

PD21052 - ACGC Learning Situations in Secondary Cycle 2

Project Description

This project changed significantly over the course of the school year. Initially, we had intended to work with a group of teachers from Rosemere High School to create lesson plans for the ACGC required for Secondary III. The original group of teachers met three times and worked hard to understand the content that is required in Secondary III. We tried to make connections between the subjects taught and the ACGC. The teachers involved teach Social Studies, POP and FSL. Unfortunately, the teachers of Social Studies could not find any way to integrate ACGC into the course of their lessons. In FSL, teachers found that there was a lot of new vocabulary to teach and so they also found that the material fit much better in ELA. After three meetings, the group came to an impasse and so the PDIG coordinator reached out to the SWLSB ELA consultant to find some ELA teachers who would be willing to take over the project from an ELA Perspective. Maura Smith and Rachel Desjardins took over and meetings proceeded with them and ELA consultant Kathy Panek.

Initially, the group tried to create an ELA Evaluation Situation. However, it became evident that the ACGC item, Draft of a personal Profile, did not lend itself to this type of situation because there were not enough opportunities to have students reflect on reading. The discussion veered toward trying to use MyBlueprint, an online career education tool and profile, as a central element of the Learning Situation.

Finally, the group decided focus on the ELA “Talk Competency” to create a PowerPoint for teachers to lead their students through an exercise in which they practice Talk Moves as they discuss the ACGC. In so doing, the students will be able to meet the Expected Student Learning Outcome for ACGC, *Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values*, and to work on the Spoken Language aspects of Conventions of Language in the Secondary ELA Progression of Learning.

It was of prime importance to this group that the Learning Situation they created meets criteria for **both** ACGC and ELA, so that teachers do not feel that they are “wasting teaching time” by carrying out the ACGC item with their class. To this end, the group created a rubric so that teachers can evaluate the ELA learning that goes on during the course of this project.

Project Goals

The goal of this project was to create four Learning Situations for the Secondary Cycle 2 ACGC. Once the project was underway, it became clear that these objectives were unobtainable. First, the initial group found it difficult to understand how to infuse ACGC into their classes and could not get beyond this to create material. Second, it took much longer for teachers to fully understand what is required of students who are working on this ACGC. In addition, it was not easy to understand how to infuse this material in a way that made it meaningful in both ELA and the ACGC context. Keeping in mind that the students are only required to draft the personal profile in Secondary III, we needed to find ways for students to explore their Interest, Aptitudes, Values and Aspirations, while developing their ELA abilities.

In addition, the group size dropped from five teacher participants initially, to just two. We had reached out to another ELA teacher at Laval Senior Academy who was going to field test the activity in March, however, the shutdown prevented further work on this project.

Had the group been able to meet a few more times, we would have been able to create short lesson plans for the two other ACGC items in Secondary III because we had already discussed how they could become extended activities after the initial Draft of a Personal Profile had been completed. Unfortunately, the shutdown made this further work impossible.

Project Outcomes

Although this project did not result as we had expected, the teachers involved and the SWLSB ELA consultant came to an excellent understanding of both the ACGC for Secondary III and how to teach students to use talk moves in academic conversation. As ACGC project manager for SWLSB, I have come to understand teachers' perceptions of this material and I am now better able to accompany them as they prepare to teach it to their students.

The group produced a Student Booklet, Teacher Guide and a Planning Template for an activity entitled "I Am..." These documents have been submitted to MEES for approval and eventual inclusion on the Vibe Platform. These documents can be found:

[Planning Template](#)

[Student Guide](#)

[Teacher Guide](#)

[PowerPoint](#)

Reinvestment

This project has resulted in the creation of an ELA Learning Situation that allows students to attain the ESLO for the Secondary III ACGC item "Draft of a Personal Profile". The Learning Situation has been posted on the SWLSB ACGC website <https://acgc.swlsb.ca/secondary-cycle-two/secondary-iii-lessons/draft-of-a-personal-profile> and will shortly be posted on the [MEES Vibe Platform](#). Teachers who were involved in crafting this Learning Situation are keen to work with other teachers, as had been anticipated for April and May 2020. Due to the shutdown, we are looking for means to continue this next year. The SWLSB ELA consultant has a new understanding of how ACGC can be infused into ELA at all levels.