCE OF LEARNING**

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

- Item curation

- Groups I belong to and how I contribute to my community

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- Visual journal drawings
- Postcards
- Oral presentation


### TO DO BEFORE THE LESSON

- Background knowledge on community
- Background knowledge on belonging to a group
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### RESOURCES NEEDED

- [Lesson Slides](#)
- [Lesson Video](#)
- [Talking Speed Visual](#)
- [Bouncy Ball visual noise](#)

### CONSIDERATION FOR LEARNER NEEDS



Need	Universal Support (GOOD for ALL students)	Targeted Support (CHOICE for ALL students)	Essential Support (Good for One)
Reading comprehension	<ul style="list-style-type: none"><li>• Introduce key vocab before reading</li><li>• Offer read aloud as an option</li><li>• Sticky notes for vocab challenges</li></ul>	<ul style="list-style-type: none"><li>• Paired reading for pacing</li><li>• Noise canceling headphones</li><li>• Time to re-read for clarity</li><li>• Drawing option to map out ideas throughout</li></ul>	<p>In addition to other supports,</p> <ul style="list-style-type: none"><li>• Give reading in advance</li><li>• Read with teacher in small group - stop and explain, draw connections, etc.</li></ul>

Scaffolding for apprehensive oral presenters

- 1) One on one with teacher
- 2) Present to a small group
- 3) Flipgrid shared with the class
- 4) Whole class sharing

-Teacher should have an awareness of students levels of experience within the community-  
Background knowledge may need to be supported  
Vocabulary consideration- May need to front load for some students or visuals.

### TEACHER INSTRUCTION / STUDENT EXPERIENCE & PRACTICE

[See lesson Slides and Video](#)

### TEACHER REFLECTION / NEXT STEPS