

PDIG Final Report 2019-2020

Project Name: *History of Quebec and Canada Secondary III + IV
French and English Accessible Literacy Curriculum
Tools*

1. Project Description: *Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.*

The new History of Quebec and Canada (HQC) program in secondary III and secondary IV has refocused the orientation of the program from content memorization to historical thinking and the integration of intellectual operations. This reorientation requires a demonstration of higher level literacy skills by the students in either English and French, dependent upon their academic pathway. The purpose of this project was to provide teachers with history related literacy curriculum tools (questions, documents and teacher's guide) in accessible language, in either French or English, to support and develop the students' skills related to comprehension, document analysis, and writing responses using historical thinking.

This project was a collaboration between the Lester B. Pearson School Board and the English Montreal School Board. Our first setback was awaiting the announcement of the new Social Sciences consultant at the EMSB, which only occurred in late December. Once the new consultant, Andrew, was brought up to speed, we reorganized our dates and had our first team meeting on March 10th, 2020.

This team meeting was quite successful. Andrew and I, along with the 6 teachers involved (3 from LBPSB and 3 from EMSB) spent the beginning of the day discussing the project and our goals. We brainstormed ideas, broke off into teams, and divided the tasks. We began by first deconstructing questions from local exams and tests. Questions, documents, intellectual operations and answer guides were categorized into their appropriate progression of learning. This was a way to ease teachers into the structure of the project and get them accustomed to the format. The goal was to dedicate the remaining 5 days to the creation of original and new questions in accordance with each of the progressions of learning. We were unfortunately unable to accomplish this as schools were closed as of March 13th, 2020 due to Covid-19 and our project was indefinitely put on hold.

2. Project Goals: *Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.*

Our first project goal was to create a curriculum tool, available to the teachers in accessible language (French and English), that would facilitate student engagement with the program and hopefully lead to a higher success rate on the exam. Since the project was not completed, we unfortunately were not able to meet this goal. I did, however, share a sample of what we had

produced with teachers in order to support them with curriculum tools during the Covid-19 shutdown. For 5 weeks I provided them with “Daily Docs” where, each day, students were expected to analyze a document and evaluate the accompanying question using the provided intellectual operation. Many teachers used this tool as a formative assessment with their students. They were very appreciative and many expressed that they would be keeping this sample for future use and wondered if there were plans to create more.

I found this feedback to be exceptionally valuable and reassuring. This confirmed that the curriculum tool that we were creating is practical and in high demand from both teachers and students alike. In addition, it reaffirms one of our goals: “To support professional development to meet the needs of the English Educational Community.”

3. Project Outcomes: *Describe/show the gains that the participating teachers achieved through this project.*

Participating teachers were able to reevaluate their use of the progressions of learning and learn how to accurately align them in accordance to the intellectual operations. They were able to familiarize themselves with how some questions can be used for more than one progression of learning or how the same topic can be asked in various ways in order to include various intellectual operations. This curriculum tool provided insight on how to respond to the students' differing French and English literacy levels when teaching the program.

4. Reinvestment: *Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved*

This resource, had it been completed, could have provided a large database of accessible literacy curriculum tools, in both English and French, that could be used by all teachers in the creation of in-class activities, for learning and evaluation situations, or for formative and summative assessments.

As mentioned earlier, the preliminary work we created was used as a basis to create tools to assist the Social Sciences teachers through the early days of school closures due to Covid-19. It was used to create “Daily Docs” which were shared with students across the board. This resource was met with enthusiasm from both teachers and students alike. Several teachers expressed the desire of having the completed tool, as well as the possibility of creating something similar for Secondary 1 and 2 Social Sciences in the future.

5. Final Report: Summary: *Write a report in a professional manner and suitable for posting on the LCEEQ website.*

Our project goal was to provide teachers with history related literacy curriculum tools (questions, documents and teacher's guide) in accessible language, in either French or English, to support and develop the students' skills related to comprehension, document analysis, and writing responses using historical thinking. Due to unforeseen circumstances, we were unable to complete our project. Preliminary feedback, however, on the initial stages of our production was positive and encouraging. The project is worth revisiting so that it may be completed and expanded.

[History of Quebec and Canada Secondary III + IV French and English Accessible Literacy Curriculum Tools](#)

[Secondary 3 "Daily Docs"](#)

[Secondary 4 "Daily Docs"](#)