



CURRICULUM GUIDELINES

Team 3R

ONCE UPON A TIMEWARP

Alaha Husseinzadah, Austin Layng,
Iqra Osman, Kristen Buckley,
Rachel Clodman, Shibli Sajeed



OUR CHALLENGE

How do we collect, curate, and make accessible stories that are non-colonial in form, so that we can share those structures in our workshops with students in grades 3 to 7?

OVERVIEW

How does curriculum influence our project? How can we influence curriculum?

Team 3R understands the significance of curriculum as it pertains to providing guidance to teachers and students alike. In the larger question we have aimed to answer, curriculum lays the framework necessary to understand the relationships between local/global communities and formal education. As a team, we recognize the influence of school as a major socializing agent (through means of learning) and its place as a connective social instrument. 3R intends to analyze current curriculum framework to provide Story Planet with the relevant information to effectively facilitate student workshops and continue to expand community outreach within the context of culturally informed storytelling.

Upon analysis of Ontario curriculum, Team 3R has identified **two** key ways our project could positively shift our collective relationships with storytelling within the scope of education:

(1) By encouraging examination of inherent colonial bias within the education system/curriculum;

- This was made more obvious at some points in the Ontario curriculum document.
 - ie. subscriptions to gendered stereotypes

(2) A disruption of linearity as it pertains to not only storytelling, but learning itself.

- Calls us to interrogate measures of success and how/when they are applied.



Applicability

"Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are important aspects of an inclusive language program... Critical thinking skills include the ability to identify perspectives, values, issues; detect bias; and read for implicit as well as explicit meaning"

Ontario Curriculum, pgs.28-29

Given the objectives outlined within the "Antidiscrimination education in the language program", a commitment is made clear through the acknowledgement of Ontario's diversity: that lesson plans, resources, and learning programs should reflect this diversity whilst imparting a sense of duty to cultural preservation and bias interrogation. Keeping this in mind, Team 3R has centred our project and its intended deliverables around the greater goal of broadening student relationships with their peers and community members at large. By empowering school members to openly express themselves and cultivating spaces wherein students and teachers alike can identify personal biases, we can begin to lay the stepping stones to critical thought and social expansion/progression. Although we are unsure of the immediate effects of our proposed solution(s), we know, through firsthand experience, that young students of Ontario not only have the capacity to engage with antidiscrimination education in meaningful ways, but showcase a willingness to undo current systemic mechanisms of oppression and discrimination.

Proposed Deliverables

and relevance to curriculum guidelines

Website



Being mindful of our current circumstances, 3R wants to create a virtual place where everything we have collected and curated is thoughtfully presented. In a way that considers our intended audience (students in grades 3-7), we aim to produce a website that is reflective of our major goal of accessibility. This will mostly mirror the main objectives of our lesson plans in that we plan to uphold the values present in Ontario curriculum policies by showcasing commitment to eliminating as many virtual barriers to learning as possible. This will be done by using disability-minded fonts and web page layouts.

How-to Guide



In this, we plan to present our answers to StoryPlanet's initial "How" questions. By doing so, Team 3R imparts what we consider to be foundational to what Story Planet desires to answer. This 'how-to' guide would outline major decisions surrounding accessibility and distribution processes whilst addressing what we perceive to be reliable story collection, curation, and presentation. It is in this deliverable that we communicate the necessity of accessibility as it pertains to student accommodation across a variety of intersections and experiences and make suggestions for improvement where 3R could not deliver (because of a lack of funding/resources).

Lesson Plans



This will provide a look into one of the ways our collected stories and research can be made accessible to students in grades 3-7. With curriculum informed lesson plans, Story Planet can begin to understand how our approaches to collection and curation may affect their facilitated workshops and community engagements. Team 3R has asked many big questions and with every single one, we have been brought back to young students and the impact these answers may have on them. Taking curriculum into account, lesson plans will reflect reasonable objectives and assessment measures- and through this, many of our considerations will be showcased.

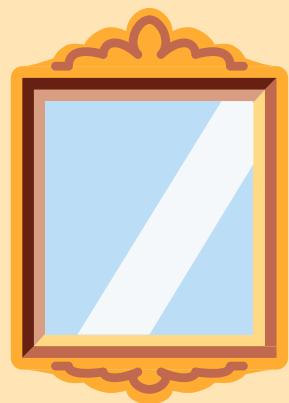
Successful Language Learners

Expectations mostly met through language program strands (next page)

Overarching expectations present in curriculum:



Self-reflection



Self-actualization



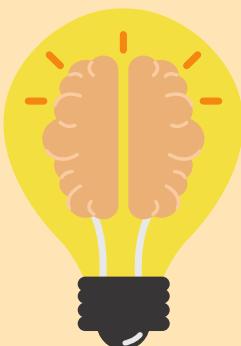
Comprehension



Critical thinking (skill-building)



Generation/Creation



Language Program Strands

Relevant skills/expecations

Oral Communication

- Listening to understand and to respond
- Building other speaking skills and strategies
 - Primarily for communication with different audiences

Reading

- Constructing meaning (comprehension)
- Communicating meaning (forms, features, stylistic elements of reading)
- Fluency in reading
- Reflection on strengths/weaknesses as readers

Writing

- Generating and gathering ideas to write intentionally
- Drafting and revision skill building
- Editing (ie. proofreading, publishing skills) to show knowledge of language conventions
- Reflection on their identities as writers (areas of improvement etc)

Media Literacy

- Showcase understanding of media texts/forms
- Identification of media forms- conventions, techniques used to create meaning
- Creation- students making their own media texts
- Reflection on identities, strengths, and areas of improvement

Assessment/Achievement Evaluation

The primary purpose of assessment and evaluation is to **improve** student learning. Although academic development and its expectations are seemingly linear, the assessment tools used are up to the discretion of the educator. Within the setting of a workshop, there are some ways we can challenge the colonial undertones present within modern assessment practices. These include:

- Assessment that places an emphasis on verbal comprehension and communication
 - This may better capture non-linearity (often found in non-colonial stories)
 - Can be pulled from conversation, demonstrations, and performances
- Day-to-day observations
 - Are there any improvements being made?
 - ie. Are biases being addressed? Eliminated (if necessary)?

Additionally, a rubric can be used to mark achievements. Below is a generic example (sourced from Ontario curriculum), but variations can be made to better reflect workshop goals.

Categories	Level 1	Level 2	Level 3	Level 4
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
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 for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

Some questions facilitators/educators can consider:

- How do we ensure equitable access so that proposed lesson plans and assessment strategies are reflective of a greater commitment to fairness?
- How can we create equilibrium between the fluidity of storytelling and the rigidity of curriculum expectations?